

**Mastery CS-Cleveland Elementary**

TSI Title 1 Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Charter School		126519644
<b>Address 1</b>		
3701 N 19th St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19140
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Joel Boyd		masterycso@masterycharter.org
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Michael Patron		
<b>Single Point of Contact Email</b>		
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Max Tartar		
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<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-Cleveland CSA	Mastery.cso@masterycharter.org
Saliyah Cruz	District Level Leaders	Mastery Charter Schools	Saliyah.Cruz@masterycharter.org
Michael Patron	District Level Leaders	Mastery Charter Schools	Michael.Patron@masterycharter.org
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Max Tartar	Administrator	Mastery CS-Cleveland Principal	Max.Tartar@masterycharter.org
Erica Cruz	Administrator	Mastery CS-Cleveland	Erica.Cruz@masterycharter.org
Keyona Carroll	Parent	Parent	
Katina Williams	Community Member	Community Member	
Porsha Wesley	Teacher	Mastery CS-Cleveland	Porsha.Wesley@masterycharter.org
Melissa Hall	Teacher	Mastery CS-Cleveland	Melissa.Hall@masterycharter.org
Michael Conroy	Teacher	Mastery CS-Cleveland	Michael.Conroy@masterycharter.org
Megan Mattocks	Administrator	Mastery CS-Cleveland	Megan.Mattocks@masterycharter.org
Ishake Forbes	Staff Member	Mastery CS-Cleveland	Ishake.Forbes@masterycharter.org

## LEA Profile

Mastery Charter School Cleveland is located in the Nicetown-Tioga neighborhood in North Philadelphia. These students come from one of the most distressed neighborhoods in the city of Philadelphia. More than 40% of residents in this community live in poverty with 87% of students at Cleveland qualifying for free and reduced lunch. The 2012-2013 academic year was Cleveland's first year as a turnaround charter school, as part of the School District of Philadelphia's Renaissance School's initiative.

Cleveland has an intense focus on improving reading and math through small group instruction and struggling students receive additional support during the school day. Additionally, the leadership team has worked non-stop with kindergarten teachers to accelerate reading development and with upper grade teachers to improve reading. Cleveland staff collectively focuses on stronger remediation services and has instituted weekly quizzes to track student mastery as well as small group pull-outs during independent practice and restructured reading interventions to increase the number of students served. Cleveland successfully piloted blended learning in grades 3 and 5 and Play in K[indergarten]. The school focuses on building strong foundational instruction and tracks student progress on a weekly basis. The school is also developing strong remediation services to decrease the number of students falling behind as measured by assessments.

## 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>	

## Proficient or Advanced in English Language Arts/Literature

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in English Language Arts/Literature	All Student Group Exceeds 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 Exceeds the Standard Demonstrating Growth. The 2024 growth score of 100 is higher than the state standard of 70 and 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 31% in 2024, which was an improvement from 23% 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 13% in 2024, which was an improvement from 8% 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 31% in 2024, which was an improvement over 28% the prior year but still well below the state average of 59%.

## Proficient or Advanced in Mathematics/Algebra

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

#### Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in English Language	The 2024 ELA growth scores of 100 for Black students, 100 for combined ethnicity, 100 for

