

## **BOYS LATIN OF PHILADELPHIA CS**

5501 Cedar Avenue

Schoolwide Title 1 Comprehensive Plan | 2021 - 2024

---

### **MISSION STATEMENT**

We prepare boys for success in college and beyond, using as our foundation a classical Latin education, the positive influence of brotherhood, and rich relationships. We are a community that values and cultivates critical thinking, personal responsibility, emotional intelligence, and character development.

### **VISION STATEMENT**

Boys' Latin of Philadelphia is a collaborative community of motivated students, supportive families, and dedicated educators. The school serves as a national college-preparatory model for educating boys by nurturing personal responsibility, emotional intelligence, and character development. We empower students to understand their voice and increase their fortitude, shaping scholars who are successful in college and beyond.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

We prepare boys for success in college and beyond, using as our foundation a classical Latin education, the positive influence of brotherhood, and rich relationships. We are a community that values and cultivates critical thinking, personal responsibility, emotional intelligence, and character development.

### **STAFF**

Unwavering commitment to the mission, students, families, and community of Boys' Latin.

### **ADMINISTRATION**

We aspire to build and sustain a diverse team of collaborative and energetic individuals to partner with us in ensuring that our students are successful in college and beyond.

### **PARENTS**

Learning happens best when there is a strong partnership between educators, students, and families. This alliance is the foundation that enables each Boys' Latin student to be the architect of his own fortune. The school is committed to ensuring all members of the school community have a voice in how it evolves as an organization. At the time of enrollment, the school issues the School Parent Compact to parents and families, which outlines how the parents, school, and students will share the responsibility for student success and partner to ensure that success.

### **COMMUNITY**

Learning happens best when there is a strong partnership between educators, students, families, and the outside community. Deep engagement with valued partners and stakeholders ensures that our boys become actively engaged global citizens in our interdependent world.



## STEERING COMMITTEE

Name	Position	Building/Group
Dr. William Hayes	Administrator	Boys' Latin of Philadelphia Charter School
Jonas Crenshaw	Administrator	Boys' Latin of Philadelphia Charter School
Ruth Gonzalez	Administrator	Boys' Latin of Philadelphia Charter School
Colleen Smith	Administrator	Boys' Latin of Philadelphia Charter School
Eros Uthman-Olukokun	Administrator	Boys' Latin of Philadelphia Charter School
Robert Parker	Administrator	Boys' Latin of Philadelphia Charter School
Amber Fisher-Brown	Administrator	Boys' Latin of Philadelphia Charter School
Michael Sanford	Administrator	Boys' Latin of Philadelphia Charter School
Richard McDaniel	Staff Member	Boys' Latin of Philadelphia Charter School
Ashly Galanti	Staff Member	Boys' Latin of Philadelphia Charter School
Nicole McCune	Staff Member	Boys' Latin of Philadelphia Charter School
Elaine Wells	Parent	Boys' Latin of Philadelphia Charter School
Isaac Ewell	Board Member	Boys' Latin of Philadelphia Charter School

**Name**

**Position**

**Building/Group**

---

--	--	--

--	--	--

## ESTABLISHED PRIORITIES

### Priority Statement

Largely, there has been little professional development on understanding the PA Core Standards. Moreover, curriculum resources are dated, teacher-created, and may not align to PA Core Standards.

### Outcome Category

Mathematics  
English Language Arts  
Essential Practices 1: Focus on Continuous Improvement of Instruction

Largely, there has been little professional development on understanding the PA Core Standards. Moreover, curriculum resources are dated, teacher-created, and may not align to PA Core Standards.

Other

## ACTION PLAN AND STEPS

### Evidence-based Strategy

High Quality Standards-Aligned Curriculum

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Standards-Aligned Curriculum

By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Curriculum Audit of Existing Curriculum Resources	2021-08-09 - 2022-02-28	Jonas Crenshaw, Jr. – Sr. Director of Academics	• Boys’ Latin Textbook Inventory • Curriculum adoption rubric
Professional Development on New Curriculum Resources	2021-09-06 - 2022-08-26	Jonas Crenshaw, Jr. – Sr. Director of Academics	Jonas Crenshaw, Jr. – Sr. Director of Academics
Creation of Curriculum Pacing Guide	2021-09-06 - 2022-07-29	Jonas Crenshaw, Jr. – Sr. Director of Academics	

### **Anticipated Outcome**

• Standards-Aligned Textbooks • Curriculum pacing guides

### **Monitoring/Evaluation**

Monitoring • We will track the purchase of new curriculum resources against all core courses offered at Boys’ Latin of Philadelphia. • We will monitor the delivery of instruction against PA Core Standards identified on pacing guides via the submission of lesson plans and classroom observations. Evaluation • We will monitor student performance on quarterly benchmarks, MAP assessments, and state assessments.

