

Pan American Academy CS

ATSI Title 1 Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
Charter School		173515368
Address 1		
2830 North American Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19133
Chief School Administrator		Chief School Administrator Email
Darcy Russotto		drussotto@panamcs.org
Single Point of Contact Name		
Darcy Russotto		
Single Point of Contact Email		
drussotto@panamcs.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
215-425-1212		1132
Principal Name		
Darcy Russotto		
Principal Email		
drussotto@panamcs.org		
Principal Phone Number		Principal Extension
2672418605		
School Improvement Facilitator Name		School Improvement Facilitator Email
Gregory M. McGough, Ed.D., CSIS		gregory_mcgough@iu13.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Darcy Russotto	Chief Executive Officer	Pan American Academy Charter School	drussotto@panamcs.org
Mercedes Mason	Principal	Principal Pan American Academy Charter School	mmason@panamcs.org
Laura Higgins DiVito	Staff Member	Curriculum and Instruction	ldivito@panamcs.org
Connie Malone	Staff Member	Curriculum and Instruction	cmalone@panamcs.org
Cynthia Matos	Teacher	Coach	cmatos@panamcs.org
Nelson Flores	Board Member	Board Chair	Nflores@upenn.edu
Brendan Conlin	Community Member	Congreso	conlinb@congreso.net
Kim Hensinger	Other	Omnivest	khensinger@omnivestllc.com
Jessika Garcia	Parent	Parent	jessika.garcia826@gmail.com

LEA Profile

Pan American Academy Charter School's (Pan American) mission is to prepare bilingual, internationally-minded inquirers who learn through service and contribute to the community through service and action. At *Pan American Academy*, we provide a supportive school community culture of well-being in order for all students to thrive socially, emotionally, and academically. *Pan American* has provided a high-quality education since 2008 to students in the Fairhill section of North Philadelphia. It combines best practices in instruction, teacher professional development, and support services to students and families. *Pan American's* four(4) pillars are all aligned with the mission and educational programming. Those pillars are dual language instruction, the ***International Baccalaureate*** (IB), inclusive classrooms, and ***Multi-tiered System of Support***(MTSS).

Pan American was founded by *Congreso de Latinos Unidos (Congreso)*. Their mission is to enable individuals and families in predominantly Latino neighborhoods to achieve economic self-sufficiency and well-being. The school remains a central component of *Congreso's* mission.

Mission and Vision

Mission

Our mission is to prepare bilingual, internationally-minded inquirers who learn and contribute to the community through service and action.

Vision

We will provide a supportive school community culture of well-being in order for all students to thrive socially, emotional and academically. Our students will grow more than one grade equivalency per year.

Educational Values

Students

At Pan American Academy Charter School, we believe in achieving our goals by being compassionate, accountable, respectful, and engaged.

Staff

Relationships Matter Definition: The common connection and understanding between colleagues so that we can work together to achieve our mission. Relationships are the positive connections between students, adults, and peers that foster positive social interaction and establish a nurturing environment of trust and support in schools.

Teamwork/Collaboration Definition: Collaboration is working together towards shared goals integrating and valuing diverse perspectives, skills and experiences to foster a community committed to service and action. Student-Centered

Thinking Definition: Being student-centered means understanding that all of our students are capable of learning and growing. Our beliefs and actions as educators affect our students academically, emotionally, and socially; therefore our students need to remain at the forefront of our decisions. Lifelong Learning Definition: We are a community of learners.

Everybody learns, everybody teaches. We learn from our mistakes and from each other. We accept feedback and learning opportunities as a support to our personal and professional growth. Professional growth is expected and celebrated. Mindsets: Shared Ownership - We succeed together, we fail together. Focus on Execution - Talk about it AND be about it. Walk the Talk - Say what you do, do what you say. Data Forward - Data Drives us to the next level.

Administration

Relationships Matter Definition: The common connection and understanding between colleagues so that we can work together to achieve our mission. Relationships are the positive connections between students, adults, and peers that foster positive social interaction and establish a nurturing environment of trust and support in schools.

