

THE PHILADELPHIA CS FOR ARTS AND SCIENCES AT HR EDMUNDS

1197 Haworth Street

TSI Title 1 Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

To Educate each child according to age and development so that learning and growth are united; To Integrate the developing mind and body of the child with academics and the performing arts; To Ensure each child's excellence in core and academic skills; To Awaken and preserve the spirit of our children through the visual arts, vocal arts, instrumental music, creative writing, classical ballet, French, Innovations in the field of Science, all intertwined with technology, and; To Nourish this spirit and curiosity so that students continue to flourish long after the end of formal training.

VISION STATEMENT

In order to accomplish the school's mission, the LEA offers a comprehensive educational program that emphasizes equally academic and artistic excellence. Utilizing the arts as a catalyst, the LEA harnesses the most innovative teaching and learning techniques, to serve as a model for education and to prepare students for success. The LEA's leadership team prioritizes compelling teacher growth through intentional professional learning, clear expectations, and promoting ownership and responsibility. With close communication with all faculty, the leadership team takes responsibility for providing explicit feedback, data, and accountability to guide teacher, and therefore student, progress. The LEA's vision for the preferred future includes building empathy and relationships to proactively inform effective behavior management in and outside of the classroom. It is the vision that teachers develop a growth mindset, know what is expected at the school, develop ownership of student outcomes and classroom culture by valuing the learning students experience at the school, and knowing their impact on that experience. The vision encompasses the success of ALL students so that staff and students together value challenging, creative, and engaging educational experiences and achieve academic, artistic, community, and personal success.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Students learn from understanding and meeting expectations. They also learn from how the adults interact with them. Students know, understand and learn from a consistent set of rules and expectations. All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

STAFF

A stable and highly trained staff creatively engages students in the curriculum and the central core purpose of learning. Development of teacher teams are integrated so that the value of friendship, trust, and group action is clear. Teachers are encouraged to collaborate with each other, and bring their own personal best - never letting go of rigorous standards of excellence. <https://eleducation.org>

ADMINISTRATION

Educators have a better understanding of how and in what ways effective leadership contributes to student achievement. An expanding base of knowledge from research and practice shows that educational leaders exert influence on student achievement by creating challenging but also caring and supportive conditions conducive to each student's learning. We encourage and commend administrators who continue their professional growth to apply their learnings and share the wealth with staff members. <https://www.npbea.org/>

PARENTS

Parents learn from the way their children are understood and meet expectations. Parents are encouraged to work collaboratively with the school in ensuring that their students receive the highest level of instruction by supporting and following school procedures and policies. Parents are advised to have open communication with Administration and teachers, as well as participation in school programs and activities enables parents to stay informed of their students' progress.

COMMUNITY

Our SAC (School Advisory Council) provides a structure for partnerships between the school and community to be built and then implemented in an intentional, action-oriented, and genuinely accountable manner. Principals, teachers, and school staff share information pertinent to students' academic success, and parents and community members provide critical feedback informed by their parental perspectives and unique expertise. With all voices and viewpoints at the table, the SACs are well-informed, site-specific, and innovative vehicles for academic transformation in all schools. Consistency in messages builds trust and relationships and makes and maintains the space for more time for teaching and learning. Our community develops as perspectives are shared and understanding and agreement develop.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Judith Taggart	Principal	The Philadelphia CS for Arts and Sciences at HR Edmunds
Dr. Jill Clark	CEO	The Philadelphia CS for Arts and Sciences at HR Edmunds
Tyffany Jackson	Administrator	The Philadelphia CS for Arts and Sciences at HR Edmunds
Amy Bailey	Special Education Supervisor	The Philadelphia CS for Arts and Sciences at HR Edmunds
Joanne Salvatore	ESOL Coordinator	The Philadelphia CS for Arts and Sciences at HR Edmunds
Michelle Faulkner	Director of Special Education	String Theory Schools
Michael Danyo	Financial Accountant	Santilli & Thomson
Thayne Dibble	Director of Compliance	String Theory Schools
Hope Johnston	Community Member	Student Advisory Council
Nancy Malone	Staff Member	Philadelphia Charter School for Arts and Sciences
Erica McElveen	Staff Member	Philadelphia Charter School for Arts and Sciences
Cristina Disandro	Administrator	Philadelphia Charter School for Arts and Sciences
Evelt Vertil	Board Member	Philadelphia Charter School for Arts and Sciences

