

Roberto Clemente CS

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter School		121393330
Address 1		
131 W Hamilton St		
Address 2		
City	State	Zip Code
Allentown	PA	18101
Chief School Administrator		Chief School Administrator Email
Mrs Alyssa Mace		anewman@myrccs.com
Single Point of Contact Name		
Alyssa Mace		
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Principal Name		
Cory Snyder		
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Principal Phone Number		Principal Extension
610-351-4310		357
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Alyssa Mace	Chief School Administrator	Roberto Clemente Charter School	amace@myrccs.com
Dr. Lynn Columba	Board Member	Roberto Clemente Charter School	lcolumba@myrccs.com
Agustin Garcia	Board Member	Roberto Clemente Charter School	agarcia@myrccs.com
Cory Snyder	Principal	Roberto Clemente Charter School	csnyder@myrccs.com
Charles Boger	District Level Leaders	Roberto Clemente Charter School	cboger@myrccs.com
Michael Rodriguez	District Level Leaders	Roberto Clemente Charter School	mrodriguez@myrccs.com
Denise Bauer	Community Member	Wildlands Conservancy	dbauer@wildlandspa.org
Joshua Burak	Principal	Roberto Clemente Charter School	jburak@myrccs.com
Ralph Andrews	Principal	Roberto Clemente Charter School	randrews@myrccs.com
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Angela Pena	Teacher	Roberto Clemente Charter School	apena@myrccs.com
Eva Rodriguez Mendoza	Student	Roberto Clemente Charter School	
Jennifer Wooding	Other	Success for All Foundation	jwooding@successforall.org
Maria Vega	Parent	Roberto Clemente Charter School	

LEA Profile

Located in Center City, Allentown, PA, Roberto Clemente Charter School (RCCS) serves over 620 students in grades kindergarten through 12. It successfully completed its 25th year educating students who reside in the city of Allentown and the greater Lehigh Valley. The charter school is governed by a Board of Trustees composed of nine board members. RCCS employs approximately 100 teachers and staff. RCCS operates on two school campuses. One campus houses grades K-5 and the other grades 6-12, in addition to an administration building which houses the central administration offices. RCCS was founded on an Early College Model intended to bring awareness and opportunity to an underserved Hispanic population. In 2014, RCCS expanded to the elementary grades. Students in grades K-5 receive explicit Spanish instruction as part of their daily schedule to promote bilingualism and biliteracy.

RCCS serves at-risk students who display several barriers to learning. Most RCCS students are considered economically disadvantaged. In many cases, parents of RCCS students speak Spanish as their first language and several request guidance and resources to best support their children academically, socially, and emotionally.

RCCS offers a number of extended learning opportunities including after school and summer school programs. These programs provide students with organized and well supervised learning opportunities in the areas of reading, writing, math, science, the arts, athletics, and technology. The after school program specifically supports student learning (by assisting them to meet state standards in core academic subjects) and development (by providing artistic enrichment, character education and service learning). Community partnerships strengthen school, parent, and community networks to help students and families succeed.

RCCS is rooted in several founding pillars including a commitment to a small learning environment, small classroom size, individualized instruction, character development, extended learning activities to accelerate instruction, and a holistic approach to teaching and learning. All these components have helped to close academic gaps. RCCS understands that the challenge of today's educational environment is not only to establish a small-scale, nurturing environment with rigorous academic standards, but to also support continued achievement and success post-graduation. RCCS inspires and educates students to maximize their success and most of its students attend college.

With a waiting list of almost 200 students, RCCS continues to refine its educational programs, especially in this post-COVID-19 era. This includes the acknowledgment and remediation of learning loss, the intentional integration of technology, and the changing workforce that students will be entering.

Mission and Vision

Mission

Roberto Clemente Charter School is a small learning community that inspires and educates students to maximize their success. We provide students with a rigorous academic foundation using a holistic approach. We challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level studies, and as life-long learners.