Teamwork/Collaboration Definition: Collaboration is working together towards shared goals, integrating and valuing diverse perspectives, skills, and experiences to foster a community committed to service and action. Student-Centered

Thinking Definition: Being Student Centered means understanding that all of our students are capable of learning and growing. Our beliefs and actions as educators affect our students academically, emotionally, and socially; therefore our students need to remain at the forefront of our decisions. Lifelong Learning Definition: We are a community of learners.

Everybody learns, everybody teaches. We learn from our mistakes and from each other. We accept feedback and learning opportunities as a support to our personal and professional growth. Professional growth is expected and celebrated. Mindsets: Shared Ownership - We succeed together, we fail together. Focus on Execution - Talk about it AND be about it. Walk the Talk - Say what you do, do what you say. Data Forward - Data Drives us to the next level.

Parents

We will support our children at Pan American Academy Charter School in achieving our goals by being compassionate, accountable, respectful, and engaged.

Community

We will support Pan American Academy Charter School in achieving our goals by being compassionate, accountable, respectful, and engaged.

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	True 6
True 7	True 8	True 9	True 10	False 11	False 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Academic Growth Score in ELA	All Students - 100%, Student Groups - special ed -78 %, English Learners - 87%, Econ Disadv -100%, Hispanic - 100% All Student groups met the statewide standard of 70% and all student groups exceeded the statewide average of 75.4%.
Academic Growth Score in Math	All Students - 91%, Student Groups - special ed -100 %, English Learners - 79%, Econ Disadv -92%, Hispanic -89% All Student groups met the statewide standard of 70% and all student groups exceeded the statewide average of 74.9%.
Special Education and EL proficiency levels on Math	Both student groups maintained their level of performance and did not decrease as was the trend with other student groups.

Challenges

Indicator	Comments/Notable Observations
Proficiency on ELA	Proficiency levels for all students and all student groups decreased.
Proficiency on Math	Proficiency levels for all students and Economically Disadvantaged, Black, Hispanic student groups decreased. Special education and English learners remained the same.

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

Strengths

Indicator Academic Growth in ELA ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations These student groups outperformed the state standard and state average.
Indicator Academic Growth in Math ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations These student groups outperformed the state standard and state average.
Indicator Proficiency levels in Math ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations These student groups maintained proficiency levels from the previous year.

Challenges

Indicator Proficiency level in ELA ESSA Student Subgroups	Comments/Notable Observations Proficiency levels decreased from the prior year and remain low.
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English Learners, Students with Disabilities	
Indicator Proficiency level in Math ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations Proficiency levels remain low.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Academic Growth Score in ELA
Academic Growth Score in Math

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Proficiency level in ELA
Proficiency level in Math
Low Proficiency for Special Education Students and English Language Students

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Early Literacy - Proficiency	Students in grades K-2 scored at 45% at or above grade level. These scores have significantly increased from 18% in 23-24.
STAR Reading - Proficiency	Students in grades 3-8 scored 22% at or above grade level. These scores have significantly increased from 14% in 23-24.
STAR Reading - Growth	65% of students in grades 3-8 met expected growth percentiles. This is a significant increase from 35% in 23-24.

English Language Arts Summary

Strengths

Building a strong foundation in K-2 literacy through the implementation of Science of Reading aligned curriculum.
Implementing a strong MTSS framework to support students where they are during our intervention block to address learning gaps so that student are achieving high growth even if they are not yet achieving grade level proficiency rates.

Challenges

While we are seeing high student growth scores, this is not impacting students proficiency rates. We need to implement strategies created to identify and fill learning gaps.

Mathematics

Data	Comments/Notable Observations
STAR Math - Proficiency	7% of all students scored at or above grade level. In 24-25, 10% of all students scored at or above grade level which showed an increase from 23-24 when only 5% of all students scored at or above grade level. Student math scores have not been consistently increasing over the last three years.
STAR Math - Growth	57% of all students met expected growth percentiles. This is a significant increase from 29% in 23-24.

Mathematics Summary

Strengths

Having a dedicated Math teacher at every grade level allows us to focus our professional development and learning towards a small, select group of teachers.
Building off a strong foundation built in Kindergarten and Grade 1 through continuous practice and reinforcement of foundational skills, problem solving strategies and conceptual understanding.

