

LEHIGH VALLEY CHARTER HIGH SCHOOL FOR THE ARTS

321 E. Third St

Schoolwide Title 1 Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

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 STATEMENT

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

EDUCATIONAL VALUE STATEMENTS

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 brings 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 650 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 conservatory's.

PARENTS

Supportive & Engaged Families: Charter Arts believes that students will achieve their highest potential 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)

STEERING COMMITTEE

Name	Position	Building/Group
Lauren Sheldon	Administrator	The Lehigh Valley Charter High School for the Arts
Carise Comstock	Administrator	The Lehigh Valley Charter High School for the Arts
Cheryl Schurz	Director of Finance	The Lehigh Valley Charter High School for the Arts
Jennifer Levernier	Administrator	The Lehigh Valley Charter High School for the Arts
MaryJo Rosania-Harvie	Administrator	The Lehigh Valley Charter High School for the Arts
Jasmin Woodson	Board Member	The Lehigh Valley Charter High School for the Arts
Cyndi Evans	Staff Member	The Lehigh Valley Charter High School for the Arts
Katie Keller	Staff Member	The Lehigh Valley Charter High School for the Arts
Liz Litchfield	Staff Member	The Lehigh Valley Charter High School for the Arts
Georgia Bomgardner	Staff Member	The Lehigh Valley Charter High School for the Arts
Trinity Jefferson	Student	The Lehigh Valley Charter High School for the Arts
Zephyr (Valencia) Bryant	Student	The Lehigh Valley Charter High School for the Arts
Marlee Davis	Student	The Lehigh Valley Charter High School for the Arts

Name	Position	Building/Group
Ellyn Schindler	Parent	The Lehigh Valley Charter High School for the Arts
Jodi Folwer	Staff Member	The Lehigh Valley Charter High School for the Arts
Stephen Krock	Staff Member	The Lehigh Valley Charter High School for the Arts
Jen Weaver	Staff Member	The Lehigh Valley Charter High School for the Arts

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement an attendance policy and mental health programming that promote regular school attendance, create incentives for students to attend school on a daily basis, and provide students with support for mental health or trauma based circumstances in a rigorous dual curriculum.	Regular Attendance Social emotional learning
Develop and implement an EDI strategic plan to address goal areas of (1) Curriculum & Instruction, (2) Student Support, (3) Employee Retention, & Advancement, & (4) Community Engagement	School climate and culture
Use a variety of assessments including diagnostic, benchmark, formative, and summative assessments, so that teachers can identify individual student needs, set rigorous learning goals, provide differentiated instruction based on those needs, and monitor progress towards student achievement goals in all areas, and specifically in Biology & Algebra.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy	
Benchmark Assessments	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Keystone Goal	During the May 2024 Keystone administration, first time biology test takers will achieve 75% proficiency & first time Algebra test takers will achieve 50% proficiency. Biology Proficiency: Increase from 60% in 2018 & 2019, 65% as 2017 Algebra Proficiency: Increase from 40% in 2017, 27% in 2018, and 38% 2019

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Biology and Algebra teachers administer first benchmark assessment (PM1).	2021-09-06 - 2021-10-01	Classroom teachers	IXL accounts and/or CDT accounts, Chromebooks
Biology and Algebra teachers analyze student data and meet collaboratively to discuss student grouping/tiers and differentiation strategies.	2021-10-04 - 2021-10-29	Classroom Teachers, Department Chairs, Admin as needed	IXL or CDT student data, common planning time, admin support as needed
Biology and Algebra teachers provide instruction based on student grouping/tiers, administer 2nd benchmark assessment (PM2), analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.	2021-10-04 - 2021-12-31	Classroom Teachers, Department Chairs, Admin as needed	IXL and/or CDT student data, common planning time, admin support as needed
Biology and Algebra teachers provide instruction based on student grouping/tiers (adjusting as needed), administer 3rd benchmark assessment (PM3), analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.	2022-01-03 - 2022-03-31	Classroom Teachers, Department Chairs, Admin as needed	IXL and/or CDT student data, common planning time, admin support as needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Biology and Algebra teachers provide instruction based on student grouping/tiers (adjusting 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.	2022-04-04 - 2022-07-15	Classroom Teachers, Department Chairs, Admin as needed	IXL and/or CDT student data, common planning time, admin support as needed

Anticipated Outcome
Tiered/differentiated student instruction that shows growth on benchmark assessments (PMs) and Keystone exam.

Monitoring/Evaluation
Data meetings in collaboration with Department Chair and/or Administration to analyze benchmark data following assessments to monitor student growth and achievement.