### **Evidence-based Strategy**

Alignment of Budget Resources to Instructional Vision

### **Measurable Goals**

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Budget Alignment with Instructional Vision

By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Prioritize Curriculum Resources for State Assessment-Aligned Courses	2021-08-22 - 2021-09-17	Dr. William Hayes – Chief Executive Officer Colleen Smith – Chief Operating Officer Jonas Crenshaw, Jr. - Sr. Director of Academics	• Boys' Latin Textbook Inventory
Create a Standardized, Student-based Staffing Model	2021-11-15 - 2022-01-14	Dr. William Hayes – Chief Executive Officer Colleen Smith – Chief Operating Officer Jonas Crenshaw, Jr. – Sr. Director of Academics	N/A
Identify Instructional/Professional Development Priorities for the 2022-2023 school year.	2022-01-03 - 2022-02-28	Dr. William Hayes – Chief Executive Officer Jonas Crenshaw, Jr. – Sr. Director of Academics	• Boys' Latin Instructional Roadmap

**Anticipated Outcome**

• List of needed curriculum resources • Student-based Staffing Formula • Instructional parameters for Scheduling • List of Instructional/Professional Development Priorities • SY '22-23 Budget

**Monitoring/Evaluation**

Monitoring • We will track the purchase of new curriculum resources against all core courses offered at Boys' Latin of Philadelphia. • Review of Master Schedule to track implementation of instructional parameters and staffing Evaluation • We will evaluate student



achievement gains and master schedules based on the new budget

### Evidence-based Strategy

Content-specific Professional Development

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Standards-Aligned Curriculum

By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources.

Budget Alignment with Instructional Vision

By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional Development on PA Core Standards	2021-09-13 - 2021-10-04	Jonas Crenshaw, Jr. – Director of Academics	PA Core Standards
Professional Development on Lesson Internalization	2021-10-19 - 2022-06-17	Jonas Crenshaw, Jr.	• PA Core Standards • Lesson Internalization Guidance • Standards Mastery Checklist
Professional Development on Using data for Responsive	2021-11-16 - 2022-06-17	Jonas Crenshaw, Jr.	• Data analysis protocols • Boys' Latin data warehouse • Boys' Latin MTSS Handbook Intervention Software

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teaching			

**Anticipated Outcome**

• Lesson internalization documents • Standards Mastery checklist • Data analysis protocols • MTSS handbook • Responsive teaching plans

**Monitoring/Evaluation**

Monitoring • We will monitor the alignment of lessons to PA Core Standards via lesson plans, classroom observations, student work, and formative/summative assessments. • We will monitor lesson internalization protocols through the collection of standards mastery checklists, lesson plans. • We will monitor the implementation of responsive teaching practices via lesson plans, classroom observations, and usage reports on intervention software. Evaluation • We will evaluate alignment of lessons to PA Core Standards via review of benchmark assessments and state assessments. • We will monitor responsive teaching via MAP growth results and state assessments.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	High	Professional	09/06/2021
	Quality	Development on	-
	Standards-	New Curriculum	08/26/2022
	Aligned	Resources	
	Curriculum		

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	Content-specific	Professional Development on	09/13/2021 -
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)	Professional Development	PA Core Standards	10/04/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	Content-specific	Professional Development on	10/19/2021 -
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)	Professional Development	Lesson Internalization	06/17/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	Content-specific	Professional Development on	11/16/2021 - 06/17/2022
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)	Professional Development	Using data for Responsive Teaching	

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.**

---

School Board Minutes or Affirmation Statement

---

**Signature (Entered Electronically and must have access to web application).**

---

Superintendent/Chief Executive Officer

William Hayes

2021-09-29

---

School Improvement Facilitator Signature

---

Building Principal Signature

Eros Uthman-Olukokun

2021-09-01

---



## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The “All Student Group” met growth targets in ELA/Literature

The “All Student Group” exceeded growth targets in Math/Algebra

The “All Student Group” met performance standard for Attendance.