Challenges

Building students conceptual understanding while developing their problem solving skills will positively impact student proficiency scores.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Benchmark	55% of students met the Career Readiness Benchmark set by the state. This is a significant increase from 27% in 22-23.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

Embedding the career standards into instructional units has helped to steadily increase the percentage of students who are meeting the career readiness standards.
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Challenges

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

Students who are absent and do not complete the missing assignments are negatively impacting the percentage of students who meet the career readiness benchmark.
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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.

Special Education Students and English Language Learners are growing in both ELA and Math.

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.

Proficiency rates for Special Education Students and English Language Learners remain very low.

Supplemental LEA Plans

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

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Summary

Strengths

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

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Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement a multi-tiered system of supports for academics and behavior

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?

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Foster a culture of high expectations for success for all students, educators, families, and community members
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Provide frequent, timely, and systematic feedback and support on instructional practices
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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
Academic Growth Score in ELA	True
Academic Growth Score in Math	True
Building a strong foundation in K-2 literacy through the implementation of Science of Reading aligned curriculum.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implementing a strong MTSS framework to support students where they are during our intervention block to address learning gaps so that student are achieving high growth even if they are not yet achieving grade level proficiency rates.	False
Having a dedicated Math teacher at every grade level allows us to focus our professional development and learning towards a small, select group of teachers.	False
Building off a strong foundation built in Kindergarten and Grade 1 through continuous practice and reinforcement of foundational skills, problem solving strategies and conceptual understanding.	False
Embedding the career standards into instructional units has helped to steadily increase the percentage of students who are meeting the career readiness standards.	False
Special Education Students and English Language Learners are growing in both ELA and Math.	False
Implement a multi-tiered system of supports for academics and behavior	True

Challenges

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

Strength	Check for Consideration in Plan
Proficiency level in ELA	True
Proficiency level in Math	True
Low Proficiency for Special Education Students and English Language Students	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Provide frequent, timely, and systematic feedback and support on instructional practices	True
While we are seeing high student growth scores, this is not impacting students proficiency rates. We need to implement strategies created to identify and fill learning gaps.	False
Building students conceptual understanding while developing their problem solving skills will positively impact student proficiency scores.	False
Students who are absent and do not complete the missing assignments are negatively impacting the percentage of students who meet the career readiness benchmark.	False
Proficiency rates for Special Education Students and English Language Learners remain very low.	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
Proficiency level in ELA		True
Proficiency level in Math		True
Low Proficiency for Special Education Students and English Language Students		True
Foster a culture of high expectations for success for all students, educators, families, and community members		False
Provide frequent, timely, and systematic feedback and support on instructional practices		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Academic Growth Score in ELA	If students are growing, we can leverage that growth to increase proficiency levels.
Academic Growth Score in Math	If students are growing, we can leverage that growth to increase proficiency levels.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	If students feel safe and a sense of belonging while at school, we can focus on academic targets.
Implement a multi-tiered system of supports for academics and behavior	All students will get the support they need to reach higher levels of proficiency.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we ensure that all instruction is standards-aligned, uphold high expectations for student success, and continuously strengthen instructional practices through timely feedback and support, then students will achieve higher levels of proficiency.
	If we ensure that all instruction is standards-aligned, uphold high expectations for student success, and continuously strengthen instructional practices through timely feedback and support, then students will achieve higher levels of proficiency.
	If we implement standards-aligned instruction that is differentiated and inclusive, maintain high expectations for Special Education students and Multilingual Learners, and provide educators with frequent, timely, and systematic feedback and support, then Special Education students and Multilingual Learners will demonstrate increased proficiency.