Evidence-based Strategy
MTSS & PBIS

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Goal	By June 2024, regular student attendance (students with fewer than 18 total absences) will increase to at least

Goal Nickname	Measurable Goal Statement (Smart Goal)			
	86%. Baseline: 78.2% during 18-19 school year. Statewide average: 85.7%			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Revise Attendance Policy to include incentives for regular attendance and clearer consequences.	2021-06-15 - 2021-10-13	Assistant Principal	Attendance Policy and Incentive Plan	
Regularly monitor unexcused absences and follow-up with students & families immediately at 2, 4, & 7 day marks for unexcused absences. At 4th unexcused absence, schedule SAIP conference. At 6-8th unexcused absence, initiate SAP referral, CYS referral, home visits, and/or truancy elimination service. At 10th unexcused absence, initiate truancy citation and continue to provide supports through SAP and/or home visit/truancy elimination caseworker.	2021-08-30 - 2022-06-15	Attendance Coordinator, Social Worker & Assistant Principal	SAP caseworkers, Truancy elimination program	
Review quarterly attendance data to determine Attendance Honor Roll students (Q1: <2.5%/4.5 absences, Q2: <5%/9 absences, <7.5%/13.5, Q4: <10%/18 absences) and provide supports for students based on excessive attendance.	2021-08-31 - 2022-06-15	Attendance Coordinator, Social Worker & Assistant Principal	Monthly Data meetings	
Each advisory teacher will reinforce regular school attendance as a Career & College readiness skill through modules/discussion, resumes.	2021-08-31 - 2022-06-15	Advisory Committee and teachers	Lessons, modules, certificates.	

Anticipated Outcome

Earlier intervention for students struggling with regular attendance, additional supports for students to encourage regular attendance, and overall improved regular attendance for students and as a whole school.

Monitoring/Evaluation

Data meeting, bi-monthly board reports

Evidence-based Strategy

MTSS & Social Emotional Learning Program

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Mental Health Supports & Student Programming

By June 2024, 54% of students will express that they feel confident in "managing stress" and 56% of students will express that they feel confident in "dealing with feelings of sadness and depression." 20-21 Baseline Data for Stress/Anxiety Management: Pre-test - 34% confident Post-test - 46.7% confident 20-21 Baseline Data for Sadness/Depression Management: Pre-test - 39% confident Post-test - 48.3% confident

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Advisory Teachers will administer a pre and post needs assessments via Naviance to all students.

2021-09-06 -
2022-06-15

Advisory
Committee,
School

Naviance, Needs
Assessment

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Counselor(s)	
The Student Support Team (SST) including counselors, social worker, school psychologist, and administrators will review students data including the Naviance needs assessment bi-monthly to monitor at-risk students and initiate tier 1, 2, & 3 supports based on student needs	2021-09-15 - 2022-06-15	SST Coordinator	
Student groups focused on coping skills and other identified student needs will be held both the Fall and Spring semesters.	2021-10-01 - 2022-06-15	Social Worker	Coping Skills curriculum
School Psychologist, School Social Worker, and School Counselors will push into or provide content for advisory and seminar electives throughout the year to provide social/emotional lessons focused on coping skills for depression, stress, and other identified student needs.	2021-10-01 - 2022-06-15	School Psychologist	Lesson plans

Anticipated Outcome

Increase of student capacity to self regulate emotions with coping strategies & self advocate for support as needed. Indirect benefits to student regular attendance when students feel more equipped to manage feelings of stress and sadness.

Monitoring/Evaluation

Naviance survey data, advisory walkthroughs, self assessments during small groups

Evidence-based Strategy

Strategic Planning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

EDI Goal

By June 2024, implement identified strategies outlined in the EDI strategic plan (on website) to achieve four identified goals: (1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop an EDI student affinity group council (representatives from BSU, Spanish Club, Asian Pacific Islander Club, GSA, Student Council, etc.) to allow a space for student connections and collaborations and for leadership to hear the concerns and opportunities from our students.	2021-10-15 - 2022-06-15	Administration	
Departments select 1-2 courses to update scope and sequences to reflect diverse voices, cultures, and experiences.	2021-10-11 - 2022-06-15	Department Chair/Director, Administration	Scope & Sequence Documents
Institute regular interdisciplinary, peer-to-peer observations for professional growth (e.g., learning from expert peers, observing in other departments).	2022-01-03 - 2022-06-15	Administration	Peer Observation Partners, Forms

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue and expand engagement with diverse partners in the Lehigh Valley and beyond, including for master classes and guest speakers, who also value and prioritize EDI.	2021-09-06 - 2022-06-15	Administration	

Anticipated Outcome

1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate.

