

**Mastery CS-Francis D. Pastorius Elementary**

TSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Charter School		126518795
<b>Address 1</b>		
5650 Sprague St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19138
<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	Principal	Mastery CS-Pastorius 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
Kevin Zimmer	Teacher	Mastery CS-Pastorius	Kevin.Zimmer@masterycharter.org
Lauren Dembo	Teacher	Mastery CS-Pastorius	Lauren.Dembo@masterycharter.org

## LEA Profile

Mastery CS – Francis D. Pastorius Elementary is a turnaround school based on the model developed by Mastery Charter High School -- Lenfest Campus (founded in 2001). Mastery's mission is to prepare urban youth for success in higher education and the global economy. Mastery Charter was selected by the Pastorius Renaissance School Advisory Council for complete restart in April 2013. The school currently serves approximately 550 students in Kindergarten through 8th grade in the Germantown section of Philadelphia.

The turnaround has been very successful. Before the turnaround there was a significant disparity between Clymer test scores in Reading and Math and the state average. The school has shown strong PSSA growth, attendance, student retention, and behavior/reduction in violence, increase in parent participation, and reading level growth K-2. Everyone at Pastorius is guided by five core values – Respect, Responsibility, Hard Work, Teamwork, and Kindness. These values, along with the relentless pursuit of increasing student achievement, define our school community.

## 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.

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>True 6</b>
<b>True 7</b>	<b>True 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in English Language Arts/Literature	All Student Group Meets the Standard Demonstrating Growth. The 2024 growth score of 100 is higher than the state standard of 70 and statewide average of 75.
Academic Growth Expectations in Mathematics/Algebra 1	All Student Group Meets the Standard Demonstrating Growth. The 2024 growth score of 100 is higher than 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 27% in 2024, which was an improvement from 21% the prior year but still well below the state average of 54%.
Percent Proficient/Advanced in Mathematics/Algebra 1	All Student Group Did Not Meet Interim Goal/Improvement Target. Math proficiency was 11% in 2024, which was an improvement from 4% the prior year but still well below the state average of 40%.
Percent Proficient/Advanced in Science/Biology	All Student Group Did Not Meet Interim Goal/Improvement Target. Science proficiency was 32% in 2024, which was consistent with 32% the prior year but still well below the state average of 59%.

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

### Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in English Language Arts/Literature <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity,	The 2024 ELA growth scores of 100 for Black students, 100 for combined ethnicity, and 100 for economically disadvantaged students exceeded the state standard of 70.

Economically Disadvantaged	
<b>Indicator</b> Academic Growth Expectations in Mathematics/Algebra 1 <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Economically Disadvantaged	<b>Comments/Notable Observations</b> The 2024 math growth scores of 100 for Black students, 100 for combined ethnicity, and 100 for economically disadvantaged students exceeded the state standard of 70.

### Challenges

<b>Indicator</b> Percent Proficient/Advanced in English Language Arts/Literature <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> In 2024, the proficiency rate in ELA for Black students was 26%, up from 21% the prior year. His Hispanic students, it was 46%, up from 35% the prior year. For economically disadvantaged students, it was 26%, up from 21% the prior year. For students with disabilities, it was 10%, up from 7% the prior year. For combined ethnicity, it was 27%, up from 22% the prior year. However, in all subgroups the proficiency rate remained below the state average.
<b>Indicator</b> Percent Proficient/Advanced in Mathematics/Algebra 1 <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> In 2024, the proficiency rate in Math for Black students was 10%, up from 4% the prior year. For Hispanic students, it was 21%, up from 10% the prior year. For economically disadvantaged students, it was 11%, up from 4% the prior year. For students with disabilities, it was 4%, up from 1% the prior year. For combined ethnicity, it was 11%, up from 4% the prior year. However, in all subgroups the proficiency rate remained below the state average.
<b>Indicator</b> Percent Proficient/Advanced in Science/Biology <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> In 2024, the proficiency rate in Science for Black students was 30%, up from 29% the prior year. For economically disadvantaged students, it was 31%, down from 32% the prior year. For students with disabilities, it was 9%, down from 11% the prior year. For combined ethnicity, it was 32%, consistent with 32% the prior year. However, in all subgroups the proficiency rate remained 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.

Academic Growth Expectations in English Language Arts/Literature
Academic Growth Expectations 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
Percent Proficient/Advanced in Mathematics/Algebra 1

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
The local MAP benchmark data for ELA projects proficiency for 23% of students on the PSSA, which would be an increase over the prior year PSSA rate of 18% proficiency.	The local data projecting an increase in proficiency rate hopefully indicate that current interventions are having some success and that accelerating these practices will drive higher achievement.
Only 37% of students met the MAP Conditional Growth Percentile threshold in ELA, dropping from 57% in the prior year and falling below the goal of 55% of students.	In order to increase achievement, we must drive much stronger growth.