Vision

Future State/What We Envision: We aspire to be an early college model school. We have a school community in which students, teachers, administrators, parents, and community members are all learners and share common values, ideas, and commitment. Our school community embraces a multicultural perspective and a collaborative approach to maximize our students' success. We have a professional community that uses reflective dialogue, develops relationships among teachers by being mentors and advisors, promotes professional collaboration, shares norms and values, has a collective focus on student learning, and integrates technology across subject areas. Our curriculum and instruction aims to provide small classroom sizes, individualized instruction, academic rigor with an emphasis in standards-based learning, an emphasis on reading and writing across content areas, and proper assessments to verify progress. We engage in lively discussions and critical thinking as we actively problem-solve. We take interest in character development and increasing social skills through project-based learning and early college opportunities. We strive to support students who are responsible, abide by rules and expectations, and treat adults, other students, school property, and others with respect. We expect students to participate in class, and to complete and turn in their classwork and homework. We envision students who are motivated, engaged in meaningful activities, able to work independently and in groups, and are engaged in the social and political world. We strive for parents to work cooperatively with the school to support the school's rules, policies, and expectations while providing the time and support at home for their child's academic work. Parents are encouraged to promptly inform their child's teachers and school of any pertinent medical, family, home, and/or learning problems. Parents need to ensure that their child attends school daily, on time, in uniform, and ready to learn. Our school provides a welcoming, caring, and exciting atmosphere that uses collaboration and multiculturalism to promote school pride. Our school climate is safe and supportive while setting high expectations for all.

Educational Values

Students

Students are expected to be responsible, abide by rules and expectations, and treat adults, students, school property, and others with respect. We expect students to participate in class, and to complete and turn in their classwork and homework. We envision students who are motivated, engaged in meaningful activities, able to work independently and in groups, and engage in the social and political worlds.

Staff

Staff are encouraged to use reflective dialogue, develop relationships among teachers by being mentors and advisors, promote professional collaboration, share norms, and values, have a collective focus on student learning, and integrate technology across subject areas.

Administration

Administration is expected to create a climate that is welcoming, safe, and supportive for everyone. They are also responsible for facilitating collaboration and professional learning with the staff. In addition, they are tasked with promoting high expectations for all students.

Parents

Parents are expected to work cooperatively with the school, support the school's rules, policies, and expectations, and provide time and support at home for their child's academic work. Parents should promptly inform the teachers and the school of any pertinent information regarding their child. They must ensure that their child attends school daily, on time, in uniform, and ready to learn.

Community

The community is expected to promote the idea that we are all learners, share common values, ideas, and commitments, and embrace a multicultural perspective and a collaborative approach to maximize student success.

Other (Optional)

Omit selected.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all student group is underperforming in the performance of English Language Arts/Literature.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all student group is underperforming in the performance of Mathematics/Algebra.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup demonstrated a 98.7% participation rate in Mathematics/Algebra.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The economically disadvantaged subgroup decreased in performance from the previous year in Mathematics/Algebra.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	The English Learners subgroup met the interim growth target in English Language Arts/Literature.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The Combined Ethnicity subgroup decreased in growth performance from the previous year in English Language Arts/Literature.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	The English Learners subgroup met the interim growth target in Mathematics/Algebra.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The Combined Ethnicity subgroup decrease in growth performance from the previous year in Mathematics/Algebra.

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all student group for English Language Growth and Attainment increased its performance from the previous year.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities subgroup met the interim growth target and maintained the same performance from last year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup did not meet the interim growth target (but did increase performance from the previous year).

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all student group for Regular Attendance met interim target and maintained the same performance from the previous year.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup met the interim target and maintained the same performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities subgroup did not meet the interim growth target and decreased performance from the previous year.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all student group for Career Standards Benchmark exceeded the performance standard.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The economically disadvantaged subgroup exceeded the statewide goal.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	There is an insufficient sample for this subgroup.

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Insufficient sample

Summary

Strengths

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

Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature.
The Hispanic subgroup demonstrated a 98.7% participation rate in Mathematics/Algebra.
The English Learners subgroup met the interim growth target in English Language Arts/Literature.
The English Learners subgroup met the interim growth target in Mathematics/Algebra.