Goal Setting

Priority: If we ensure that all instruction is standards-aligned, uphold high expectations for student success, and continuously strengthen instructional practices through timely feedback and support, then students will achieve higher levels of proficiency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2029, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA English Language Arts assessment from 12% to 24%, as measured by annual PSSA results, representing a 12 percentage point increase over three years.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal PSSA			
Target Year 1	Target Year 2	Target Year 3	
By June 2027, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA English Language Arts assessment from 12% to 16%, as measured by annual PSSA results, representing a 4 percentage point increase over one year.	By June 2028, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA English Language Arts assessment from 16% to 20%, as measured by annual PSSA results, representing a 4 percentage point increase over the previous year.	By June 2029, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA English Language Arts assessment from 12% to 24%, as measured by annual PSSA results, representing a 12 percentage point increase over three years.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
12%	14%	15%	16%

Priority: If we ensure that all instruction is standards-aligned, uphold high expectations for student success, and continuously strengthen instructional practices through timely feedback and support, then students will achieve higher levels of proficiency.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2029, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA Mathematics assessment from the baseline to 16%, as measured by annual PSSA results, representing a 6 percentage point increase over three years.			
Measurable Goal Nickname (35 Character Max)			
Math Goal PSSA			
Target Year 1	Target Year 2	Target Year 3	
By June 2027, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA Mathematics assessment from the baseline to 10%, as	By June 2028, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA Mathematics assessment from 10% to 13%, as measured by annual PSSA results.	By June 2029, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA Mathematics assessment from the baseline to 16%, as measured by annual PSSA results, representing a 6	

measured by annual PSSA results.		percentage point increase over three years.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
7%	8%	9%	10%

Priority: If we implement standards-aligned instruction that is differentiated and inclusive, maintain high expectations for Special Education students and Multilingual Learners, and provide educators with frequent, timely, and systematic feedback and support, then Special Education students and Multilingual Learners will demonstrate increased proficiency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2029, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA English Language Arts assessment from 10% to 13%, as measured by annual PSSA results, representing a 6 percentage point increase over the three-year period.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal - Special Education			
Target Year 1	Target Year 2	Target Year 3	
By June 2027, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA English Language Arts assessment to 7%, as measured by annual PSSA results.	By June 2028, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA English Language Arts assessment from 7% to 10%, as measured by annual PSSA results.	By June 2029, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA English Language Arts assessment from 10% to 13%, as measured by annual PSSA results, representing a 6 percentage point increase over the three-year period.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
7%	8%	9%	10%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2029, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA Mathematics assessment from 7% to 9%, as measured by annual PSSA results, representing a 4 percentage point increase over the three-year period.			
Measurable Goal Nickname (35 Character Max)			
Math Goal - Special Education			
Target Year 1	Target Year 2	Target Year 3	
By June 2027, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced	By June 2028, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced	By June 2029, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA Mathematics	

on the PSSA Mathematics assessment to 5%, as measured by annual PSSA results.	on the PSSA Mathematics assessment from 5% to 7%, as measured by annual PSSA results.	assessment from 7% to 9%, as measured by annual PSSA results, representing a 4 percentage point increase over the three-year period.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
3%	4%	4%	5%

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2029, Pan American Academy Charter School will increase the percentage of students attending more than 90% of school days from 77% to 80%, as measured by annual attendance data, representing a 6 percentage point increase over the three-year period.			
Measurable Goal Nickname (35 Character Max)			
Attendance Goal			
Target Year 1	Target Year 2	Target Year 3	
By June 2027, Pan American Academy Charter School will increase the percentage of students attending more than 90% of school days to 74%, as measured by annual attendance data.	By June 2028, Pan American Academy Charter School will increase the percentage of students attending more than 90% of school days from 74% to 77%, as measured by annual attendance data.	By June 2029, Pan American Academy Charter School will increase the percentage of students attending more than 90% of school days from 77% to 80%, as measured by annual attendance data, representing a 6 percentage point increase over the three-year period.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
90%	85%	80%	74%

Action Plan

Measurable Goals

ELA Goal PSSA	Math Goal PSSA
ELA Goal - Special Education	Math Goal - Special Education
Attendance Goal	