With an academic growth score of 71.3, Boys’ Latin exceeded the growth standard of 70 in ELA/Literature.

With an academic growth score of 94.8, students at Boys’ Latin exceeded both, the Statewide Growth Standard and the Statewide Average Growth Score in Math.

42.3% of Boys’ Latin students scored proficient or better on state Science/Biology assessments.

With an Academic Growth Score of 74.5, students at Boys’ Latin exceeded the Statewide Growth Standard in Science/Biology.

With an academic growth score of 94.8, students at Boys’ Latin exceeded both, the Statewide Growth Standard and the Statewide Average Growth Score in Math.

### Challenges

The “All Student Group” did not meet interim goal/improvement target in ELA/Literature.

The “All Student Group” did not meet interim goal/improvement target in Math/Algebra.

Only 32.4% of students at Boys’ Latin of Philadelphia are scoring proficient or better on ELA/Literature assessments.

Only 1% of students at Boys’ Latin are scoring advanced on ELA/Literature assessments.

Only 11.6% of students at Boys’ Latin scored proficient or better on Math/Algebra assessments.

Only 0.5% of students at Boys’ Latin scored Advanced on Math/Algebra assessments.

4.1% of Boys’ Latin Students scored advanced on state Science/Biology assessments.

Only 11.6% of students at Boys’ Latin scored proficient or better on Math/Algebra assessments.

## Strengths

With an Academic Growth Score of 74.5, students at Boys' Latin exceeded the Statewide Growth Standard in Science/Biology.

With an academic growth score of 71.3, Boys' Latin exceeded the growth standard of 70 in ELA/Literature.

The subgroup of Students in Disabilities met growth expectations in ELA, Math, and Science.

The subgroup of Students with Disabilities met expected targets in Regular Attendance and Career Standards.

The Economically Disadvantaged subgroup outperformed the "All Students" group on state Math/Algebra Assessments.

The Economically Disadvantaged subgroup outperformed the "All Students" group on state Science/Biology Assessments.

The Economically Disadvantaged subgroup showed more growth than the "All Students" group on ELA/Literature state assessments.

We currently use a variety of assessments to monitor student learning. All students in grades 6-10 participate in NWEA MAP testing. Additionally, all students take quarterly benchmarks and summative assessments to assess what concepts were mastered within each course.

## Challenges

Only 32.4% of students at Boys' Latin of Philadelphia are scoring proficient or better on ELA/Literature assessments.

The subgroup of Students with Disabilities did not meet interim goals or improvement targets in ELA, Math, or Science.

31.3% of Economically Disadvantaged students scored proficient or above on state ELA/Literature assessments, which is slightly below the "All Students" group.

The Economically Disadvantaged subgroup had a slightly lower regular attendance percentage than did the "All Students" group.

The Economically Disadvantaged subgroup had a slightly lower 4-year cohort graduation percentage than did the "All Students" group.

The Black student subgroup slightly underperformed the "All Student" subgroup on state ELA/Literature Assessments.

We do not currently have a systematic approach for providing positive behavior interventions.

All curricular materials are not currently aligned to PA Core Standards.

While we have already made budget adjustments, our current budget does not directly align to our instructional vision.

## Strengths

---

We currently foster a culture of high expectations for the Boys' Latin of Philadelphia community.

We have robust partnerships with local businesses and community organizations.

We are in the early stages of creating a Mutli-tiered System of Supports for our students.

---

## Challenges

We are currently in the process of reshaping our instructional vision for teaching and learning.

