

**Mastery CS-Hardy Williams**

TSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Charter School		126513290
<b>Address 1</b>		
5400 Warrington Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19143
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Joel Boyd		masterycso@masterycharter.org
<b>Single Point of Contact Name</b>		
Michael Patron		
<b>Single Point of Contact Email</b>		
michael.patron@masterycharter.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
267-671-2888		
<b>Principal Name</b>		
Joel Boyd		
<b>Principal Email</b>		
masterycso@masterycharter.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
215-866-9000		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joel Boyd	Administrator	Mastery CS-Hardy Williams CSA/Principal	masterycso@masterycharter.org
Saliyah Cruz	Administrator	Mastery Charter Schools	Saliyah.Cruz@masterycharter.org
Michael Patron	Administrator	Mastery Charter Schools	Michael.Patron@masterycharter.org
Jessica Varevice	Administrator	Mastery Charter Schools	Jessica.Varevice@masterycharter.org
Markida Ross	Community Member	Community Member	BoardPA.Ross@masterycharter.org
Bob Victor	Community Member	Business Representative	BoardPA.Victor@masterycharter.org
Shereda Cromwell	Parent	Parent	BoardPA.Cromwell@masterycharter.org
Lauren Dembo	Teacher	Mastery CS-Hardy Williams	Lauren.Dembo@masterycharter.org
Kevin Zimmer	Teacher	Mastery CS-Hardy Williams	Kevin.Zimmer@masterycharter.org
Molly Getz	Teacher	Mastery CS-Hardy Williams	Molly.Getz@Masterycharter.org
Telecia Darius	Student	Mastery CS-Hardy Williams	Not Applicable to Students

## LEA Profile

Established in 2001, Renaissance Advantage Charter School, a K-8 school, was renamed Hardy Williams Academy in 2009 to honor the late Senator Hardy Williams. In response to lagging student achievement, Hardy Williams Academy partnered with Mastery Charter Schools in 2010 and became Hardy Williams Academy Mastery Charter School. In its first year as a Mastery school, Hardy Williams achieved Adequate Yearly Progress (AYP) and significantly expanded extracurricular opportunities for students. In 2012, Hardy Williams added a high school for grades 9 and 10. Grade 11 was later added in 2014. As of the 2015-16 school year, Hardy Williams now serves grades K-12.

Since its inception, Hardy Williams has undergone significant renovation. Mastery purchased the Shaw Middle School building from the School District of Philadelphia in 2014 and relocated to this building in January of 2015. By transitioning to this larger space, Mastery has been able to accommodate its growing population of high school students, including rising ninth graders from Mastery Charter School - Harrity Elementary.

We are one of just a few schools in Philadelphia with a STEM Honors program that starts in 7th grade. All of our sophomores participate in an internship program to explore different careers. And our upperclassmen can take AP classes and participate in a dual enrollment program to earn college credits while they are still in high school. Students have access to tons of sports and extracurricular activities including band, football, track & field and eSports.

## Mission and Vision

### **Mission**

All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams.

### **Vision**

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for postsecondary success.

## Educational Values

### Students

Whatever It Takes: • I will do whatever it takes to be successful. Choose to Be Here: • I will attend school every day on time and prepared. Work Hard: • I will work hard and remain focused on my academic achievement. • I will complete all homework nightly. • I will ask for help when I need support, don't understand, or feel I am falling behind. • I will attend academic support during and after school hours when I am requested to do so. Be A Citizen & Leader of The School Community: • I will abide by the Mastery Disciplinary Code of Conduct. • I will be an active member of the school community and support my peers. • I will follow our school community's rules outlined in the Student-Parent Handbook. • I will celebrate success. • I will accept the consequences of my actions.