Action Plan For: High Quality Tiered Support - Corrective Reading

Measurable Goals:
- By June 2029, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA English Language Arts assessment from 12% to 24%, as measured by annual PSSA results, representing a 12 percentage point increase over three years. - By June 2029, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA English Language Arts assessment from 10% to 13%, as measured by annual PSSA results, representing a 6 percentage point increase over the three-year period.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Corrective Reading Levels A, B1 and B2 as a Tier II intervention for students in Grade 4-8 in groups of 15 or less who are more than one year below grade level based on STAR CAT assessment, Oral Reading Fluency and Lexile levels.		2026-09-21	2029-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elzy Muñoz, Assistant Principal	Corrective Reading Program	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Corrective Reading Levels A, B1, B2 and C as an additional literacy support for students with IEP goals for reading in Grade 3-8 in small groups.		2026-09-21	2029-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ryan Farrell, Director of Special Education	Corrective Reading Program	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will close the gap between their instructional reading level and their grade level.	Progress Monitoring built into program for teacher use. Principal, Assistant Principal, Director of Special Education and Deans of Curriculum, Instruction, and Assessment will observe classes biweekly and meet with teachers to monitor student success based on their program assessments.

Action Plan For: Comprehension-building practices

Measurable Goals:

- By June 2029, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA English Language Arts assessment from 12% to 24%, as measured by annual PSSA results, representing a 12 percentage point increase over three years.
- By June 2029, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA English Language Arts assessment from 10% to 13%, as measured by annual PSSA results, representing a 6 percentage point increase over the three-year period.

Action Step		Anticipated Start Date	Anticipated Completion Date
Using the What Works Clearinghouse Guide "Providing Reading Interventions for Students in Grades 4-9" we will routinely use a set of comprehension-building practices to help students make sense of the text in ELA instruction in grades 4-8.		2027-01-21	2029-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elzy Muñoz, Assistant Principal	What Works Clearinghouse Guide	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate better understanding of the text that they have read.	Progress Monitoring will occur monthly through PSSA aligned reading probes. Principal, Assistant Principal, Director of Special Education and Deans of Curriculum, Instruction, and Assessment will observe classes biweekly and meet with teachers to monitor student success based on their program assessments.

Action Plan For: Improving Mathematical Problem Solving

Measurable Goals:
• By June 2029, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA Mathematics assessment from the baseline to 16%, as measured by annual PSSA results, representing a 6 percentage point increase over three years. • By June 2029, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA Mathematics assessment from 7% to 9%, as measured by annual PSSA results, representing a 4 percentage point increase over the three-year period.

Action Step		Anticipated Start Date	Anticipated Completion Date
Using the What Works Clearinghouse Guide "Improving Mathematical Problem Solving in Grades 4 Through 8 Practice Guide " we will routinely use a set of instructional practices to help students make sense of the problem-solving process in Math instruction in grades K-8 for all students.		2027-01-21	2029-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Darcy Russotto, CEO/Principal	What Works Clearinghouse Guide	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Using the What Works Clearinghouse Guide "Improving Mathematical Problem Solving in Grades 4 Through 8 Practice Guide " we will routinely use a set of instructional practices to help students become aware of their own understanding of		2027-01-21	2029-06-20

mathematical concepts and be able to articulate that understanding in writing in Math instruction in grades K-8 for all students.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Darcy Russotto, CEO/Principal	What Works Clearinghouse Guide	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate higher levels of proficiency in mathematics.	Progress Monitoring will occur monthly through PSSA aligned math probes. Principal, Assistant Principal, Director of Special Education and Deans of Curriculum will observe biweekly to monitor student success based on their math program assessments.

Action Plan For: High Quality Tiered Support - Do The Math

Measurable Goals:
- By June 2029, Pan American Academy Charter School will increase the percentage of students scoring proficient or advanced on the PSSA Mathematics assessment from the baseline to 16%, as measured by annual PSSA results, representing a 6 percentage point increase over three years. - By June 2029, Pan American Academy Charter School will increase the percentage of special education students scoring proficient or advanced on the PSSA Mathematics assessment from 7% to 9%, as measured by annual PSSA results, representing a 4 percentage point increase over the three-year period.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Do The Math foundational skills (addition, subtraction, multiplication, and division) modules as a Tier II intervention for students in Grade 4-8 in groups of 15 or less who are more than one year below grade level based on STAR CAT assessment and number fluency probes,		2027-01-21	2029-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Darcy Russotto, CEO/Principal	Do The Math program materials	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will close the gap between their math fluency and their grade level math expectations.	Progress Monitoring built into program for teacher use. Principal, Assistant Principal, Director of Special Education and Deans of Curriculum, Instruction, and Assessment will observe classes biweekly and meet with teachers to monitor student success based on their program assessments.