Monitoring/Evaluation

Bi-monthly board reports, follow EDI Strategic Plan

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During the May 2024 Keystone administration, first time biology test takers will achieve 75% proficiency & first time Algebra test takes will achieve 50% proficiency. Biology Proficiency: Increase from 60% in 2018 & 2019, 65% as 2017 Algebra Proficiency: Increase from 40% in 2017, 27% in 2018, and 38% 2019 (Keystone Goal)	Benchmark Assessments	Biology and Algebra teachers analyze student data and meet collaboratively to discuss student grouping/tiers and differentiation strategies.	10/04/2021 - 10/29/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During the May 2024 Keystone administration, first time biology test takers will achieve 75% proficiency & first time Algebra test takes will achieve 50% proficiency. Biology Proficiency: Increase from 60% in 2018 & 2019, 65% as 2017 Algebra Proficiency: Increase from 40% in 2017, 27% in 2018, and 38% 2019 (Keystone Goal)	Benchmark Assessments	Biology and Algebra teachers provide instruction based on student grouping/tiers, administer 2nd benchmark assessment (PM2), analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.	10/04/2021 - 12/31/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During the May 2024 Keystone administration, first time biology test takers will achieve 75% proficiency & first time Algebra test takers will achieve 50% proficiency. Biology Proficiency: Increase from 60% in 2018 & 2019, 65% as 2017 Algebra Proficiency: Increase from 40% in 2017, 27% in 2018, and 38% 2019 (Keystone Goal)	Benchmark Assessments	Biology and Algebra teachers provide instruction based on student grouping/tiers (adjusting as needed), administer 3rd benchmark assessment (PM3), analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.	01/03/2022 - 03/31/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During the May 2024 Keystone administration, first time biology test takers will achieve 75% proficiency & first time Algebra test takes will achieve 50% proficiency. Biology Proficiency: Increase from 60% in 2018 & 2019, 65% as 2017 Algebra Proficiency: Increase from 40% in 2017, 27% in 2018, and 38% 2019 (Keystone Goal)	Benchmark Assessments	Biology and Algebra teachers provide instruction based on student grouping/tiers (adjusting 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.	04/04/2022 - 07/15/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, regular student attendance (students with fewer than 18 total absences) will increase to at least 86%. Baseline: 78.2% during 18-19 school year. Statewide average: 85.7% (Attendance Goal)	MTSS & PBIS	Each advisory teacher will reinforce regular school attendance as a Career & College readiness skill through modules/discussion, resumes.	08/31/2021 - 06/15/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, 54% of students will express that they feel confident in "managing stress" and 56% of students will express that they feel confident in "dealing with feelings of sadness and depression." 20-21 Baseline Data for Stress/Anxiety Management: Pre-test - 34% confident Post-test - 46.7% confident 20-21 Baseline Data for Sadness/Depression Management: Pre-test - 39% confident Post-test - 48.3% confident (Mental Health Supports & Student Programming)	MTSS & Social Emotional Learning Program	Advisory Teachers will administer a pre and post needs assessments via Naviance to all students.	09/06/2021 - 06/15/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, 54% of students will express that they feel confident in "managing stress" and 56% of students will express that they feel confident in "dealing with feelings of sadness and depression." 20-21 Baseline Data for Stress/Anxiety Management: Pre-test - 34% confident Post-test - 46.7% confident 20-21 Baseline Data for Sadness/Depression Management: Pre-test - 39% confident Post-test - 48.3% confident (Mental Health Supports & Student Programming)	MTSS & Social Emotional Learning Program	School Psychologist, School Social Worker, and School Counselors will push into or provide content for advisory and seminar electives throughout the year to provide social/emotional lessons focused on coping skills for depression, stress, and other identified student needs.	10/01/2021 - 06/15/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, implement identified strategies outlined in the EDI strategic plan (on website) to achieve four identified goals: (1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate. (EDI Goal)	Strategic Planning	Departments select 1-2 courses to update scope and sequences to reflect diverse voices, cultures, and experiences.	10/11/2021 - 06/15/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024, implement identified strategies outlined in the EDI strategic plan (on website) to achieve four identified goals: (1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate. (EDI Goal)	Strategic Planning	Institute regular interdisciplinary, peer-to-peer observations for professional growth (e.g., learning from expert peers, observing in other departments).	01/03/2022 - 06/15/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

Carise Comstock

2021-08-30

School Improvement Facilitator Signature

Lauren Sheldon

2021-08-11

Building Principal Signature

Lauren Sheldon

2021-08-11

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Proficient/Advanced in English Language Arts/Literature (whole school)

Growth in Algebra (whole school)

Growth in Biology for Hispanic and Economically Disadvantaged students

Career Standards Benchmark

English teachers have a proven ability to grow students beyond predicted scores and to earn high measures of success on standardized assessments.

Higher level math students are able to achieve passing scores on college level standardized assessments.

Math students demonstrate growth throughout the school year and after remediation.

Some higher level science students demonstrate growth over time and are able to achieve passing scores on college level standardized assessments.

Challenges

Proficient/Advanced & Growth in Biology

Proficient/Advanced in Algebra for Hispanic and Economically Disadvantaged students

Regular Attendance

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

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 Keystone Exam.

