

Frederick Douglass Mastery CS

TSI Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

LEA Type		AUN
Charter School		126518547
Address 1		
5700 Wayne Avenue		
Address 2		
City	State	Zip Code
Philadelphia	PA	19144
Chief School Administrator		Chief School Administrator Email
Mr Joel Boyd		MasteryCSO@masterycharter.org
Single Point of Contact Name		
Michael Patron		
Single Point of Contact Email		
michael.patron@masterycharter.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
267-671-2888		
Principal Name		
Monique Dolcy		
Principal Email		
masterycso@masterycharter.org		
Principal Phone Number		Principal Extension
215-866-9000		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joel Boyd	Administrator	Frederick Douglass Mastery CS 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
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Monique Dolcy	Principal	Frederick Douglass Mastery CS	Monique.Dolcy@masterycharter.org
Marquis Freeman	Parent	Parent	
Judith Robinson	Paraprofessional	Frederick Douglass Mastery CS	Judith.Robinson@masterycharter.org
Ashley Henry	Teacher	Frederick Douglass Mastery CS	Ashley.HenryJudith.Robinson@masterycharter.org
Kelsey Hibbert	Teacher	Frederick Douglass Mastery CS	Kelsey.HibbertJudith.Robinson@masterycharter.org
Chrystal Voroscak	Teacher	Frederick Douglass Mastery CS	Chrystal.VoroscakJudith.Robinson@masterycharter.org
Nikki Hampton	Parent	Parent	
Judith Tschirgi	Community Member	Community Member	jtschirgi@gmail.com

LEA Profile

In 2010, Frederick Douglass Elementary School, a formerly district-run public school, was named one of seven “Renaissance charters.” That year, Scholars Academies assumed operation of Douglass. In an effort to improve academic outcomes, Scholars Academies asked Mastery Charter Schools to assume operation of Frederick Douglass beginning in the 2015-16 school year. Frederick Douglass has been part of the Mastery network of schools since then.

Mastery Charter Frederick Douglass Elementary is a neighborhood school serving grades K-8 in North Philadelphia. When you walk through our doors, you can feel the students’ joy and excitement to learn, as well as the love our teachers and school leaders have for every child in the building. We pride ourselves on challenging our students academically and educating the whole child. That means along with the core classes of math, science and reading, we focus on the core values of respect, responsibility, hard work, teamwork and kindness. Students who attend Douglass Elementary have the opportunity to attend our Simon Gratz High School, giving them a full K-12 Mastery experience.

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	False 9	False 10	False 11	False 12	

Proficient or Advanced in English Language Arts/Literature

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 18% in 2023, which was an improvement from 15% 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 7% in 2023, which was an improvement from 1% 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 20% in 2023, which was an improvement from 17% 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
Annual Academic Growth Expectations (PVAAS)	The growth scores in ELA were 100 for Black students, 100 for economically disadvantaged

<p>in English Language Arts/Literature ESSA Student Subgroups</p>	<p>students, and 88 for students with disabilities. All subgroups exceeded the state standard of 70.</p>
<p>Indicator Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra 1 ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The growth scores in Math were 100 for Black students, 100 for economically disadvantaged students, and 100 for students with disabilities. All subgroups exceeded the state standard of 70.</p>

Challenges

<p>Indicator Percent Proficient/Advanced in English Language Arts/Literature ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 2023, the proficiency rate in ELA for Black students was 18%, up from 15% the prior year. For economically disadvantaged students, it was 19%, up from 14% the prior year. For students with disabilities, it was 8%, up from 3% the prior year. However, in all subgroups the proficiency rate remains below the state average.</p>
<p>Indicator Percent Proficient/Advanced in Mathematics/Algebra 1 ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 2023, the proficiency rate in Math for Black students was 7%, up from 1% the prior year. For economically disadvantaged students, it was 7%, up from 1% the prior year. For students with disabilities, it was 5%, up from 0% the prior year. However, in all subgroups the proficiency rate remains below the state average.</p>
<p>Indicator Percent Proficient/Advanced in Science/Biology ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 2023, the proficiency rate in Science for Black students was 19%, up from 18% the prior year. For economically disadvantaged students, it was 20%, up from 17% the prior year. For students with disabilities, it was 4%, up from 0% the prior year. However, in all subgroups the proficiency rate remains below the state average.</p>

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.

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

Annual Academic Growth Expectations (PVAAS) 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
45% of students met the MAP Conditional Growth Percentile threshold in ELA, a slight decrease from 50% 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 23% of students on the PSSA, an increase over the prior year PSSA rate of 15% 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 Amplify CKLA K-5; Springboard 9-12 curriculum

Challenges

Continuing to increase student growth on local benchmark assessments

Mathematics

Data	Comments/Notable Observations
An impressive 59% of students met the MAP Conditional Growth Percentile threshold in math, a significant increase from 44% the prior year, surpassing the goal of 55% of students.	Given the low proficiency rates in math, it is encouraging to see such an incredibly strong indication of growth.
The local MAP benchmark data for math projects proficiency for 5% of students on the PSSA, which would be an increase from the prior year PSSA rate of 1% 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	In 2023, only 9% 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

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 6% of students with disabilities on the PSSA, which would represent an increase over the prior year PSSA rate of 3% 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 2% of students with disabilities on the PSSA, which would represent an increase over the prior year PSSA rate of 0% proficiency.	Students with IEPs continue to lag significantly behind their general education peers in proficiency on math PSSAs.
75% of students made 80% or more progress on their annual IEP goals by the end of the school year, meeting 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 Mathematics/Algebra 1	False
Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	False
Implementation of the Amplify CKLA K-5; Springboard 9-12 curriculum	True
Implementation of the Eureka Math Curriculum	True
Achievement on annual IEP goals	False
Implementation of the Amplify science curriculum	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
Continuing to increase student growth 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
Lower proficiency rates for special education students than regular education counterparts	True
Meaningful two-way communication with parents/guardians	True
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 Amplify CKLA K-5; Springboard 9-12 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.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By 2026, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by six percentage points.			
Measurable Goal Nickname (35 Character Max)			
ELA PSSA/Keystone Proficiency Rate			
Target Year 1	Target Year 2	Target Year 3	
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.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
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 2026, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by six percentage points.