Action Plan For: Individualized Attendance Improvement Plans

Measurable Goals:
By June 2029, Pan American Academy Charter School will increase the percentage of students attending more than 90% of school days from 77% to 80%, as measured by annual attendance data, representing a 6 percentage point increase over the three-year period.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement an attendance tracking system for all absences, tardies and early dismissals		2026-09-21	2029-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Lisandra Kelly, Chief Operations Officer	PowerSchool Attendance Module	Yes	Yes
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Action Step		Anticipated Start Date	Anticipated Completion Date
Meet with families identified at risk by the attendance tracking system for absences, tardies and early dismissals to create an individualized plan for attendance improvement.		2026-09-21	2029-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lisandra Kelly, Chief Operations Officer	PowerSchool Attendance Module, Principal, Assistant Principal, School Social Worker, Family and Student Engagement Liaison	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance rates increase. The percentage of students who are chronically truant will decrease.	Chief Operations Officer, Principal, Assistant Principal, School Social Worker, and Family and Student Engagement Liaison will meet monthly to review progress of active attendance plans and to identify new students in need of a plan.

Action Plan For: Tier I School Climate Support - PBIS

Measurable Goals:
By June 2029, Pan American Academy Charter School will increase the percentage of students attending more than 90% of school days from 77% to 80%, as measured by annual attendance data, representing a 6 percentage point increase over the three-year period.

Action Step		Anticipated Start Date	Anticipated Completion Date
Give monthly incentives for excellent attendance at community meetings for all students in K-8 grade.		2026-09-21	2026-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Lisandra Kelly, Chief Operations Officer	Attendance Brag Tags (monthly), Excellent Attendance Certificates (by trimester, Principal, Assistant Principal, Deans of School Culture, Multigrade Leader,	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement high functioning recess		2026-09-21	2029-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Miguel Feliciano and Angel Williams, Deans of School Culture	CARE team members, School Social Worker, Classroom Assistants, Principal, Assistant Principal, Deans of School Culture	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Students who feel safe, feel like they belong and are celebrated for their accomplishments will attend school regularly.	Chief Operations Officer, Principal, Assistant Principal, School Social Worker, Deans of School Culture and Family and Student Engagement Liaison will meet monthly to review impact of incentives and high functioning recess on student attendance.
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Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Total Expenditures				

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High Quality Tiered Support - Corrective Reading	Implement Corrective Reading Levels A, B1 and B2 as a Tier II intervention for students in Grade 4-8 in groups of 15 or less who are more than one year below grade level based on STAR CAT assessment, Oral Reading Fluency and Lexile levels.
High Quality Tiered Support - Corrective Reading	Implement Corrective Reading Levels A, B1, B2 and C as an additional literacy support for students with IEP goals for reading in Grade 3-8 in small groups.
Comprehension-building practices	Using the What Works Clearinghouse Guide "Providing Reading Interventions for Students in Grades 4-9" we will routinely use a set of comprehension-building practices to help students make sense of the text in ELA instruction in grades 4-8.
Improving Mathematical Problem Solving	Using the What Works Clearinghouse Guide "Improving Mathematical Problem Solving in Grades 4 Through 8 Practice Guide " we will routinely use a set of instructional practices to help students make sense of the problem-solving process in Math instruction in grades K-8 for all students.
Improving Mathematical Problem Solving	Using the What Works Clearinghouse Guide "Improving Mathematical Problem Solving in Grades 4 Through 8 Practice Guide " we will routinely use a set of instructional practices to help students become aware of their own understanding of mathematical concepts and be able to articulate that understanding in writing in Math instruction in grades K-8 for all students.
High Quality Tiered Support - Do The Math	Implement Do The Math foundational skills (addition, subtraction, multiplication, and division) modules as a Tier II intervention for students in Grade 4-8 in groups of 15 or less who are more than one year below grade level based on STAR CAT assessment and number fluency probes,
Individualized Attendance Improvement Plans	Implement an attendance tracking system for all absences, tardies and early dismissals
Individualized Attendance Improvement Plans	Meet with families identified at risk by the attendance tracking system for absences, tardies and early dismissals to create an individualized plan for attendance improvement.
Tier I School Climate Support - PBIS	Implement high functioning recess