Challenges

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

The all student group is underperforming in the performance of English Language Arts/Literature.
The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature.
The all student group is underperforming in the performance of Mathematics/Algebra.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading: Grades 1-12	Approximately 26% of students demonstrated grade-level proficiency

English Language Arts Summary

Strengths

Common benchmarking tool for grades 1-12
The all student group for English Language Growth and Attainment increased its performance from the previous year.
The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year.

Challenges

The all student group is underperforming in the performance of English Language Arts/Literature.
The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature.

Mathematics

Data	Comments/Notable Observations
STAR Math: Grades 1-12	Approximately 17% of students demonstrated grade-level proficiency

Mathematics Summary

Strengths

The English Learners subgroup met the interim growth target in Mathematics/Algebra.
The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year.
Common benchmarking tool for grades 1-12

Challenges

The all student group is underperforming in the performance of Mathematics/Algebra.
The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Pennsylvania State Assessments	Approximately 28.7% of students demonstrated grade-level proficiency (which was the last year results were publically reported)

Science, Technology, and Engineering Education Summary

Strengths

The all student group demonstrated 100% participation in science/biology.

Challenges

RCCS and its students would benefit from routine Science benchmarking to better plan for Science instruction based on achievement.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	The all student group for Career Standards Benchmark exceeded the performance standard.
High School Graduation Rate	The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal.
NOCTI Exam	10 students earned a non-CTE industry based credential

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.

The all student group for Career Standards Benchmark exceeded the performance standard.
The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal.
RCCS increased its percent of rigorous courses of study.
RCCS increased its percent of graduates enrolled in an institution of higher education.

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.

Although the percent of rigorous courses of student increased, the percentage is still below the statewide average.

The percent of students enrolled in college courses decreased.

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.

Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature.
The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort.
The all student group for English Language Growth and Attainment increased its performance from the previous year.
The economically disadvantaged subgroup for Career Standards Benchmark exceeded the statewide goal.

Challenges

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

The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature.
The economically disadvantaged subgroup decreased in performance from the previous year in Mathematics/Algebra.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Schoolwide Title I Plan	The 2026-2027 TSI Title I School Plan works to increase communication and collaboration K-12 and increase parent involvement in the school community.
Language Instruction Educational Program (LIEP)	RCCS is working to better align K-12 English Learner programming to ensure students are being provided appropriate services and supports. The EL population at RCCS continues to grow requiring more targeted professional development.
Special Education Program	RCCS is working to better align K-12 special education programming to ensure students are being provided appropriate services and supports. The special education population at RCCS continues to grow as a result of the COVID-19 pandemic. and requires targeted professional development.

Strengths

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

Communication across the K-12 continuum is improving. allowing for improved alignment.
Schedules are built to allow for co-planning and collaboration amongst instructional staff.

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.

As the English Learner and special education student subgroups continue to grow, targeted professional development is needed to support teaching and learning.
Allocating the necessary time to promote the needed collaboration and communication proves challenging at times, especially at the secondary campus which is limited by its extended school day.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
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	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
Implement an evidence-based system of schoolwide positive behavior interventions and supports *
Collectively shape the vision for continuous improvement of teaching and learning

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?

>

Identify and address individual student learning needs *
Implement evidence-based strategies to engage families to support learning *
Align curricular materials and lesson plans to the PA Standards *

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature.	False
The Hispanic subgroup demonstrated a 98.7% participation rate in Mathematics/Algebra.	False
The English Learners subgroup met the interim growth target in English Language Arts/Literature.	True
The English Learners subgroup met the interim growth target in Mathematics/Algebra.	True
The all student group for English Language Growth and Attainment increased its performance from the previous year.	True
The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year.	True
The all student group for Career Standards Benchmark exceeded the performance standard.	False
The economically disadvantaged subgroup for Career Standards Benchmark exceeded the statewide goal.	False
The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal.	False
The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort.	False
Common benchmarking tool for grades 1-12	False
The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year.	False
The English Learners subgroup met the interim growth target in Mathematics/Algebra.	False
The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year.	False
The all student group for English Language Growth and Attainment increased its performance from the previous year.	False
Common benchmarking tool for grades 1-12	False
The all student group demonstrated 100% participation in science/biology.	False
The all student group for Career Standards Benchmark exceeded the performance standard.	True
The all student group for High School Graduation Rate Four-Year Cohort exceeded the statewide goal.	False
RCCS increased its percent of rigorous courses of study.	True