### Staff

1. Student Achievement -- Above All Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success. 2. We Serve We serve students and their families first. Our business is their success. 3. The High Road We do the right thing. We are fair and treat folks with respect. 4. Pursue Equity We disrupt systemic racism and the inequities that limit our students' choices. We nurture a culture where all staff, students, and families are seen and valued. 5. Joy and Humor Our positive, caring culture supports student and staff success. We like fun. We love to laugh. 6. Straight Talk We face reality, communicate honestly and respectfully, and hold each other accountable. 7. Open Doors Everybody is welcome to talk to anybody. We are open and transparent. 8. Continuous Improvement We seek a better way -- always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis. 9. One Team We are in this together. We may disagree, but at the end of the day, we support each other 100%.

### Administration

1. Student Achievement -- Above All Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success. 2. We Serve We serve students and their families first. Our business is their success. 3. The High Road We do the right thing. We are fair and treat folks with respect. 4. Pursue Equity We disrupt systemic racism and the inequities that limit our students' choices. We nurture a culture where all staff, students, and families are seen and valued. 5. Joy and Humor Our positive, caring culture supports student and staff success. We like fun. We love to laugh. 6. Straight Talk We face reality, communicate honestly and respectfully, and hold each other accountable. 7. Open Doors Everybody is welcome to talk to anybody. We are open and transparent. 8. Continuous Improvement We seek a better way -- always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis. 9. One Team We are in this together. We may disagree, but at the end of the day, we support each other 100%.

### Parents

Whatever It Takes: • I will do whatever it takes to ensure my child's success. • I will communicate regularly with my child's teachers and attend parent-teacher conferences. • I will notify Mastery when my address, telephone, or email information changes. • I will ensure that my child attends school every day on time and prepared to learn. High Expectations: • I will hold my child to the highest expectations because I know that they can succeed at the highest levels. • I will ensure that my child completes their schoolwork and homework nightly. • I will support and encourage my student to seek out and attend academic support programming during and after school hours. School Community: • I recognize that I am an important member of the Mastery school community and will participate in and support the community as we collectively work to support our children's success. • I will support the school community's rules outlined in the

Student-Parent Handbook. • When my child struggles, I will work in partnership with the school to reinforce the community's rules and Code and support my child's personal growth and development. • I will celebrate our children's success.

### **Community**

- Do Whatever It Takes to support each student's achievement.
- High Expectations for every student. Expect the best of each student because we believe they can succeed.
- Be A Community that is Safe, Orderly, and Positive – an environment that promotes student success.
- Provide High Support for all students, especially those who are falling behind or struggling emotionally.
- Communicate frequently with parents/guardians about their child's successes and struggles.
- Partner with Parents/Guardians to ensure that every student succeeds and reaches their highest potential.

### **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	True 11	True 12	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group Exceeds the Standard Demonstrating Growth. The growth score of 100 far exceeds the state standard of 70 and the statewide average of 75.
Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra 1	All Student Group Exceeds the Standard Demonstrating Growth. The growth score of 100 far exceeds the state standard of 70 and the statewide average of 75.

### Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target. ELA proficiency was 34% in 2023, which was an improvement from 30% the prior year but still well below the state average of 55%.
Percent Proficient/Advanced in Mathematics/Algebra 1	All Student Group Did Not Meet Interim Goal/Improvement Target. Math proficiency was 14% in 2023, which was an improvement from 10% the prior year but still well below the state average of 38%.
Percent Proficient/Advanced in Science/Biology	All Student Group Did Not Meet Interim Goal/Improvement Target. Science proficiency was 38% in 2023, which was an improvement from 25% the prior year but still well below the state average of 59%.

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

### Strengths

<b>Indicator</b> Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature <b>ESSA Student Subgroups</b> African-American/Black, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> The growth scores in ELA were 100 for Black students, 100 for economically disadvantaged students, and 95 for students with disabilities. All subgroups exceeded the state standard of 70.
<b>Indicator</b> Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra 1	<b>Comments/Notable Observations</b> The growth scores in math were 100 for Black students, 100 for economically disadvantaged students, and 95 for students with disabilities. All subgroups exceeded the state standard of 70.