Corrective Reading Training

Action Step
- Implement Corrective Reading Levels A, B1 and B2 as a Tier II intervention for students in Grade 4-8 in groups of 15 or less who are more than one year below grade level based on STAR CAT assessment, Oral Reading Fluency and Lexile levels. - Implement Corrective Reading Levels A, B1, B2 and C as an additional literacy support for students with IEP goals for reading in Grade 3-8 in small groups.
Audience
Teachers of Corrective Reading
Topics to be Included
Teaching Corrective Reading levels A, B1, B2 and C with fidelity
Evidence of Learning
Teacher are accurately delivering a scripted lesson using appropriate pacing, signaling, error correction procedures, and positive reinforcement.

Lead Person/Position	Anticipated Start	Anticipated Completion
Elzy Muñoz, Assistant Principal	2026-08-18	2026-08-18

Learning Format

Type of Activities	Frequency
Workshop(s)	once annually
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 2d: Managing Student Behavior 3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Biweekly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Classroom Comprehension Strategies

Action Step		
Using the What Works Clearinghouse Guide "Providing Reading Interventions for Students in Grades 4-9" we will routinely use a set of comprehension-building practices to help students make sense of the text in ELA instruction in grades 4-8.		
Audience		
Teachers of ELA in grade 4-8		
Topics to be Included		
Build students' world and word knowledge so they can make sense of the text. Consistently provide students with opportunities to ask and answer questions to better understand the text they read. Teach students a routine for determining the gist of a short section of text. Teach students to monitor their comprehension as they read.		
Evidence of Learning		
Teachers will demonstrate their understanding by planning and implementing a comprehension lesson that incorporates explicit vocabulary and background knowledge instruction, text-dependent questioning, gist determination, and comprehension monitoring strategies. Teachers will identify where each strategy is embedded within a lesson and explain how it supports students' understanding of complex text.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Connie Malone and Laura Higgins DiVito, Deans of Curriculum, Instruction and Assessment	2026-10-12	2029-06-20

Learning Format

Type of Activities	Frequency
Workshop(s)	4 times per year

Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	biweekly
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Math Problem Solving Skills and Strategies

Action Step		
• Using the What Works Clearinghouse Guide "Improving Mathematical Problem Solving in Grades 4 Through 8 Practice Guide " we will routinely use a set of instructional practices to help students make sense of the problem-solving process in Math instruction in grades K-8 for all students.		
Audience		
All Teachers of Math		
Topics to be Included		
Understanding and teaching problem solving process		
Evidence of Learning		
Teachers will facilitate standards-aligned math problem-solving tasks that incorporate effective teacher questioning, student discourse, multiple solution strategies, and opportunities for students to justify their mathematical reasoning. Teachers will identify and explain the instructional moves used to develop students' mathematical thinking and problem-solving skills.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dayana Covington, Instructional Coach	2026-10-12	2029-06-20

Learning Format

Type of Activities	Frequency
Workshop(s)	bi-monthly
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	
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)	biweekly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Understanding Mathematical Concepts

Action Step		
Using the What Works Clearinghouse Guide "Improving Mathematical Problem Solving in Grades 4 Through 8 Practice Guide " we will routinely use a set of instructional practices to help students become aware of their own understanding of mathematical concepts and be able to articulate that understanding in writing in Math instruction in grades K-8 for all students.		
Audience		
All Teachers of Math		
Topics to be Included		
Understanding math concepts versus math skills and processes Students understand of how they know what they know Students writing to explain their thinking and defend their strategy		
Evidence of Learning		
Teachers will demonstrate their understanding by designing and implementing a mathematics lesson that emphasizes conceptual understanding alongside procedural fluency, provides opportunities for students to explain how they know their answers are correct, and incorporates structured mathematical writing to justify reasoning, defend solution strategies, and communicate mathematical thinking using precise mathematical language.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dayana Covington, Instructional Coach	2027-01-18	2029-06-20