---

## Most Notable Observations/Patterns

---

Lack of standards-aligned curriculum resources • Teacher turnover in math department • No common approach to instructional delivery • Teachers don't submit lesson plans • No data review protocols • No MTSS

---

---

Challenges	Discussion Point	Priority for Planning
Only 11.6% of students at Boys' Latin scored proficient or better on Math/Algebra assessments.	High turnover in math department. • Changing central leadership • Lack of understanding of PA Core Standards • No standards-aligned curriculum	
Only 32.4% of students at Boys' Latin of Philadelphia are scoring proficient or better on ELA/Literature assessments.	No standards-aligned curriculum • Teacher-created curriculum resources • Teachers use novels to teach without a standardized text • Lack of understanding of PA Core Standards	
The subgroup of Students with Disabilities did not meet interim goals or improvement targets in ELA, Math, or Science.	Co-teaching model needs improvement • Little time for additional support beyond core classes	
The Economically Disadvantaged subgroup had a slightly lower regular attendance percentage than did the "All Students" group.	Little variance in subgroup population count and "All student" population count	
The Economically Disadvantaged subgroup had a slightly lower 4-year cohort graduation percentage than did the "All Students" group.	Little variance in subgroup population count and "All student" population count	
The Black student subgroup slightly underperformed the "All Student" subgroup on state ELA/Literature Assessments.	Little variance in subgroup population count and "All student" population count	

## ADDENDUM B: ACTION PLAN

### Action Plan: High Quality Standards-Aligned Curriculum

Action Steps	Anticipated Start/Completion Date
Curriculum Audit of Existing Curriculum Resources	08/09/2021 - 02/28/2022

Monitoring/Evaluation	Anticipated Output
Monitoring • We will track the purchase of new curriculum resources against all core courses offered at Boys' Latin of Philadelphia. • We will monitor the delivery of instruction against PA Core Standards identified on pacing guides via the submission of lesson plans and classroom observations. Evaluation • We will monitor student performance on quarterly benchmarks, MAP assessments, and state assessments.	• Standards-Aligned Textbooks • Curriculum pacing guides

Material/Resources/Supports Needed	PD Step	Comm Step
• Boys' Latin Textbook Inventory • Curriculum adoption rubric	no	yes

---

**Action Steps****Anticipated Start/Completion Date**

Professional Development on New Curriculum Resources

09/06/2021 - 08/26/2022

**Monitoring/Evaluation****Anticipated Output**

Monitoring • We will track the purchase of new curriculum resources against all core courses offered at Boys' Latin of Philadelphia. • We will monitor the delivery of instruction against PA Core Standards identified on pacing guides via the submission of lesson plans and classroom observations. Evaluation • We will monitor student performance on quarterly benchmarks, MAP assessments, and state assessments.

• Standards-Aligned Textbooks • Curriculum pacing guides

**Material/Resources/Supports Needed****PD Step****Comm Step**

Jonas Crenshaw, Jr. – Sr. Director of Academics

yes

yes

**Action Steps****Anticipated Start/Completion Date**

Creation of Curriculum Pacing Guide

09/06/2021 - 07/29/2022

**Monitoring/Evaluation****Anticipated Output**

Monitoring • We will track the purchase of new curriculum resources against all core courses offered at Boys' Latin of Philadelphia. • We will monitor the delivery of instruction against PA Core Standards identified on pacing guides via the submission of lesson plans and classroom observations. Evaluation • We will monitor student performance on quarterly benchmarks, MAP assessments, and state assessments.

• Standards-Aligned Textbooks • Curriculum pacing guides

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes

**Action Plan: Alignment of Budget Resources to Instructional Vision**

**Action Steps****Anticipated Start/Completion Date**

Prioritize Curriculum Resources for State Assessment-Aligned Courses

08/22/2021 - 09/17/2021

**Monitoring/Evaluation****Anticipated Output**

Monitoring • We will track the purchase of new curriculum resources against all core courses offered at Boys' Latin of Philadelphia. • Review of Master Schedule to track implementation of instructional parameters and staffing Evaluation • We will evaluate student achievement gains and master schedules based on the new budget

• List of needed curriculum resources • Student-based Staffing Formula • Instructional parameters for Scheduling • List of Instructional/Professional Development Priorities • SY '22-23 Budget

**Material/Resources/Supports Needed****PD Step****Comm Step**

• Boys' Latin Textbook Inventory

no

yes



**Action Steps****Anticipated Start/Completion Date**

Create a Standardized, Student-based Staffing Model

11/15/2021 - 01/14/2022

**Monitoring/Evaluation****Anticipated Output**

Monitoring • We will track the purchase of new curriculum resources against all core courses offered at Boys' Latin of Philadelphia. • Review of Master Schedule to track implementation of instructional parameters and staffing Evaluation • We will evaluate student achievement gains and master schedules based on the new budget

• List of needed curriculum resources • Student-based Staffing Formula • Instructional parameters for Scheduling • List of Instructional/Professional Development Priorities • SY '22-23 Budget

**Material/Resources/Supports Needed****PD Step****Comm Step**

N/A

no

yes



**Action Steps****Anticipated Start/Completion Date**

Identify Instructional/Professional Development Priorities for the 2022-2023 school year.