<b>ESSA Student Subgroups</b> African-American/Black, Economically Disadvantaged, Students with Disabilities	
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

### Challenges

<b>Indicator</b> Percent Proficient/Advanced in English Language Arts/Literature <b>ESSA Student Subgroups</b> African-American/Black, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> In 2023, the proficiency rate in ELA for Black students was 34%, up from 30% the prior year. For economically disadvantaged students, it was 33%, up from 29% the prior year. For English Learners, it was 44%, up from 19% the prior year. For students with disabilities, it was 12%, up from 6% the prior year. However, in all subgroups the proficiency rate remains below the state average.
<b>Indicator</b> Percent Proficient/Advanced in Mathematics/Algebra 1 <b>ESSA Student Subgroups</b> African-American/Black, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> In 2023, the proficiency rate in Math for Black students was 13%, up from 9% the prior year. For economically disadvantaged students, it was 13%, up from 9% the prior year. For English Learners, it was 12%, up from 4% the prior year. For students with disabilities, it was 7%, up from 2% the prior year. However, in all subgroups the proficiency rate remains below the state average.
<b>Indicator</b> Percent Proficient/Advanced in Science/Biology <b>ESSA Student Subgroups</b> African-American/Black, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> In 2023, the proficiency rate in Science for Black students was 36%, up from 25% the prior year. For economically disadvantaged students, it was 36%, up from 25% the prior year. For students with disabilities, it was 11%, up from 6% the prior year. However, in all subgroups the proficiency rate remains below the state average.

### Summary

#### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature
Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra 1

#### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Percent Proficient/Advanced in English Language Arts/Literature
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Percent Proficient/Advanced in Mathematics/Algebra 1
--

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
48% of students met the MAP Conditional Growth Percentile threshold in ELA, up from 47% the prior year.	Hopefully sustained growth is an indication of future gains in achievement if our interventions continue to work.
The local MAP benchmark data for ELA projects proficiency for 36% of students on the PSSA, an increase over the prior year PSSA rate of 30% proficiency.	The local data projecting an increase in proficiency rate is hopefully a sign of progress in ELA achievement.

### English Language Arts Summary

#### Strengths

Implementation of the Wheatley ELA curriculum
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#### Challenges

Continuing to increase student growth on local benchmark assessments
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### Mathematics

Data	Comments/Notable Observations
The local MAP benchmark data for math projects proficiency for 7% of students on the PSSA, which would be slight decrease from the prior year PSSA rate of 10% proficiency.	The continued low proficiency rate indicates a need for sustained intervention in math achievement.
An impressive 60% of students met the MAP Conditional Growth Percentile threshold in math, surpassing the goal of 55% of students and up from 49% the prior year.	Given the low proficiency rates in math, it is encouraging to see such an incredibly strong indication of growth.

### Mathematics Summary

#### Strengths

Implementation of the Eureka Math Curriculum
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#### Challenges

Continuing to increase student growth on local benchmark assessments
--

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
No local benchmark data was collected in science.	A lack of benchmark data limited the scope of analysis. We plan to implement science benchmarks to remedy this going forward.

# Science, Technology, and Engineering Education Summary

## Strengths

Implementation of the Amplify Science (K-8) and HMH Science Dimensions (9-12) curricula

## Challenges

Lack of local benchmark data in science

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	In 2023, only 3% of students met the standard for career standards benchmarks, far short of the statewide average of 90% and the state performance standard of 98%.

### 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.

Implementation of a plan for teachers in all grades to require completion of career readiness evidence
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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.

Incomplete submission of career readiness evidence

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
The local MAP benchmark data for ELA projects proficiency for 10% of students with disabilities on the PSSA, which would represent an increase over the prior year PSSA rate of 6% proficiency.	Students with IEPs continue to lag significantly behind their general education peers in proficiency on ELA PSSAs.
The local MAP benchmark data for math projects proficiency for 1% of students with disabilities on the PSSA, which would represent a decrease over the prior year PSSA rate of 2% proficiency.	Students with IEPs continue to lag significantly behind their general education peers in proficiency on math PSSAs.
73% of students made 80% or more progress on their annual IEP goals by the end of the school year, close to the goal of 75%.	While significantly fewer students with IEPs demonstrate proficiency on state assessments than their general education peers, most are making substantial progress on the achievement goals set by their IEP teams.