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

We do not currently offer any dual enrollment courses, but hope to offer up to 7 courses between two artistic areas once Charter School law allows dual enrollment. And we hope to eventually offer at least one course in all 7 artistic areas.

Strengths

In the 2019-2020 school year, we launched the final of 3 seminar courses, focusing on Career & College preparations. Students now complete a 3 year program which utilizes Naviance and other tools for career readiness.

Students complete their Naviance lessons with a high completion rate.

In the 2021-2022 school year, we will launch a schoolwide advisory period for a universal approach to career & college readiness.

At-risk students have access to after school supports including content tutoring and homework lab.

At-risk students have access to support from our reading specialist.

New advisory period will attendance Career & College readiness, including emphasis on strong attendance

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Identify and address individual student learning needs

Challenges

We are exploring ways to increase student access to industry based credentials.

Based on a 19-20 4th marking period at risk report, 13% of at-risk students (5/39) are economically disadvantaged.

A significant percentage of each minority student group sometimes, rarely, or never sees their identity cultural background represented in their course materials and in their teachers/staff members.

Provide frequent, timely, and systematic feedback and support on instructional practices

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

Monitor and evaluate the impact of professional learning on staff practices and student learning

Strengths

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

Most Notable Observations/Patterns

Areas of growth: Alg and Bio growth and proficiency, attendance support, professional development for teachers. Other known area of need surrounding mental health and social/emotional wellness - where do we include this data?

Challenges

Discussion Point

Priority for Planning

Proficient/Advanced
& Growth in Biology

Primary Root Cause: Lack of benchmark assessment data, ongoing formative assessment, and data analysis to provide individualized and differentiated instruction based on rigorous learning goals. Other Notes: How to grow students more in higher level course? How to help first time test takers achieve proficiency? New teacher last two years impacted scores. How to align instruction within the department? How to monitor student learning needs and growth?

Proficient/Advanced

Challenges	Discussion Point	Priority for Planning
in Algebra for Hispanic and Economically Disadvantaged students		
Regular Attendance	Primary Root Cause: Lack of incentives for students to attend school regularly (loss of credit for unexcused absences, rewards for consistent attendance), inconsistent implementation of current policy including truancy charges, and insufficient support for students with mental health or trauma based challenges, especially in a rigorous dual curriculum. Other Notes: So many sending districts, great distance to travel, mental health considerations, lenient policy, new policy to file own truancy charges, credit not tied to attendance, what are the motivators for students to attend regularly?	
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.	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.	

Challenges	Discussion Point	Priority for Planning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Root Cause: After 2 years of new mental health initiatives (restorative practices, trauma informed schools, mental health PD) and 2 months of remote learning, teachers need encouragement and incentives to take more ownership of the successful implementation of these school wide goals. Other Notes: Mental health/social emotional support, remote learning support - Need to help teachers sustain what they have learned re: restorative practices, Trauma informed schools, mental health first aide, need to increase capacity of school counseling department to support students and teachers. Need to support teachers with effective remote learning tools and help them evaluate and adjust their own practice using new tools/strategies. 1. Develop a systematic map of all mental health and social-emotional supports available to students based on previous 2 years of professional development, supported by clear faculty leadership and increased faculty buy-in. 2. Create opportunity for ongoing investigation, implementation, and evaluation of remote learning tools and strategies to best support students and teacher in best practices for online learning.	
Use multiple professional learning designs to support the learning needs of staff		
Monitor and evaluate the impact of professional learning on staff practices and student learning		

Challenges**Discussion Point****Priority for Planning**

Based on a 19-20
4th marking period
at risk report, 13% of
at-risk students
(5/39) are
economically
disadvantaged.

A significant
percentage of each
minority student
group sometimes,
rarely, or never sees
their identity
cultural background
represented in their
course materials
and in their
teachers/staff
members.

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

Challenges

Discussion Point

Priority for Planning

ADDENDUM B: ACTION PLAN

Action Plan: Benchmark Assessments

Action Steps		Anticipated Start/Completion Date	
Biology and Algebra teachers administer first benchmark assessment (PM1).		09/06/2021 - 10/01/2021	
Monitoring/Evaluation		Anticipated Output	
Data meetings in collaboration with Department Chair and/or Administration to analyze benchmark data following assessments to monitor student growth and achievement.		Tiered/differentiated student instruction that shows growth on benchmark assessments (PMs) and Keystone exam.	
Material/Resources/Supports Needed		PD Step	Comm Step
IXL accounts and/or CDT accounts, Chromebooks		no	no

Action Steps	Anticipated Start/Completion Date	
Biology and Algebra teachers analyze student data and meet collaboratively to discuss student grouping/tiers and differentiation strategies.	10/04/2021 - 10/29/2021	
Monitoring/Evaluation	Anticipated Output	
Data meetings in collaboration with Department Chair and/or Administration to analyze benchmark data following assessments to monitor student growth and achievement.	Tiered/differentiated student instruction that shows growth on benchmark assessments (PMs) and Keystone exam.	
Material/Resources/Supports Needed	PD Step	Comm Step
IXL or CDT student data, common planning time, admin support as needed	yes	no