RCCS increased its percent of graduates enrolled in an institution of higher education.	True
Students with disabilities demonstrated a 100% participation rate in English Language Arts/Literature.	False
The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort.	True
The all student group for English Language Growth and Attainment increased its performance from the previous year.	False
The economically disadvantaged subgroup for Career Standards Benchmark exceeded the statewide goal.	False
Communication across the K-12 continuum is improving. allowing for improved alignment.	False
Schedules are built to allow for co-planning and collaboration amongst instructional staff.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False
Collectively shape the vision for continuous improvement of teaching and learning	False

Challenges

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

Strength	Check for Consideration in Plan
The all student group is underperforming in the performance of English Language Arts/Literature.	True
The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature.	False
The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra.	True
The all student group is underperforming in the performance of Mathematics/Algebra.	True
The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature.	True
The all student group is underperforming in the performance of English Language Arts/Literature.	False
The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature.	False
The all student group is underperforming in the performance of Mathematics/Algebra.	False

The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra.	False
RCCS and its students would benefit from routine Science benchmarking to better plan for Science instruction based on achievement.	False
Although the percent of rigorous courses of student increased, the percentage is still below the statewide average.	False
The percent of students enrolled in college courses decreased.	False
The Hispanic subgroup decreased in performance from the previous year in English Language Arts/Literature.	False
The economically disadvantaged subgroup decreased in performance from the previous year in Mathematics/Algebra.	False
As the English Learner and special education student subgroups continue to grow, targeted professional development is needed to support teaching and learning.	False
Allocating the necessary time to promote the needed collaboration and communication proves challenging at times, especially at the secondary campus which is limited by its extended school day.	False
Identify and address individual student learning needs *	False
Implement evidence-based strategies to engage families to support learning *	False
Align curricular materials and lesson plans to the PA Standards *	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.

RCCS continues to meet or exceed the schoolwide goals in several key measures including high school graduation rate, regular attendance, and career standards benchmark. Additionally, the English Learners subgroup continues to increase performance. However, the all student group has demonstrated regression in both performance and growth standards in both English Language Arts/Literature and mathematics/algebra.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The all student group is underperforming in the performance of English Language Arts/Literature.	The all student group has demonstrated performance and growth regression in the subject area of English Language Arts/Literature.	True
The all student group experienced a decrease in growth expectations from the previous year in the area of Mathematics/Algebra.		False
The all student group is underperforming in the performance of Mathematics/Algebra.	The all student group has demonstrated performance and growth regression in the subject area of Mathematics/Algebra.	True
The all student group experienced a decrease in growth expectations from the previous year in the area of English Language Arts/Literature.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The English Learners subgroup met the interim growth target in English Language Arts/Literature.	The English Learners subgroup is demonstrating expected growth in English Language Arts/Literature.
The English Learners subgroup met the interim growth target in Mathematics/Algebra.	The English Learners subgroup is demonstrating expected growth in Mathematics/Algebra.
The all student group for English Language Growth and Attainment increased its performance from the previous year.	The percentage of students growing and attaining the English language increased from the previous year.
The all student group for Regular Attendance met the interim target and maintained the same performance from the previous year.	Students are regularly attending school which demonstrates engagement from both students and their families.
The all student group for Career Standards Benchmark exceeded the performance standard.	All RCCS students are regularly exposed to and interact with the Career Standards.
RCCS increased its percent of rigorous courses of study.	High school students have the opportunity to enroll in more rigorous courses of study.
RCCS increased its percent of graduates enrolled in an institution of higher education.	This measure supports RCCS' mission.
The Hispanic subgroup exceeded the statewide goal in High School Graduation Rate Four-Year Cohort.	This measure supports RCCS' mission.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In order to increase student performance in English Language Arts/Literature, RCCS will increase its curricular, instructional, and assessment alignment by refining the use of curricular materials and resources, strengthening the feedback loop, and ensuring consistent assessment practices.
	In order to increase student performance in Mathematics/Algebra, RCCS will increase its curricular, instructional, and assessment alignment by refining the use of curricular materials and resources, strengthening the feedback loop, and ensuring consistent assessment practices.