### 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.

Achievement on annual IEP goals

### 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.

Lower proficiency rates for special education students than regular education counterparts
Meaningful two-way communication with parents/guardians

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

### 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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

## Summary

### Strengths

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

Identify professional learning needs through analysis of a variety of data

### 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

## 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
Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	False
Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra 1	False
Implementation of the Wheatley ELA curriculum	True
Implementation of the Amplify Science (K-8) and HMH Science Dimensions (9-12) curricula	False
Implementation of the Eureka Math Curriculum	True
Achievement on annual IEP goals	False
Identify professional learning needs through analysis of a variety of data	False
Implementation of a plan for teachers in all grades to require completion of career readiness evidence	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
Percent Proficient/Advanced in English Language Arts/Literature	True
Percent Proficient/Advanced in Mathematics/Algebra 1	True
Incomplete submission of career readiness evidence	False
Continuing to increase student growth on local benchmark assessments	False
Identify and address individual student learning needs	False
Lower proficiency rates for special education students than regular education counterparts	True
Meaningful two-way communication with parents/guardians	True
Continuing to increase student growth on local benchmark assessments	False
Lack of local benchmark data in science	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
Percent Proficient/Advanced in English Language Arts/Literature	Although our proficiency rate increased over the prior year rate, it remained notably lower than the state average. Our root cause hypothesis is that this gap results primarily from missed opportunities for rigorous, standards-based core content instruction in recent years, exacerbated by factors including chronic absenteeism, adverse effects of trauma, and structural inequities facing students and families.	True
Percent Proficient/Advanced in Mathematics/Algebra 1	Although our proficiency rate increased over the prior year rate, it remained notably lower than the state average. Our root cause hypothesis is that this gap results primarily from missed opportunities for rigorous, standards-based core content instruction in recent years, exacerbated by factors including chronic absenteeism, adverse effects of trauma, and structural inequities facing students and families.	True
Lower proficiency rates for special education students than regular education counterparts	Our hypothesis is that in addition to the specially designed instruction and related services that students with IEPs receive, they also need more intensive academic intervention in core academic subjects across the board.	False
Meaningful two-way communication with parents/guardians	Parents need to have meaningful communication with the school regarding the academic performance of their children. Many parents believe their student's academic achievement is stronger than it actually is. When empowered with a stronger ongoing understanding of a child's performance, parents can be more meaningful partners in increasing achievement.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Implementation of the Wheatley ELA curriculum	
Implementation of the Eureka Math Curriculum	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will strive to increase ELA proficiency by strengthening core instruction.
	We will strive to increase math proficiency by strengthening core instruction.
	We will work to improve authentic parent engagement.



## Goal Setting

Priority: We will strive to increase ELA proficiency by strengthening core instruction.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By 2026, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by six percentage points.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA PSSA/Keystone Proficiency Rate			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By 2024, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by two percentage points.	By 2025, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by four percentage points.	By 2026, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by six percentage points.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Benchmark results project that students are on track to score four percentage points above the 2022 baseline.	Benchmark results project that students are on track to score four percentage points above the 2022 baseline.	Benchmark results project that students are on track to score four percentage points above the 2022 baseline.	By 2025, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by four percentage points.

Priority: We will strive to increase math proficiency by strengthening core instruction.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By 2026, our PSSA/Keystone Math proficiency will increase from the 2022 baseline by six percentage points.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math PSSA/Keystone Proficiency Rate			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By 2024, our PSSA/Keystone Math proficiency will increase from the 2022 baseline by two percentage points.	By 2025, our PSSA/Keystone Math proficiency will increase from the 2022 baseline by four percentage points.	By 2026, our PSSA/Keystone Math proficiency will increase from the 2022 baseline by six percentage points.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Benchmark results project that students are on track to score four percentage points above the 2022 baseline.	Benchmark results project that students are on track to score four percentage points above the 2022 baseline.	Benchmark results project that students are on track to score four percentage points above the 2022 baseline.	By 2025, our PSSA/Keystone Math proficiency will increase from the 2022 baseline by four percentage points.