Learning Format

Type of Activities	Frequency
Workshop(s)	4 times per year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning	
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)	bi-weekly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Do The Math Training

Action Step		
Implement Do The Math foundational skills (addition, subtraction, multiplication, and division) modules as a Tier II intervention for students in Grade 4-8 in groups of 15 or less who are more than one year below grade level based on STAR CAT assessment and number fluency probes,		
Audience		
Math Interventionist		
Topics to be Included		
Implementing Do The Math program with fidelity Recognizing students learning gaps and implementing strategies to close these gaps		
Evidence of Learning		
Teachers will implement a Do The Math lesson with fidelity, accurately using the program's instructional routines and assessment tools, and analyzing student data to identify learning gaps, select targeted instructional strategies, and plan appropriate interventions to accelerate student learning.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Darcy Russotto	2026-08-19	2026-08-19

Learning Format

Type of Activities	Frequency
Workshop(s)	once annually
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2c: Managing Classroom Procedures	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Creating Individualized Attendance Improvement Plans

Action Step		
- Implement an attendance tracking system for all absences, tardies and early dismissals - Meet with families identified at risk by the attendance tracking system for absences, tardies and early dismissals to create an individualized plan for attendance improvement.		
Audience		
Chief Operating Officer, Principal, Assistant Principal, School Social Working, Family and Student Engagement Liaison		
Topics to be Included		
How to access student attendance data How to plan for, prepare and implement and effective family meeting to improve attendance		
Evidence of Learning		
Participants will use accurate attendance data to prepare and implement effective meetings with families to improve attendance outcomes.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lisandra Kelly, Chief Operations Officer	2026-08-25	2029-06-20

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	

• 1b: Demonstrating Knowledge of Students • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Highly Effective Recess

Action Step		
• Implement high functioning recess		
Audience		
CARE Team, Principal, Assistant Principal, Classroom Assistants		
Topics to be Included		
Structured Play How to recognize and respond to bullying Conflict resolution Group management strategies		
Evidence of Learning		
Lunch and recess staff will demonstrate their understanding by facilitating structured play activities, consistently applying group management strategies, recognizing and responding appropriately to bullying, and using conflict resolution techniques to promote a safe, respectful, and inclusive environment for all students.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Miguel Feliciano and Angel Williams, Deans of School Culture	2026-08-24	2029-06-20

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 2e: Organizing Physical Space • 3a: Communicating with Students • 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

MTSS Parent Letters					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Implement Corrective Reading Levels A, B1 and B2 as a Tier II intervention for students in Grade 4-8 in groups of 15 or less who are more than one year below grade level based on STAR CAT assessment, Oral Reading Fluency and Lexile levels.	Parents of students receiving a Tier II intervention	Description of the intervention, the data used to select the student for the intervention, progress monitoring updates	Elzy Muñoz, Assistant Principal	09/21/2026	06/20/2029

Communications

Type of Communication	Frequency
Letter	as needed

IEP Team Meeting

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Implement Corrective Reading Levels A, B1, B2 and C as an additional literacy support for students with IEP goals for reading in Grade 3-8 in small groups.	Parents of students with IEP goals in math	Description of the program and goals for academic outcomes.	Ryan Farrell, Director of Special Education	09/21/2026	06/20/2029

Communications

Type of Communication	Frequency
Other	as needed

Attendance

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Implement an attendance tracking system for all absences, tardies and early dismissals - Meet with families identified at risk by the attendance tracking system for absences, tardies and early dismissals to create an individualized plan for attendance improvement. - Give monthly incentives for excellent attendance at community meetings for all students in K-8 grade.	Parents	Information about attendance tracking system, Specific attendance data for their student, Attendance incentives their child has received, specific strategies for their student and family to improve attendance	Lisandra Kelly, Chief Operations Officer	08/24/2026	06/20/2029

Communications

Type of Communication	Frequency
Newsletter	monthly
Letter	as needed
Other	as needed

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Darcy Russotto	2026-03-02
Building Principal Signature	Date
Darcy Russotto	2026-03-02
School Improvement Facilitator Signature	Date