Goal Setting

Priority: In order to increase student performance in English Language Arts/Literature, RCCS will increase its curricular, instructional, and assessment alignment by refining the use of curricular materials and resources, strengthening the feedback loop, and ensuring consistent assessment practices.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Over the next three years, RCCS will implement a standards-aligned reading program in grades K-12.			
Measurable Goal Nickname (35 Character Max)			
Reading Program			
Target Year 1	Target Year 2	Target Year 3	
Refine KinderRoots, Reading Roots, and Reading Wings program instruction in grades K-5. Introduce Reading Edge program instruction in grades 6-8. Reintroduce Study Sync program instruction in grades 9-12.	Refine Kinder Roots, Reading Roots, and Reading Wings program instruction in grades K-5. Refine Reading Edge program instruction in grades 6-8. Refine Study Sync program instruction in grades 9-12.	Over the next three years, RCCS will implement a standards-aligned reading program in grades K-12.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide professional development to English teachers and staff regarding the implementation of a standards-aligned program	Provide instructional coaching and feedback to English teachers and staff surrounding standards-aligned instruction	Provide instructional coaching and feedback to English teachers and staff surrounding standards-aligned instruction	Refine KinderRoots, Reading Roots, and Reading Wings program instruction in grades K-5. Introduce Reading Edge program instruction in grades 6-8. Reintroduce Study Sync program instruction in grades 9-12.

Priority: In order to increase student performance in Mathematics/Algebra, RCCS will increase its curricular, instructional, and assessment alignment by refining the use of curricular materials and resources, strengthening the feedback loop, and ensuring consistent assessment practices.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Over the next three years, RCCS will implement a standards-aligned math program in grades K-12.			
Measurable Goal Nickname (35 Character Max)			
Math Program			
Target Year 1	Target Year 2	Target Year 3	

Reintroduce SAVVAS program in kindergarten, Refine SAVVAS program implementation in grades K-5. Reintroduce and Refine SAVVAS program instruction in grades 6-12.	Refine SAVVAS program in kindergarten, Refine SAVVAS program implementation in grades K-5. Refine SAVVAS program instruction in grades 6-12.	Over the next three years, RCCS will implement a standards-aligned math program in grades K-12.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide professional development to math teachers and staff regarding the implementation of a standards-aligned program	Provide instructional coaching and feedback to math teachers and staff surrounding standards-aligned instruction	Provide instructional coaching and feedback to math teachers and staff surrounding standards-aligned instruction	Over the next three years, RCCS will implement a standards-aligned math program in grades K-12.

Action Plan

Measurable Goals

Reading Program	Math Program
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Action Plan For: Reading Edge

Measurable Goals:
Over the next three years, RCCS will implement a standards-aligned reading program in grades K-12.

Action Step		Anticipated Start Date	Anticipated Completion Date
RCCS will introduce the Success for All Reading Edge program into English classes for grades 6-8.		2026-08-10	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CEO & Building Principals	Federal funding will support instructional coaches, reading instructional support teacher, and English teacher positions which will promote the use of a standards-aligned ready program along the K-12 continuum, benefiting the implementation of a cooperative-learning based reading program. Federal funding will also support professional development on research-based instructional strategies, the identification and implementation of curricular materials, and attendance at statewide conferences that support the intentional use of data.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will receive standards-aligned reading instruction at their instructional levels through the Reading Edge program which will accelerate their learning and increase student performance in the area of English language arts/Literature.	instructional walkthroughs, formal observations, professional development participation and evaluation

Action Plan For: Direct Instruction for Math

Measurable Goals:
Over the next three years, RCCS will implement a standards-aligned math program in grades K-12.