Priority: We will work to improve authentic parent engagement.

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
By 2026, 60% of families will use the home access center (HAC), where they can check student attendance, behavior, and grades.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Parent and Family Engagement			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By 2024, 50% of families will use the home access center.	By 2025, 55% of families will use the home access center.	By 2026, 60% of families will use the home access center (HAC), where they can check student attendance, behavior, and grades.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Home access center usage will be on track to 55% by EOY.	Home access center usage will be on track to 55% by EOY.	Home access center usage will be on track to 55% by EOY.	By 2024, 50% of families will use the home access center.

## Action Plan

### Measurable Goals

ELA PSSA/Keystone Proficiency Rate	Math PSSA/Keystone Proficiency Rate
Parent and Family Engagement	

### Action Plan For: Strengthen core academic instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By 2026, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by six percentage points.</li> <li>By 2026, our PSSA/Keystone Math proficiency will increase from the 2022 baseline by six percentage points.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Hire additional core content teachers to increase capacity for differentiated direct instruction in core academic subjects through a lower student-teacher ratio		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief People Officer	Hiring of additional teachers	No	No
Action Step		Anticipated Start/Completion Date	
Elementary math teachers will employ strategic flexible small grouping based on diagnostic testing to implement rigorous, focused, and dynamic math practice.		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal of Instruction	Benchmark assessment results and teacher training	No	No
Action Step		Anticipated Start/Completion Date	
Implement a Literacy Block at the elementary level using activities and materials that cater to various learning styles and ability levels		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal of Instruction	FUNdations, Geodes, and Heggerty student materials	No	No
Action Step		Anticipated Start/Completion Date	
Secondary math and ELA teachers will employ a focal-student approach, using student data to periodically target 3-8 students in each section who would benefit from an extra push		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	Student data, coaching on focal-student approach	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement on state assessments	Assistant Principals of Instruction will review student-level quarterly benchmark data with teachers to ensure that each student is making appropriate progress and instruction is adjusted accordingly

### Action Plan For: Provide effective professional development to train and support staff

Measurable Goals:
<ul style="list-style-type: none"> <li>By 2026, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by six percentage points.</li> <li>By 2026, our PSSA/Keystone Math proficiency will increase from the 2022 baseline by six percentage points.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Induction & Professional Development		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer	Coaching materials	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The development of additional teaching skills	The Senior Director of Coaching and Professional Development will review PD survey feedback and instructional outcomes to assess the effectiveness of PD, and will annually make responsive adjustments in consultation with the Chief Academic Officer.

### Action Plan For: Increase parent usage of the Home Access Center

Measurable Goals:
<ul style="list-style-type: none"> <li>By 2026, 60% of families will use the home access center (HAC), where they can check student attendance, behavior, and grades.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Increase parent usage of the Home Access Center to check student grades and academic progress		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Equity Officer	Parent communication technology	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased family engagement and support of student academic achievement	The Senior Director of Family Academic Partnerships will review and analyze family login rates quarterly and if necessary develop action plans with the Principal based on results



## 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.

<b>eGrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>Strengthen core academic instruction</li></ul>	Core teacher salaries to increase differentiated instruction	913197
Instruction	<ul style="list-style-type: none"><li>Strengthen core academic instruction</li></ul>	Core teacher benefits	319619
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"><li>Strengthen core academic instruction</li></ul>	Transferred funds from Title IIA	68457
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"><li>Strengthen core academic instruction</li></ul>	Transferred funds from Title IVA	95079
<b>Total Expenditures</b>			<b>1396352</b>

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Provide effective professional development to train and support staff	Induction & Professional Development

### Language and Literacy Acquisition for All Students

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Induction &amp; Professional Development</li> </ul>		
<b>Audience</b>		
Teachers		
<b>Topics to be Included</b>		
Language and literacy acquisition for all students		
<b>Evidence of Learning</b>		
Benchmark assessments		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Academic Officer	2023-07-01	2026-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Seminar(s)	Once or more per year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