### English Language Arts Summary

#### Strengths

Implementation of the Wheatley ELA Curriculum

#### Challenges

Continuing to increase student growth on local benchmark assessments

### Mathematics

Data	Comments/Notable Observations
48% of students met the MAP Conditional Growth Percentile threshold in math, a drop from 64% the prior year and falling short of the goal of 55% of students.	In order to increase achievement, we must drive better growth rather than lose momentum.
The local MAP benchmark data for math projects proficiency for 6% of students on the PSSA, which would be an increase over the prior year PSSA rate of 4% proficiency.	While the projected increase in proficiency rate is hopefully a sign of progress, the overall low rate indicates a need for sustained intervention in math achievement.

### Mathematics Summary

#### Strengths

Implementation of the Eureka Math Curriculum

#### 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 curriculum

### Challenges

Lack of local benchmark data in science

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	85% of students met the career standards benchmark, a significant improvement over the prior year rate of 16%.

### 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.

There was a significant increase in career standards benchmark completion.

### 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.

Career standards benchmark completion is still below the statewide performance standard of 98%.

## 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 8% of students with disabilities on the PSSA, even with the prior year PSSA rate of 8% proficiency.	Students with IEPs continue to lag 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, even with the prior year PSSA rate of 1% proficiency.	Students with IEPs continue to lag significantly behind their general education peers in proficiency on math PSSAs.
71% of students made 80% or more progress on their annual IEP goals by the end of the school year, approaching 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.

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

## 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
Academic Growth Expectations in English Language Arts/Literature	False
Academic Growth Expectations in Mathematics/Algebra 1	False
Implementation of the Wheatley ELA Curriculum	True
Implementation of the Eureka Math Curriculum	True
Achievement on annual IEP goals	False
Implementation of the Amplify science curriculum	False
There was a significant increase in career standards benchmark completion.	False
Identify professional learning needs through analysis of a variety of data	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
Continuing to increase student growth on local benchmark assessments	False
Continuing to increase student growth on local benchmark assessments	False
Career standards benchmark completion is still below the statewide performance standard of 98%.	False
Identify and address individual student learning needs	False
Meaningful two-way academic communication with parents/guardians	True
Lack of local benchmark data in science	False
Lower proficiency rates for special education students than regular education counterparts	True

### 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	Proficiency in ELA was at 18%, significantly lower than the 2019 rate of 31%. Our root cause hypothesis is that the decline is a result of learning loss related to the COVID-19 pandemic including lost instructional time, ineffective remote instruction, increased student absences, and related trauma. One year back in the classroom full time has not been enough to recover lost ground.	True
Percent Proficient/Advanced in Mathematics/Algebra 1	Proficiency in math was only 4% when it had been 15% in 2019. Our root cause hypothesis is that the decline is a result of learning loss related to the COVID-19 pandemic including lost instructional time, ineffective remote instruction, increased student absences, and related trauma. One year back in the classroom full time has not been enough to recover lost ground.	True
Meaningful two-way academic 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
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

### 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 Scores			
<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 two percentage points above the 2022 baseline.	Benchmark results project that students are on track to score two percentage points above the 2022 baseline.	Benchmark results project that students are on track to score two percentage points above the 2022 baseline.	By 2024, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by two 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>			
PSSA Math Scores			
<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	Benchmark results project that	Benchmark results project that	By 2024, our PSSA/Keystone Math

students are on track to score two percentage points above the 2022 baseline.	students are on track to score two percentage points above the 2022 baseline.	students are on track to score two percentage points above the 2022 baseline.	proficiency will increase from the 2022 baseline by two percentage points.
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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 50% by EOY.	Home access center usage will be on track to 50% by EOY.	Home access center usage will be on track to 50% by EOY.	By 2024, 50% of families will use the home access center.

## Action Plan

### Measurable Goals

ELA PSSA Scores	PSSA Math Scores
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 Talent Officer	Hiring of additional teachers	No	No
Action Step		Anticipated Start/Completion Date	
All teachers will use standards-based data trackers and receive feedback from API to improve data		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principals of Instruction	Data trackers	No	No
Action Step		Anticipated Start/Completion Date	
All teachers will have 15 -20 minutes of independent student work time imbedded in their lesson during Eureka, Foundations, Wheatley, Amplify, and TCI		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	Lesson plans	No	No
Action Step		Anticipated Start/Completion Date	
All teachers will meet the lesson plan criteria and all new teachers will receive regular feedback on lesson plans from their coach.		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Assistant Principals of Instruction	Lesson plans	No	No
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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**

<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>

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

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
The development of additional teaching skills	Feedback following observations

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

<b>Measurable Goals:</b>
<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>

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

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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	498734
Instruction	<ul style="list-style-type: none"><li>Strengthen core academic instruction</li></ul>	Core Teacher Benefits	174557
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"><li>Strengthen core academic instruction</li></ul>	Core Teacher Salaries (Title II transfer)	37262
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"><li>Strengthen core academic instruction</li></ul>	Core Teacher Salaries (Title IV transfer)	51961
<b>Total Expenditures</b>			<b>762514</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>		
• Induction & Professional Development		
<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>
• Induction & Professional Development
<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>

<b>Chief School Administrator</b>	<b>Date</b>
Joel Boyd	2024-12-05
<b>Building Principal Signature</b>	<b>Date</b>
Joel Boyd	2024-12-05
<b>School Improvement Facilitator Signature</b>	<b>Date</b>