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

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By 2026, our PSSA/Keystone Math proficiency will increase from the 2022 baseline by six percentage points.			
Measurable Goal Nickname (35 Character Max)			
Math PSSA/Keystone Proficiency Rate			
Target Year 1	Target Year 2	Target Year 3	
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.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmark results project that	Benchmark results project that	Benchmark results project that	By 2026, our PSSA/Keystone Math

students are on track to score four percentage points above the 2022 baseline.	students are on track to score four percentage points above the 2022 baseline.	students are on track to score four percentage points above the 2022 baseline.	proficiency will increase from the 2022 baseline by six percentage points.
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Priority: We will work to improve authentic parent engagement.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By 2026, 60% of families will use the home access center (HAC), where they can check student attendance, behavior, and grades.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target Year 1	Target Year 2	Target Year 3	
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.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
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 2026, 60% of families will use the home access center (HAC), where they can check student attendance, behavior, and grades.

Action Plan

Measurable Goals

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

Action Plan For: Strengthen academic instruction

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

Action Step		Anticipated Start/Completion Date	
Hire additional teachers to increase capacity for differentiated direct instruction in 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	
Strategic Scheduling: Students will be rostered based on their individual strengths informed by MAP & PSSA data, allowing for a true culture of error where students will be able to collaborate with peers and learn from their mistakes		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal of Operations	Diagnostic data, scheduling software	No	No
Action Step		Anticipated Start/Completion Date	
Teacher Looping: students in priority grades (3, 4, and 8) will have the same ELA teachers as the prior school year in order to leverage existing student-teacher relationships		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com

			Step?
Assistant Principal of Operations	scheduling software	No	No
Action Step		Anticipated Start/Completion Date	
Early Targeted Tutoring: We will use the First in Math online tutoring platform to provide targeted tutoring to priority students on priority standards in math		2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Content Lead	First in Math online tutoring platform	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"> By 2026, our PSSA/Keystone ELA proficiency will increase from the 2022 baseline by six percentage points. By 2026, our PSSA/Keystone Math proficiency will increase from the 2022 baseline by six percentage points.

Action Step	Anticipated Start/Completion Date	
Induction & Professional Development to meet Pennsylvania regulatory requirements	2023-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD 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"> By 2026, 60% of families will use the home access center (HAC), where they can check student attendance, behavior, and grades.

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Strengthen academic instruction 	English Teacher - Elementary School (1), History Teacher - Elementary School (2), Math Teacher - Middle School (1), Teacher - Early Elementary (1)	393377
Instruction	<ul style="list-style-type: none"> Strengthen academic instruction 	Teacher Benefits	137682
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Strengthen academic instruction 	1 Math Teacher - Elementary School, 1 Teacher - Early Elementary	72059
Total Expenditures			603118

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Provide effective professional development to train and support staff	Induction & Professional Development to meet Pennsylvania regulatory requirements

Language and Literacy Acquisition for All Students

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

Learning Format

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

Teaching Diverse Learners in an Inclusive Setting

Action Step	
<ul style="list-style-type: none"> Induction & Professional Development to meet Pennsylvania regulatory requirements 	
Audience	
Teachers	
Topics to be Included	
(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

Evidence of Learning		
Written feedback on progress following observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Chief Academic Officer	2023-07-01	2026-06-30

Learning Format

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

Trauma-Informed Care Training

Action Step		
<ul style="list-style-type: none"> • Induction & Professional Development to meet Pennsylvania regulatory requirements 		
Audience		
All staff		
Topics to be Included		
(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		
Evidence of Learning		
Staff exit ticket		
Lead Person/Position	Anticipated Start	Anticipated Completion
Chief Equity Officer	2023-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	At least once per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

At Least 1-hour of Trauma-informed Care Training for All Staff

Professional Ethics for Educators

Action Step		
• Induction & Professional Development to meet Pennsylvania regulatory requirements		
Audience		
All professional staff in certificated positions		
Topics to be Included		
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.		
Evidence of Learning		
Staff exit ticket		
Lead Person/Position	Anticipated Start	Anticipated Completion
Chief Academic Officer	2023-07-01	2026-06-30

Learning Format

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

Culturally Relevant and Sustaining Education

Action Step
• Induction & Professional Development to meet Pennsylvania regulatory requirements
Audience
All staff
Topics to be Included
(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
Evidence of Learning
Teacher observations

Lead Person/Position	Anticipated Start	Anticipated Completion
Chief Equity Officer	2023-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annual
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Structured Literacy

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

Learning Format

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

School Safety and Security Training

Action Step

<ul style="list-style-type: none"> • Induction & Professional Development to meet Pennsylvania regulatory requirements 		
Audience		
All staff		
Topics to be Included		
(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		
Evidence of Learning		
Staff exit tickets		
Lead Person/Position	Anticipated Start	Anticipated Completion
Chief Operating Officer	2023-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	4 or more sessions per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

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"> Increase parent usage of the Home Access Center to check student grades and academic progress 	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">24.06.12 PA Board Meeting Minutes.pdf

Chief School Administrator	Date
Joel Boyd	2025-09-17
Building Principal Signature	Date
Monique Darcy	2025-09-17
School Improvement Facilitator Signature	Date