Action Steps		Anticipated Start/Completion Date	
Biology and Algebra teachers provide instruction based on student grouping/tiers, administer 2nd benchmark assessment (PM2), analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.		10/04/2021 - 12/31/2021	
Monitoring/Evaluation		Anticipated Output	
Data meetings in collaboration with Department Chair and/or Administration to analyze benchmark data following assessments to monitor student growth and achievement.		Tiered/differentiated student instruction that shows growth on benchmark assessments (PMs) and Keystone exam.	
Material/Resources/Supports Needed		PD Step	Comm Step
IXL and/or CDT student data, common planning time, admin support as needed		yes	no

Action Steps	Anticipated Start/Completion Date	
Biology and Algebra teachers provide instruction based on student grouping/tiers (adjusting as needed), administer 3rd benchmark assessment (PM3), analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.	01/03/2022 - 03/31/2022	
Monitoring/Evaluation	Anticipated Output	
Data meetings in collaboration with Department Chair and/or Administration to analyze benchmark data following assessments to monitor student growth and achievement.	Tiered/differentiated student instruction that shows growth on benchmark assessments (PMs) and Keystone exam.	
Material/Resources/Supports Needed	PD Step	Comm Step
IXL and/or CDT student data, common planning time, admin support as needed	yes	no

Action Steps	Anticipated Start/Completion Date
Biology and Algebra teachers provide instruction based on student grouping/tiers (adjusting 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.	04/04/2022 - 07/15/2022

Monitoring/Evaluation	Anticipated Output
Data meetings in collaboration with Department Chair and/or Administration to analyze benchmark data following assessments to monitor student growth and achievement.	Tiered/differentiated student instruction that shows growth on benchmark assessments (PMs) and Keystone exam.

Material/Resources/Supports Needed	PD Step	Comm Step
IXL and/or CDT student data, common planning time, admin support as needed	yes	no

Action Plan: MTSS & PBIS

Action Steps		Anticipated Start/Completion Date	
Revise Attendance Policy to include incentives for regular attendance and clearer consequences.		06/15/2021 - 10/13/2021	
Monitoring/Evaluation		Anticipated Output	
Data meeting, bi-monthly board reports		Earlier intervention for students struggling with regular attendance, additional supports for students to encourage regular attendance, and overall improved regular attendance for students and as a whole school.	
Material/Resources/Supports Needed		PD Step	Comm Step
Attendance Policy and Incentive Plan		no	yes

Action Steps	Anticipated Start/Completion Date	
Regularly monitor unexcused absences and follow-up with students & families immediately at 2, 4, & 7 day marks for unexcused absences. At 4th unexcused absence, schedule SAIP conference. At 6-8th unexcused absence, initiate SAP referral, CYS referral, home visits, and/or truancy elimination service. At 10th unexcused absence, initiate truancy citation and continue to provide supports through SAP and/or home visit/truancy elimination caseworker.	08/30/2021 - 06/15/2022	
Monitoring/Evaluation	Anticipated Output	
Data meeting, bi-monthly board reports	Earlier intervention for students struggling with regular attendance, additional supports for students to encourage regular attendance, and overall improved regular attendance for students and as a whole school.	
Material/Resources/Supports Needed	PD Step	Comm Step
SAP caseworkers, Truancy elimination program	no	yes

Action Steps	Anticipated Start/Completion Date	
Review quarterly attendance data to determine Attendance Honor Roll students (Q1: <2.5%/4.5 absences, Q2: <5%/9 absences, <7.5%/13.5, Q4: <10%/18 absences) and provide supports for students based on excessive attendance.	08/31/2021 - 06/15/2022	
Monitoring/Evaluation	Anticipated Output	
Data meeting, bi-monthly board reports	Earlier intervention for students struggling with regular attendance, additional supports for students to encourage regular attendance, and overall improved regular attendance for students and as a whole school.	
Material/Resources/Supports Needed	PD Step	Comm Step
Monthly Data meetings	no	yes

Action Steps	Anticipated Start/Completion Date
Each advisory teacher will reinforce regular school attendance as a Career & College readiness skill through modules/discussion, resumes.	08/31/2021 - 06/15/2022

Monitoring/Evaluation	Anticipated Output
Data meeting, bi-monthly board reports	Earlier intervention for students struggling with regular attendance, additional supports for students to encourage regular attendance, and overall improved regular attendance for students and as a whole school.