01/03/2022 - 02/28/2022

**Monitoring/Evaluation****Anticipated Output**

Monitoring • We will track the purchase of new curriculum resources against all core courses offered at Boys' Latin of Philadelphia. • Review of Master Schedule to track implementation of instructional parameters and staffing Evaluation • We will evaluate student achievement gains and master schedules based on the new budget

• List of needed curriculum resources • Student-based Staffing Formula • Instructional parameters for Scheduling • List of Instructional/Professional Development Priorities • SY '22-23 Budget

**Material/Resources/Supports Needed****PD Step****Comm Step**

• Boys' Latin Instructional Roadmap

no

yes

**Action Plan: Content-specific Professional Development**

**Action Steps****Anticipated Start/Completion Date**

Professional Development on PA Core Standards

09/13/2021 - 10/04/2021

**Monitoring/Evaluation****Anticipated Output**

Monitoring • We will monitor the alignment of lessons to PA Core Standards via lesson plans, classroom observations, student work, and formative/summative assessments. • We will monitor lesson internalization protocols through the collection of standards mastery checklists, lesson plans. • We will monitor the implementation of responsive teaching practices via lesson plans, classroom observations, and usage reports on intervention software. Evaluation • We will evaluate alignment of lessons to PA Core Standards via review of benchmark assessments and state assessments. • We will monitor responsive teaching via MAP growth results and state assessments.

• Lesson internalization documents • Standards Mastery checklist • Data analysis protocols • MTSS handbook • Responsive teaching plans

**Material/Resources/Supports Needed****PD Step****Comm Step**

PA Core Standards

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Professional Development on Lesson Internalization

10/19/2021 - 06/17/2022

**Monitoring/Evaluation****Anticipated Output**

Monitoring • We will monitor the alignment of lessons to PA Core Standards via lesson plans, classroom observations, student work, and formative/summative assessments. • We will monitor lesson internalization protocols through the collection of standards mastery checklists, lesson plans. • We will monitor the implementation of responsive teaching practices via lesson plans, classroom observations, and usage reports on intervention software. Evaluation • We will evaluate alignment of lessons to PA Core Standards via review of benchmark assessments and state assessments. • We will monitor responsive teaching via MAP growth results and state assessments.

• Lesson internalization documents • Standards Mastery checklist • Data analysis protocols • MTSS handbook • Responsive teaching plans

**Material/Resources/Supports Needed****PD Step****Comm Step**

• PA Core Standards • Lesson Internalization Guidance • Standards Mastery Checklist

yes

yes

**Action Steps****Anticipated Start/Completion Date**

Professional Development on Using data for Responsive Teaching

11/16/2021 - 06/17/2022

**Monitoring/Evaluation****Anticipated Output**

Monitoring • We will monitor the alignment of lessons to PA Core Standards via lesson plans, classroom observations, student work, and formative/summative assessments. • We will monitor lesson internalization protocols through the collection of standards mastery checklists, lesson plans. • We will monitor the implementation of responsive teaching practices via lesson plans, classroom observations, and usage reports on intervention software. Evaluation • We will evaluate alignment of lessons to PA Core Standards via review of benchmark assessments and state assessments. • We will monitor responsive teaching via MAP growth results and state assessments.