### Teaching Diverse Learners in an Inclusive Setting

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Induction &amp; Professional Development</li> </ul>
<b>Audience</b>
Teachers
<b>Topics to be Included</b>
(1) Instructional best practices that are expected to be implemented on a daily basis; (2) Classroom Management - best practices such as proximity, behavior tracking, token economies, etc.; (3) The Mastery Instructional Cycle - ow to use assessment data to drive and inform instruction; (4) Lesson and Unit Planning - breaking down long term achievement goals into report period goals and daily lesson goals
<b>Evidence of Learning</b>

Written feedback on progress following observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Academic Officer	2023-07-01	2026-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Trauma-Informed Care Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Induction &amp; Professional Development</li> </ul>		
<b>Audience</b>		
All staff		
<b>Topics to be Included</b>		
(1) mental and behavioral health awareness; (2) recognizing the signs and symptoms of trauma; (3) integrating knowledge about trauma into instruction and student services to promote resiliency among students		
<b>Evidence of Learning</b>		
Staff exit ticket		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Equity Officer	2023-07-01	2026-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	At least once per year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
At Least 1-hour of Trauma-informed Care Training for All Staff	

### Professional Ethics for Educators

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Induction &amp; Professional Development</li> </ul>		
<b>Audience</b>		

All professional staff in certificated positions		
<b>Topics to be Included</b>		
The standards of behavior, values, and principles that inform and guide professional decision-making, including those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.		
<b>Evidence of Learning</b>		
Staff exit ticket		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Academic Officer	2023-07-01	2026-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Annual
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Professional Ethics	

**Culturally Relevant and Sustaining Education**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Induction &amp; Professional Development</li> </ul>		
<b>Audience</b>		
All staff		
<b>Topics to be Included</b>		
(1) approaches to mental wellness; (2); trauma-informed approaches to instruction; (3) technological and virtual engagement; (4) cultural awareness and emerging factors that inhibit equitable access with the aim of eliminating institutional and systemic racism and cultural barriers to student success		
<b>Evidence of Learning</b>		
Teacher observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Equity Officer	2023-07-01	2026-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Annual
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Common Ground: Culturally Relevant Sustaining Education	

## Structured Literacy

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Induction &amp; Professional Development</li> </ul>		
<b>Audience</b>		
All professional staff holding certificates that apply to elementary/middle grades		
<b>Topics to be Included</b>		
Teacher training in delivering structured literacy instruction. This includes explicit instruction in foundational literacy skills including phonology, orthography, syntax, morphology, and semantics.		
<b>Evidence of Learning</b>		
Teacher observations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Academic Officer	2023-07-01	2026-06-30

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Annual
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## School Safety and Security Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Induction &amp; Professional Development</li> </ul>		
<b>Audience</b>		
All staff		
<b>Topics to be Included</b>		
(1) violent critical incident response procedures; (2) fire, shelter-in-place, and other safety response procedures; (3) child abuse awareness and reporting; (4) suicide awareness and prevention; (5) anti-bullying; (6) substance abuse awareness		
<b>Evidence of Learning</b>		
Staff exit tickets		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Chief Operating Officer	2023-07-01	2026-06-30

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	4 or more sessions per year

<b>Observation and Practice Framework Met in this Plan</b>
<b>This Step Meets the Requirements of State Required Trainings</b>

## Communications Activities

Family engagement outreach					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Increase parent usage of the Home Access Center to check student grades and academic progress</li> </ul>	Families	-Announcements of upcoming events and opportunities (such as report card conferences) -Information on how to access student attendance, grades, and behavior history -Who to contact at the school	Chief Equity Officer	07/01/2023	06/30/2026
Communications					
Type of Communication			Frequency		
Other			Weekly outreach to families		

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>24.06.12 PA Board Meeting Minutes.pdf</li></ul>

Chief School Administrator	Date
Joel Boyd	2024-08-27
Building Principal Signature	Date
Joel Boyd	2024-08-27
School Improvement Facilitator Signature	Date