Material/Resources/Supports Needed	PD Step	Comm Step
Lessons, modules, certificates.	yes	no

Action Plan: MTSS & Social Emotional Learning Program

Action Steps		Anticipated Start/Completion Date	
Advisory Teachers will administer a pre and post needs assessments via Naviance to all students.		09/06/2021 - 06/15/2022	
Monitoring/Evaluation		Anticipated Output	
Naviance survey data, advisory walkthroughs, self assessments during small groups		Increase of student capacity to self regulate emotions with coping strategies & self advocate for support as needed. Indirect benefits to student regular attendance when students feel more equipped to manage feelings of stress and sadness.	
Material/Resources/Supports Needed		PD Step	Comm Step
Naviance, Needs Assessment		yes	no

Action Steps	Anticipated Start/Completion Date	
The Student Support Team (SST) including counselors, social worker, school psychologist, and administrators will review students data including the Naviance needs assessment bi-monthly to monitor at-risk students and initiate tier 1, 2, & 3 supports based on student needs	09/15/2021 - 06/15/2022	
Monitoring/Evaluation	Anticipated Output	
Naviance survey data, advisory walkthroughs, self assessments during small groups	Increase of student capacity to self regulate emotions with coping strategies & self advocate for support as needed. Indirect benefits to student regular attendance when students feel more equipped to manage feelings of stress and sadness.	
Material/Resources/Supports Needed	PD Step	Comm Step
	no	no

Action Steps	Anticipated Start/Completion Date
Student groups focused on coping skills and other identified student needs will be held both the Fall and Spring semesters.	10/01/2021 - 06/15/2022

Monitoring/Evaluation	Anticipated Output
Naviance survey data, advisory walkthroughs, self assessments during small groups	Increase of student capacity to self regulate emotions with coping strategies & self advocate for support as needed. Indirect benefits to student regular attendance when students feel more equipped to manage feelings of stress and sadness.

Material/Resources/Supports Needed	PD Step	Comm Step
Coping Skills curriculum	no	yes

Action Steps	Anticipated Start/Completion Date
School Psychologist, School Social Worker, and School Counselors will push into or provide content for advisory and seminar electives throughout the year to provide social/emotional lessons focused on coping skills for depression, stress, and other identified student needs.	10/01/2021 - 06/15/2022

Monitoring/Evaluation	Anticipated Output
Naviance survey data, advisory walkthroughs, self assessments during small groups	Increase of student capacity to self regulate emotions with coping strategies & self advocate for support as needed. Indirect benefits to student regular attendance when students feel more equipped to manage feelings of stress and sadness.

Material/Resources/Supports Needed	PD Step	Comm Step
Lesson plans	yes	no

Action Plan: Strategic Planning

Action Steps	Anticipated Start/Completion Date	
Develop an EDI student affinity group council (representatives from BSU, Spanish Club, Asian Pacific Islander Club, GSA, Student Council, etc.) to allow a space for student connections and collaborations and for leadership to hear the concerns and opportunities from our students.	10/15/2021 - 06/15/2022	
Monitoring/Evaluation	Anticipated Output	
Bi-monthly board reports, follow EDI Strategic Plan	1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate.	
Material/Resources/Supports Needed	PD Step	Comm Step
	no	yes

Action Steps		Anticipated Start/Completion Date	
Departments select 1-2 courses to update scope and sequences to reflect diverse voices, cultures, and experiences.		10/11/2021 - 06/15/2022	
Monitoring/Evaluation		Anticipated Output	
Bi-monthly board reports, follow EDI Strategic Plan		1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate.	
Material/Resources/Supports Needed		PD Step	Comm Step
Scope & Sequence Documents		yes	no

Action Steps	Anticipated Start/Completion Date	
Institute regular interdisciplinary, peer-to-peer observations for professional growth (e.g., learning from expert peers, observing in other departments).	01/03/2022 - 06/15/2022	
Monitoring/Evaluation	Anticipated Output	
Bi-monthly board reports, follow EDI Strategic Plan	1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate.	
Material/Resources/Supports Needed	PD Step	Comm Step
Peer Observation Partners, Forms	yes	no

Action Steps**Anticipated Start/Completion Date**

Continue and expand engagement with diverse partners in the Lehigh Valley and beyond, including for master classes and guest speakers, who also value and prioritize EDI.

09/06/2021 - 06/15/2022

Monitoring/Evaluation**Anticipated Output**

Bi-monthly board reports, follow EDI Strategic Plan

1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate.

