

Mastery CS-Shoemaker Campus

TSI Title 1 Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Charter School		126510022
Address 1		
5301 Media St		
Address 2		
City	State	Zip Code
Philadelphia	PA	19131
Chief School Administrator		Chief School Administrator Email
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		
Joel Boyd		
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	Principal	Mastery CS-Shoemaker CSA/Principal	masterycso@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
Jessica Varevice	District Level Leaders	Mastery Charter Schools	Jessica.Varevice@masterycharter.org
Derrick Cartwright	Administrator	Mastery CS-Shoemaker	Derrick.Cartwright@masterycharter.org
Lauren Nelson	Administrator	Mastery CS-Shoemaker	Lauren.Nelson@masterycharter.org
Rebekah Rosy	Parent	Parent	
Lakisha Duncan	Community Member	Community Member	
Astha Kendu	Staff Member	Mastery CS-Shoemaker	Astha.Kendu@masterycharter.org
Ariana Walker	Teacher	Mastery CS-Shoemaker	Ariana.Walker@masterycharter.org
Tyler Cook	Teacher	Mastery CS-Shoemaker	Tyler.Cook@masterycharter.org
Bernetta Rembert	Teacher	Mastery CS-Shoemaker	Bernetta.Rembert@masterycharter.org
Yasmeen Albendary	Student	Mastery CS-Shoemaker	
Karen Jones	Staff Member	Mastery CS-Shoemaker	Karen.Jones@masterycharter.org

LEA Profile

In 2006, Mastery Charter Schools was selected by the School District of Philadelphia to turn around the Shoemaker Middle School. Prior to Mastery's turnaround, Shoemaker was a persistently failing school, plagued by societal challenges that many urban schools face – it was the second most violent school in the city of Philadelphia and the school had 26% of its students scoring proficient or advanced in math and reading on state assessments.

As Mastery Charter School - Shoemaker Campus (Mastery Shoemaker), the school continues to serve students in grades 7-12 from the surrounding neighborhood with a student population that is 98% African American and where 84% of students qualify for Free and Reduced Lunch. Since the turnaround, rates of student violence have dropped into the lowest 10% among Philadelphia schools, and Mastery Shoemaker consistently outperforms School District of Philadelphia schools.

Along with a rigorous academic program, our students have access to tons of incredible opportunities including a robotics program for girls, dual enrollment to earn college credit, a medicine educational pipeline program with UPenn and a chance to travel internationally. Sports and clubs? We have those, too: basketball, lacrosse, Muslim student association, poetry & spoken word club and more.

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.

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	True 9	True 10	True 11	True 12	

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 93 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 36% in 2024, which was an improvement from 33% 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 10% 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 29% in 2024, which was an improvement over 16% 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

<p>Arts/Literature ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>for economically disadvantaged students, and 88 for students with disabilities exceeded the state standard of 70.</p>
<p>Indicator Academic Growth Expectations in Mathematics/Algebra 1 ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The 2024 math growth scores of 76 for American Indian/Alaska Native students, 91 for Black students, 91 for economically disadvantaged students, 79 for students with disabilities, and 93 for combined ethnicity exceeded the state standard of 70.</p>

Challenges

<p>Indicator Percent Proficient/Advanced in English Language Arts/Literature ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 2024, the proficiency rate in ELA for American Indian/Alaska Native students was 27%, consistent with 27% the prior year. For Black students, it was 37%, up from 33% the prior year. For economically disadvantaged students, it was 35%, up from 33% the prior year. For students with disabilities, it was 17%, consistent with 17% the prior year. For combined ethnicity, it was 35%, up from 33% the prior year. However, in all subgroups the proficiency rate remained below the state average.</p>
<p>Indicator Percent Proficient/Advanced in Mathematics/Algebra 1 ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 2024, the proficiency rate in Math for American Indian/Alaska Native students was 7%, up from 6% the prior year. For Black students, it was 11%, up from 7% the prior year. For economically disadvantaged students, it was 10%, up from 7% the prior year. For students with disabilities, it was 3%, down from 6% the prior year. For combined ethnicity, it was 11%, up from 8% the prior year. However, in all subgroups the proficiency rate remained below the state average.</p>
<p>Indicator Percent Proficient/Advanced in Science/Biology ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In 2024, the proficiency rate in Science for American Indian/Alaska Native students was 33%. For Black students, it was 27%, up from 16% the prior year. For economically disadvantaged students, it was 29%, up from 17% the prior year. For students with disabilities, it was 12%, up from 10% the prior year. For combined ethnicity, it was 29%, up from 16% the prior year. However, in all subgroups the proficiency rate remained 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.

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
The local MAP benchmark data for ELA projects proficiency for 25% of students on the PSSA, which is even with the prior year PSSA rate of 25% proficiency.	The local data projecting no increase in proficiency rate indicate a need for sustained intervention in ELA achievement.
Only 42% of students met the MAP Conditional Growth Percentile threshold in ELA, down from 49% and falling short of the goal of 55% of students.	In order to increase achievement, we must drive stronger growth.