Action Step		Anticipated Start Date	Anticipated Completion Date
RCCS will use direct instruction to ensure the implementation of a standards-aligned math program.		2026-08-17	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CEO & Building Principals	Federal funding will support instructional coaches, and math teacher positions which will promote the use of a standards-aligned math program along the K-12 continuum, benefiting the implementation of a cooperative-learning based reading program. Federal funding will also support professional development on research-based instructional strategies, the identification and implementation of curricular materials, and attendance at statewide conferences that support the intentional use of data.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will receive standards-aligned direct math instruction which will accelerate their learning and increase student performance in the area of Mathematics/Algebra	instructional walkthroughs, formal observations, professional development participation and evaluation

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	Reading Edge	Elementary School Reading Instructional Support- Wages	55744	
Instruction	Direct Instruction for Math	Elementary School Mathematics Instructional Support- Wages	59462	
Instruction	Direct Instruction for Math	High School Mathematics Teacher- Wages	63180	
Instruction	Direct Instruction for Math	Middle School Mathematics Teacher- Wages	58448	
Instruction	Reading Edge	Elementary School Reading Instructional Support- FICA/WC/SUI/Retirement/ HI/LI	8151	
Instruction	Direct Instruction for Math	Elementary School Mathematics Instructional Support- FICA/WC/SUI/Retirement/ HI/LI	29186	
Instruction	Direct Instruction for Math	High School Mathematics Teacher- FICA/WC/SUI/Retirement/ HI/LI	20692	
Instruction	Direct Instruction for Math	Middle School Mathematics Teacher- FICA/WC/SUI/Retirement/ HI/LI	8538	
Instruction	Direct Instruction for Math	Math classroom subscriptions	2100	

Other Expenditures	• Reading Edge • Direct Instruction for Math	Elementary School Instructional Support Coach- Wages	25000	
Other Expenditures	• Reading Edge • Direct Instruction for Math	Secondary School Instructional Data Coach- Wages	58552	
Other Expenditures	• Reading Edge • Direct Instruction for Math	Elementary School Instructional Support Coach- FICA/WC/SUI/Retirement/ HI/LI	12310	
Other Expenditures	• Reading Edge • Direct Instruction for Math	Secondary School Instructional Data Coach- FICA/WC/SUI/Retirement/ HI/LI	20030	
Other Expenditures	• Reading Edge • Direct Instruction for Math	SFA Workshops- Research based best practices on instructional strategies and classroom management.	14111	
Other Expenditures	• Reading Edge • Direct Instruction for Math	PAFPC Conference- Administrator registration	600	
Other Expenditures	• Reading Edge • Direct Instruction for Math	PAFPC Conference- Mileage/hotel/meals per school travel policies	800	
Other Expenditures	• Reading Edge • Direct Instruction for Math	Homeless Set Aside- school uniforms and physical education attire	1000	
Other Expenditures	• Reading Edge • Direct Instruction for Math	Homeless Set Aside- student supplies for class	1000	
Total Expenditures				438904

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Reading Edge	RCCS will introduce the Success for All Reading Edge program into English classes for grades 6-8.

Initial Reading Edge Training

Action Step		
RCCS will introduce the Success for All Reading Edge program into English classes for grades 6-8.		
Audience		
English Teachers, Grades 6-8		
Topics to be Included		
instructional practices, goal setting, data analysis, on-site instructional coaching		
Evidence of Learning		
Instructional walkthroughs, formal observations, goal-setting tools, data analysis, student achievement scores		
Lead Person/Position	Anticipated Start	Anticipated Completion
CEO, Middle School Principal, Secondary Instructional Data Coach	2026-08-10	2027-06-10

Learning Format

Type of Activities	Frequency
Workshop(s)	Initial training (2 days) followed by monthly visits (8 total)
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Share Desired Outcomes					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Middle school parents, families, and children	Word recognition, oral language and vocabulary, fluency, reading comprehension	CEO & Building Principal	08/20/2026	09/09/2026

Communications

Type of Communication	Frequency
Letter	Once at orientation, once at Back to School Night, once at parent/teacher conferences

Approvals & Signatures

Uploaded Files

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