Material/Resources/Supports Needed**PD Step****Comm Step**

no

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
During the May 2024 Keystone administration, first time biology test takers will achieve 75% proficiency & first time Algebra test takes will achieve 50% proficiency. Biology Proficiency: Increase from 60% in 2018 & 2019, 65% as 2017 Algebra Proficiency: Increase from 40% in 2017, 27% in 2018, and 38% 2019 (Keystone Goal)	Benchmark Assessments	Biology and Algebra teachers analyze student data and meet collaboratively to discuss student grouping/tiers and differentiation strategies.	10/04/2021 - 10/29/2021
During the May 2024 Keystone administration, first time biology test takers will achieve 75% proficiency & first time Algebra test takes will achieve 50% proficiency. Biology Proficiency: Increase from 60% in 2018 & 2019, 65% as 2017 Algebra Proficiency: Increase from 40% in 2017, 27% in 2018, and 38% 2019 (Keystone Goal)	Benchmark Assessments	Biology and Algebra teachers provide instruction based on student grouping/tiers, administer 2nd benchmark assessment (PM2), analyze student data, and meet collaboratively to discuss student groups and	10/04/2021 - 12/31/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		differentiation strategies.	
During the May 2024 Keystone administration, first time biology test takers will achieve 75% proficiency & first time Algebra test takes will achieve 50% proficiency. Biology Proficiency: Increase from 60% in 2018 & 2019, 65% as 2017 Algebra Proficiency: Increase from 40% in 2017, 27% in 2018, and 38% 2019 (Keystone Goal)	Benchmark Assessments	Biology and Algebra teachers provide instruction based on student grouping/tiers (adjusting as needed), administer 3rd benchmark assessment (PM3), analyze student data, and meet collaboratively to discuss student groups and differentiation strategies.	01/03/2022 - 03/31/2022
During the May 2024 Keystone administration, first time biology test takers will achieve 75% proficiency & first time Algebra test takes will achieve 50% proficiency. Biology Proficiency: Increase from 60% in 2018 & 2019, 65% as 2017 Algebra Proficiency: Increase from 40% in 2017, 27% in 2018, and 38% 2019 (Keystone Goal)	Benchmark Assessments	Biology and Algebra teachers provide instruction based on student grouping/tiers (adjusting as	04/04/2022 - 07/15/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		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.	
By June 2024, regular student attendance (students with fewer than 18 total absences) will increase to at least 86%. Baseline: 78.2% during 18-19 school year. Statewide average: 85.7% (Attendance Goal)	MTSS & PBIS	Each advisory teacher will reinforce regular school attendance as a Career & College readiness skill through modules/discussion, resumes.	08/31/2021 - 06/15/2022
By June 2024, 54% of students will express that they feel confident in "managing stress" and 56% of students will express that they feel confident in "dealing with feelings of sadness and depression." 20-21 Baseline Data for Stress/Anxiety Management: Pre-test - 34% confident Post-test - 46.7% confident 20-21 Baseline	MTSS & Social Emotional Learning	Advisory Teachers will administer a pre and post needs assessments via	09/06/2021 - 06/15/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Data for Sadness/Depression Management: Pre-test - 39% confident Post-test - 48.3% confident (Mental Health Supports & Student Programming)	Program	Naviance to all students.	
By June 2024, 54% of students will express that they feel confident in "managing stress" and 56% of students will express that they feel confident in "dealing with feelings of sadness and depression." 20-21 Baseline Data for Stress/Anxiety Management: Pre-test - 34% confident Post-test - 46.7% confident 20-21 Baseline Data for Sadness/Depression Management: Pre-test - 39% confident Post-test - 48.3% confident (Mental Health Supports & Student Programming)	MTSS & Social Emotional Learning Program	School Psychologist, School Social Worker, and School Counselors will push into or provide content for advisory and seminar electives throughout the year to provide social/emotional lessons focused on coping skills for depression, stress, and other identified student needs.	10/01/2021 - 06/15/2022
By June 2024, implement identified strategies outlined in the EDI strategic plan (on website) to achieve four identified goals: (1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and	Strategic Planning	Departments select 1-2 courses to update scope and sequences to	10/11/2021 - 06/15/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate. (EDI Goal)		reflect diverse voices, cultures, and experiences.	
By June 2024, implement identified strategies outlined in the EDI strategic plan (on website) to achieve four identified goals: (1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate. (EDI Goal)	Strategic Planning	Institute regular interdisciplinary, peer-to-peer observations for professional growth (e.g., learning from expert peers, observing in other departments).	01/03/2022 - 06/15/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Collaborative Planning Time & Data Analysis	Classroom teachers	Data analysis, student grouping, differentiation strategies, instructional strategies, collaborative planning, etc.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student data/grades Classroom Observations & Walkthroughs	09/01/2021 - 06/01/2021	Department Chairs, Administration
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes		
1f: Designing Student Assessments		
1b: Demonstrating Knowledge of Students		

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Planning for Social/Emotional wellness team	Advisory Teachers, School Counselors, School Psychologist, Social Worker	Lesson planning re: attendance as career & college readiness skills, creation of student attendance self-trackers, creation of attendance certificates, review of Naviance needs assessment (pre and post assessments), lesson planning re: social/emotional lessons focused on coping skills