English Language Arts Summary

Strengths

Implementation of the Amplify CKLA K-8; Springboard 9-12 curriculum

Challenges

Continuing to increase student achievement on local benchmark assessments

Mathematics

Data	Comments/Notable Observations
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.
58% of students met the MAP Conditional Growth Percentile threshold in math, surpassing the goal of 55% of students.	Given the low proficiency rates in math, it is encouraging to see an indication of solid growth.

Mathematics Summary

Strengths

Implementation of the Eureka Math Curriculum

Challenges

Continuing to increase student achievement 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 (grades 7-8) and HMH Science Dimensions (grades 9-12) curricula

Challenges

Lack of local benchmark data in science

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	The career standards benchmark completion rate was 79%, 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 7% 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 0% of students with disabilities on the PSSA, which would represent an decrease over 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.
76% 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.

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 Mathematics/Algebra 1	False
Academic Growth Expectations in English Language Arts/Literature	False
Implementation of the Amplify CKLA K-8; Springboard 9-12 curriculum	True
Implementation of the Eureka Math Curriculum	True
Achievement on annual IEP goals	False
Implementation of the Amplify science (grades 7-8) and HMH Science Dimensions (grades 9-12) curricula	False
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 Mathematics/Algebra 1	True
Percent Proficient/Advanced in English Language Arts/Literature	True
Continuing to increase student achievement on local benchmark assessments	False
Continuing to increase student achievement 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
Lower proficiency rates for special education students than regular education counterparts	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 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
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
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; Springboard 9-12 curriculum	
Implementation of the Eureka Math Curriculum	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will strive to increase math proficiency by strengthening core instruction.
	We will strive to increase ELA 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 2028, our PSSA/Keystone ELA proficiency will increase from the 2024 baseline by six percentage points.			
Measurable Goal Nickname (35 Character Max)			
PSSA/Keystone ELA Scores			
Target Year 1	Target Year 2	Target Year 3	
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.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
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.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By 2028, our PSSA/Keystone Math proficiency will increase from the 2024 baseline by six percentage points.			
Measurable Goal Nickname (35 Character Max)			
PSSA/Keystone Math Scores			
Target Year 1	Target Year 2	Target Year 3	
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.	
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 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.
--	--	--	--

Priority: We will work to improve authentic parent engagement.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By 2028, 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 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.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
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/Keystone ELA Scores	PSSA/Keystone Math Scores
Parent and Family Engagement	

Action Plan For: Strengthen core academic instruction

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

Action Step		Anticipated Start/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, foreign language, 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
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	
Tighten grade-level instruction by focusing on direct instruction/modeling of key cognitive routines and thinking steps		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Principal of Instruction	Teacher observation and coaching	No	No
Action Step		Anticipated Start/Completion Date	
Use iReady platform to ensure students are receiving tailored individualized practice based on assessment results		2025-	2028-

		07-01	06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers	iReady	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 2028, our PSSA/Keystone ELA proficiency will increase from the 2024 baseline by six percentage points. By 2028, our PSSA/Keystone Math proficiency will increase from the 2024 baseline by six percentage points.

Action Step	Anticipated Start/Completion Date		
Induction & Professional Development	2025-07-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Chief Academic Officer	Coaching materials	Yes	No

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

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

Measurable Goals:
<ul style="list-style-type: none"> By 2028, 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		2025-07-01	2028-06-30
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 core academic instruction 	English Teacher - High School (4), English Teacher - Middle School (3), Math Teacher - High School (2), Science Teacher - High School (1), Science Teacher - Middle School (1), Spanish Teacher - High School (1),	529210
Instruction	<ul style="list-style-type: none"> Strengthen core academic instruction 	Teacher Benefits	185224
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Strengthen core academic instruction 	1 History Teacher - High School (Title II transfer)	38474
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Strengthen core academic instruction 	1 Math Teacher - High School (Title IV transfer)	58925
Total Expenditures			811833

Professional Development

Professional Development Action Steps

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

Language and Literacy Acquisition for All Students

Action Step		
<ul style="list-style-type: none"> Induction & Professional Development 		
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	2025-07-01	2028-06-30

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
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	2025-07-01	2028-06-30

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 		
Audience		
All staff		
Topics to be Included		
Recognition of the signs of trauma in students Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma The school entity's policies regarding trauma-informed approaches The school entity's policies regarding connecting students with appropriate services. Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.		
Evidence of Learning		
Staff exit ticket		
Lead Person/Position	Anticipated Start	Anticipated Completion
Chief Equity Officer	2025-07-01	2028-06-30

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		
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	2025-07-01	2028-06-30

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
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	2025-07-01	2028-06-30

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 		
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	2025-07-01	2028-06-30

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 		
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	2025-07-01	2028-06-30

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	07/01/2025	06/30/2028
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	2026-01-14
Building Principal Signature	Date
Joel Boyd	2026-01-14
School Improvement Facilitator Signature	Date