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

**Challenges**

<p><b>Indicator</b>  Percent Proficient/Advanced in English Language Arts/Literature  <b>ESSA Student Subgroups</b>  African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>  In 2024, the proficiency rate in ELA for Black students was 31%, up from 22% the prior year. For Hispanic students, it was 40%, up from 36% the prior year. For students of 2 or more races, it was 26%. For economically disadvantaged students, it was 31%, up from 22% the prior year. For students with disabilities, it was 12%, up from 8% the prior year. For combined ethnicity, it was 31%, up from 23% the prior year. However, in all subgroups the proficiency rate remained below the state average.</p>
<p><b>Indicator</b>  Percent Proficient/Advanced in Mathematics/Algebra 1  <b>ESSA Student Subgroups</b>  African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>  In 2024, the proficiency rate in Math for Black students was 13%, up from 8% the prior year. For Hispanic students, it was 33%, up from 11% the prior year. For students of 2 or more races, it was 9%. For economically disadvantaged students, it was 14%, up from 8% the prior year. For students with disabilities, it was 5%, up from 3% the prior year. For combined ethnicity, it was 13%, up from 8% the prior year. However, in all subgroups the proficiency rate remained below the state average.</p>
<p><b>Indicator</b>  Percent Proficient/Advanced in Science/Biology  <b>ESSA Student Subgroups</b>  African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>  In 2024, the proficiency rate in Science for Black students was 32%, up from 28% the prior year. For economically disadvantaged students, it was 30%, consistent with 30% the prior year. For students with disabilities, it was 12%, up from 8% the prior year. For combined ethnicity, it was 31%, up from 29% the prior year. However, in all subgroups the proficiency rate remained</p>

Disabilities	below the state average.
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Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

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

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

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

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, 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
57% of students met the MAP Conditional Growth Percentile threshold in ELA, a significant increase from 35% in the prior year and exceeding the goal of 55% of students.	If our current interventions continue to sustain this level of growth, we should see performance increasing.
The local MAP benchmark data for ELA projects proficiency for 27% of students on the PSSA, which would be a significant increase over the prior year PSSA rate of 16% proficiency.	The local data projecting no increase in proficiency rate indicate that current interventions are showing results.

### English Language Arts Summary

#### Strengths

Implementation of the Amplify CKLA K-8 curriculum

#### Challenges

Continuing to increase student achievement on local benchmark assessments

### Mathematics

Data	Comments/Notable Observations
57% of students met the MAP Conditional Growth Percentile threshold in math, surpassing the goal of 55% of students and improving significantly from 40% the prior year.	Given the low proficiency rates in math, it is encouraging to see an indication of strong growth.
The local MAP benchmark data for math projects proficiency for 5% of students on the PSSA, which would be slight increase from the prior year PSSA rate of 3% 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	89% of students met the performance standard for career standards benchmark, up from 32% the prior year but still below the statewide 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

### 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 2% proficiency.	While students with IEPs continue to lag behind their general education peers in proficiency on ELA PSSAs, internal data show the gap is beginning to close.
The local MAP benchmark data for math projects proficiency for 5% of students with disabilities on the PSSA, which would represent an increase over the prior year PSSA rate of 1% proficiency.	While students with IEPs continue to lag behind their general education peers in proficiency on math PSSAs, internal data show the gap is closing.
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 Amplify CKLA K-8 curriculum	True
Achievement on annual IEP goals	False
Implementation of the Amplify Science curriculum	False
Implementation of the Eureka Math Curriculum	True
Implementation of a plan for teachers in all grades to require completion of career readiness evidence	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 Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Percent Proficient/Advanced in English Language Arts/Literature	True
Percent Proficient/Advanced in Mathematics/Algebra 1	True
Continuing to increase student achievement on local benchmark assessments	False
Continuing to increase student growth on local benchmark assessments	False
Incomplete submission of career readiness evidence	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	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
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 Amplify CKLA K-8 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 2028, our PSSA/Keystone ELA proficiency will increase from the 2024 baseline by six percentage points.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PSSA ELA Scores			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By 2026, our PSSA/Keystone ELA proficiency will increase from the 2024 baseline by two percentage points.	By 2027, our PSSA/Keystone ELA proficiency will increase from the 2024 baseline by four percentage points.	By 2028, our PSSA/Keystone ELA proficiency will increase from the 2024 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 baseline.	Benchmark results project that students are on track to score two percentage points above the baseline.	Benchmark results project that students are on track to score two percentage points above the baseline.	By 2026, our PSSA/Keystone ELA proficiency will increase from the 2024 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 2028, our PSSA/Keystone Math proficiency will increase from the 2024 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 2026, our PSSA/Keystone Math proficiency will increase from the 2024 baseline by two percentage points.	By 2027, our PSSA/Keystone Math proficiency will increase from the 2024 baseline by four percentage points.	By 2028, our PSSA/Keystone Math proficiency will increase from the 2024 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 2026, our PSSA/Keystone Math