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom observations/walkthroughs, lesson plans, scope and sequence plans	07/01/2021 - 06/15/2021	Advisory Committee, Administration
Danielson Framework Component Met in this Plan: 4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students		This Step meets the Requirements of State Required Trainings: Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Revisions & Peer Observations	Teachers	EDI, diverse resources, peer feedback
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
scope & sequence review, peer feedback forms, classroom observations, lesson plans	10/04/2021 - 06/06/2022	Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2a: Creating and Environment of Respect and Rapport

Teaching Diverse Learners in an Inclusive Setting

3e: Demonstrating Flexibility and Responsiveness

Teaching Diverse Learners in an Inclusive Setting

1d: Demonstrating Knowledge of Resources

4a: Reflecting on Teaching

3a: Communicating with Students

2a: Creating and Environment of Respect and Rapport

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 2024, regular student attendance (students with fewer than 18 total absences) will increase to at least 86%. Baseline: 78.2% during 18-19 school year. Statewide average: 85.7% (Attendance Goal)	MTSS & PBIS	Revise Attendance Policy to include incentives for regular attendance and clearer consequences.	2021-06-15 - 2021-10-13
By June 2024, regular student attendance (students with fewer than 18 total absences) will increase to at least 86%. Baseline: 78.2% during 18-19 school year. Statewide average: 85.7% (Attendance Goal)	MTSS & PBIS	Regularly monitor unexcused absences and follow-up with students & families immediately at 2, 4, & 7 day marks for unexcused absences. At 4th unexcused absence, schedule SAIP	2021-08-30 - 2022-06-15

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		conference. At 6-8th unexcused absence, initiate SAP referral, CYS referral, home visits, and/or truancy elimination service. At 10th unexcused absence, initiate truancy citation and continue to provide supports through SAP and/or home visit/truancy elimination caseworker.	
By June 2024, regular student attendance (students with fewer than 18 total absences) will increase to at least 86%. Baseline: 78.2% during 18-19 school year. Statewide average: 85.7% (Attendance Goal)	MTSS & PBIS	Review quarterly attendance data to determine Attendance Honor Roll students (Q1: <2.5%/4.5	2021-08-31 - 2022-06-15

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		absences, Q2: <5%/9 absences, <7.5%/13.5, Q4: <10%/18 absences) and provide supports for students based on excessive attendance.	
By June 2024, 54% of students will express that they feel confident in "managing stress" and 56% of students will express that they feel confident in "dealing with feelings of sadness and depression." 20-21 Baseline Data for Stress/Anxiety Management: Pre-test - 34% confident Post-test - 46.7% confident 20-21 Baseline Data for Sadness/Depression Management: Pre-test - 39% confident Post-test - 48.3% confident (Mental Health Supports & Student Programming)	MTSS & Social Emotional Learning Program	Student groups focused on coping skills and other identified student needs will be held both the Fall and Spring semesters.	2021-10-01 - 2022-06-15
By June 2024, implement identified strategies outlined in the EDI strategic plan (on website) to achieve four identified goals: (1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate. (EDI Goal)	Strategic Planning	Develop an EDI student affinity group council (representatives from BSU, Spanish Club, Asian Pacific Islander Club, GSA, Student	2021-10-15 - 2022-06-15

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		Council, etc.) to allow a space for student connections and collaborations and for leadership to hear the concerns and opportunities from our students.	
By June 2024, implement identified strategies outlined in the EDI strategic plan (on website) to achieve four identified goals: (1) Create a more diverse and inclusive educational experience for all stakeholders, (2) Cultivate a supportive, proactive, and responsive EDI climate for all stakeholders, (3) Expand the recruitment, retention, and advancement of underrepresented and culturally competent professionals at Charter Arts, & (4) Leverage diverse community partnerships to improve the EDI school climate. (EDI Goal)	Strategic Planning	Continue and expand engagement with diverse partners in the Lehigh Valley and beyond, including for master classes and guest speakers, who also value and prioritize EDI.	2021-09-06 - 2022-06-15

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Attendance Communication	Students & Families	Attendance policies, updates, incentives; attendance letters, student specific supports/needs
Anticipated Timeframe	Frequency	Delivery Method
08/16/2021 - 06/16/2022	as needed	Email
Lead Person/Position		
Attendance Clerk, Social Worker, Assistant Principal		

Communication Step	Audience	Topics/Message of Communication
Student Support Groups Communication	Students & Families	Student group supports, dates, topics, etc.
Anticipated Timeframe	Frequency	Delivery Method
10/01/2021 - 06/15/2022	as needed	Email

Lead Person/Position

Social Worker

Communication Step**Audience****Topics/Message of Communication**

EDI Communication

Students and Families

Meeting times, topics, locations; Community engagement events, times, topics, locations

Anticipated Timeframe**Frequency****Delivery Method**

09/13/2021 - 06/15/2022

as needed

Email

Lead Person/Position

Administration

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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