• Lesson internalization documents • Standards Mastery checklist • Data analysis protocols • MTSS handbook • Responsive teaching plans

**Material/Resources/Supports Needed****PD Step****Comm Step**

• Data analysis protocols • Boys' Latin data warehouse • Boys' Latin MTSS Handbook Intervention Software

yes

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	High Quality Standards-Aligned Curriculum	Professional Development on New Curriculum Resources	09/06/2021 - 08/26/2022
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	Content-specific Professional Development	Professional Development on PA Core Standards	09/13/2021 - 10/04/2021
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)			
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	Content-specific Professional Development	Professional Development on Lesson Internalization	10/19/2021 - 06/17/2022
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)			
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	Content-specific Professional Development	Professional Development on Using data for Responsive Teaching	11/16/2021 - 06/17/2022
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)			

---

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
New Curriculum Resources	Teachers of new curriculum resources/Administrators	<ul style="list-style-type: none"><li>• Alignment of resources to PA Core Standards</li><li>• Successful lesson facilitation</li><li>• Lesson Internalization</li><li>• Pacing</li></ul>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<ul style="list-style-type: none"><li>• Lesson Plans</li><li>• Classroom Instruction</li></ul>	09/06/2021 - 08/26/2022	Jonas Crenshaw, Jr. – Sr. Director of Academics

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

---



Professional Development Step	Audience	Topics of Prof. Dev
Lesson Internalization	All Teachers/Administrators	<ul style="list-style-type: none"> <li>• Linking Assessment to Instruction</li> <li>• Understanding by Design</li> <li>• Standard Mastery</li> <li>• Monitoring student learning against standard mastery template</li> <li>• Pacing</li> </ul>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Standards mastery</li> <li>• Summative Assessments</li> </ul>	10/19/2021 - 06/17/2022	Jonas Crenshaw, Jr. - Sr. Director of Academics

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

---

Professional Development Step	Audience	Topics of Prof. Dev
Using data for Responsive Teaching	All teachers/Administrators	<ul style="list-style-type: none"> <li>• Analyzing formative/summative data for trends</li> <li>• Providing responsive teaching in response to data</li> <li>• Monitoring student progress</li> </ul>

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

• Lesson plans • Small group instruction aligned to student learning misconceptions • Student assessment data

11/16/2021 - 06/17/2022

Jonas Crenshaw, Jr. – Sr. Director of Academics

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in an Inclusive Setting



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	High Quality Standards-Aligned Curriculum	Curriculum Audit of Existing Curriculum Resources	2021-08-09 - 2022-02-28
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	High Quality Standards-Aligned Curriculum	Professional Development on New Curriculum Resources	2021-09-06 - 2022-08-26
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	High Quality Standards-Aligned Curriculum	Creation of Curriculum Pacing Guide	2021-09-06 - 2022-07-29
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)	Alignment of Budget Resources to Instructional Vision	Prioritize Curriculum Resources for State Assessment-Aligned Courses	2021-08-22 - 2021-09-17
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)	Alignment of Budget	Create a Standardized, Student-based Staffing	2021-11-15 - 2022-01-14

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Resources to Instructional Vision	Model	
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)	Alignment of Budget Resources to Instructional Vision	Identify Instructional/Professional Development Priorities for the 2022-2023 school year.	2022-01-03 - 2022-02-28
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	Content-specific Professional Development	Professional Development on PA Core Standards	2021-09-13 - 2021-10-04
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)			
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	Content-specific Professional Development	Professional Development on Lesson Internalization	2021-10-19 - 2022-06-17
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)			
By August 2022, all core courses at Boys' Latin will have high quality standards-aligned curriculum resources. (Standards-Aligned Curriculum)	Content-specific Professional Development	Professional Development on Using data for Responsive Teaching	2021-11-16 - 2022-06-17
By March 2022, we will align our SY' 22-23 budget to the Boys' Latin Instructional Roadmap (Budget Alignment with Instructional Vision)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
------------------	------------------	--------------------	----------------------

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communicate to Parents	Parents	• Instructional Goals • Budget Priorities • Data Analysis

Anticipated Timeframe	Frequency	Delivery Method
09/07/2021 - 06/07/2022	Weekly	Newsletter

Lead Person/Position
Jonas Crenshaw, Jr.

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
Communicate to Instructional Staff	Instructional Staff	• Instructional Goals • Budget Priorities • Data Analysis

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/07/2021 - 06/07/2022	Monthly	Other

<b>Lead Person/Position</b>
Jonas Crenshaw, Jr.

---

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
School Board	Board Members	• Instructional Goals • Budget Priorities • Data Analysis

<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
09/07/2021 - 06/01/2022	Monthly	Presentation

**Lead Person/Position**

---

Jonas Crenshaw, Jr.

---

---

## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