students are on track to score two percentage points above the baseline.	students are on track to score two percentage points above the baseline.	students are on track to score two percentage points above the baseline.	proficiency will increase from the 2024 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 2028, 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 2026, 50% of families will use the home access center.	By 2027, 55% of families will use the home access center.	By 2028, 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 2026, 50% of families will use the home access center.

## Action Plan

### Measurable Goals

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

### Action Plan For: Strengthen academic instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By 2028, our PSSA/Keystone ELA proficiency will increase from the 2024 baseline by six percentage points.</li> <li>By 2028, our PSSA/Keystone Math proficiency will increase from the 2024 baseline by six percentage points.</li> </ul>

Action Step	Anticipated Start Date	Anticipated Completion Date
Hire additional teachers to increase capacity for differentiated instruction through a lower student-teacher ratio, including direct instruction in ELA and math, instruction in other subjects that support deeper learning and critical thinking (such as science, social studies, art, music, and PE), and instruction by specialized services and ESL teachers to provide targeted supports to special education students and English learners.	2025-07-01	2028-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Chief People Officer	Hiring of additional teachers	No
		<b>Com Step?</b>
		No

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers will consistently use a lesson plan each day which includes a standards-aligned objective, engagement strategies, student practice, accommodations, exit ticket, and homework	2025-07-01	2028-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Teachers	Lesson plans	No
		<b>Com Step?</b>
		No

Action Step	Anticipated Start Date	Anticipated Completion Date
All teachers will use standards-based data trackers	2025-07-01	2028-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Teachers	Data trackers	No
		<b>Com Step?</b>
		No

<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 2028, our PSSA/Keystone ELA proficiency will increase from the 2024 baseline by six percentage points.</li> <li>By 2028, our PSSA/Keystone Math proficiency will increase from the 2024 baseline by six percentage points.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
Induction & Professional Development		2025-07-01	2028-06-30
<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 2028, 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 Date</b>	<b>Anticipated Completion Date</b>
Increase parent usage of the Home Access Center to check student grades and academic progress		2025-07-01	2028-06-30
<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
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<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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>Strengthen academic instruction</li> </ul>	English Teacher - Elementary School (3), History Teacher - Elementary School (1), Math Teacher - Elementary School (2), Music Teacher - Elementary School (1), Teacher - Early Elementary (3),	534974
Instruction	<ul style="list-style-type: none"> <li>Strengthen academic instruction</li> </ul>	teacher benefits	187241
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> <li>Strengthen academic instruction</li> </ul>	1 English Teacher - Elementary School (Title II transfer)	38865
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> <li>Strengthen academic instruction</li> </ul>	1 Math Teacher - Elementary School (Title IV transfer)	59096
Total Expenditures			820176



## 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	2025-07-01	2028-06-30

### 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	2025-07-01	2028-06-30

**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	2025-07-01	2028-06-30

**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	2025-07-01	2028-06-30

## 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	2025-07-01	2028-06-30

### 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	

### 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	2025-07-01	2028-06-30

### 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	2025-07-01	2028-06-30

**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	07/01/2025	06/30/2028

## Communications

Type of Communication	Frequency
Other	Weekly outreach to families

## Approvals & Signatures

<b>Uploaded Files</b>
<ul style="list-style-type: none"><li>• 25.06.11 PA Public Board Meeting Minutes.pdf</li></ul>

<b>Chief School Administrator</b>	<b>Date</b>
Joel Boyd	2026-02-20
<b>Building Principal Signature</b>	<b>Date</b>
Max Tartar	2026-02-20
<b>School Improvement Facilitator Signature</b>	<b>Date</b>