Name

Position

Building/Group

Symeda Collins

Community Member

Philadelphia Charter School for Arts and Sciences

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will continue to focus on the many needs of our Special Education students and teachers.	Essential Practices 3: Provide Student-Centered Support Systems
We will aim for all of our curriculum to be aligned to standards and for our teachers, students parents to understand and appreciate the effectiveness of standards-based grading.	Essential Practices 1: Focus on Continuous Improvement of Instruction
A year-long calendar of PD, walk-thrus and debriefing sessions will be put in place to ensure these accountability measures are adhered to.	Essential Practices 4: Foster Quality Professional Learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Cross- Grade Level Professional Learning Groups

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Special Education Staff	Special education staff will be in 100% compliance with IEP goals, Specially Designed Instruction, and Related Services within the student's least restrictive environment to advance student growth in students that have

Goal Nickname	Measurable Goal Statement (Smart Goal)
	IEPs by June 30, 2024.
100% of grade level unit plans are aligned to PA Academic Standards by subject.	PA Standards Aligned Curriculum
Quality Professional Learning	Administration will use data to highlight effective instructional strategies resulting in student growth. Data is reviewed weekly and quarterly to share effective practice school-wide and content teams.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
100% of teachers engage in "unpacking" grade-level standards session prior to Q1 Benchmark.	2021-09-01 - 2022-06-30	Tyffany Jackson - Chief Academic Officer	PSSA Resources, SAS Portal, Achieve the Core website, PD Time

Anticipated Outcome
Increased student performance on Q1 Benchmark in 2020 to Q1 2021.

Monitoring/Evaluation
We will use Q1 Linkit Benchmark to assess our effectiveness.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Special education staff will be in 100% compliance with IEP goals, Specially Designed Instruction, and Related Services within the student's least restrictive environment to advance student growth in students that have IEPs by June 30, 2024. (Special Education Staff)</p>	<p>Cross-Grade Level Professional Learning Groups</p>	<p>100% of teachers engage in "unpacking" grade-level standards session prior to Q1 Benchmark.</p>	<p>09/01/2021 - 06/30/2022</p>
<p>PA Standards Aligned Curriculum (100% of grade level unit plans are aligned to PA Academic Standards by subject.)</p>			<p>Administration will use data to highlight effective instructional strategies resulting in student growth. Data is reviewed weekly and quarterly to share effective practice school-wide and content teams. (Quality Professional Learning)</p>

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

Jill Clark, Ed.D.

2021-08-18

School Improvement Facilitator Signature

Building Principal Signature

Judith Taggart, Principal

2021-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Students with disabilities are placed in the general education English classroom with the support of a Special Education Teacher as a co-teacher.

Students with English Learning are placed in the general education setting with the support of an ESOL Teacher as a co-teacher.

The ELA teams have began mastery based standards in the novel units to better understand the individual skills students need to increase to understand content.

Students with disabilities are placed in the general education Math classroom with the support of a Special Education Teacher as a co-teacher.

Students with Disabilities maintained or an increase in performance from the previous year on Pennsylvania State Assessments.

Teachers received in depth professional development from Mathematics Curriculum Experts in order to better understand content and facilitation of learning.

Challenges

26.5% of our ELA students attained proficiency. They did not meet or match the statewide average of 62.1%

The state PVAAS growth In ELA was 75 in contrast to our 62.

All student groups, except Students with Disability, decreased in performance from the previous year on Pennsylvania State Assessments.

The state PVAAS growth In Math was 75.3 in contrast to our 68.

The state PVAAS growth In Science was 75.1 in contrast to our 60.5.

In the area of English Language Arts/Literature, Math and Science we need to target students in the area of Below Basic into Basic.

In the area of English Language Arts/Literature, Math and Science we need to target students in the area of Proficient into Advanced.

In the area of English Language Arts/Literature, Math and Science we need to target students in the area of Proficient into Advanced.

Strengths

Students in Grade 4 attend Innovation to Science class weekly.

Teachers in grade level tested areas were given additional support, including Instructional Coaches.

Regular Attendance - Our overall attendance percentage rose from 73.5% to 78.5%. Our overall attendance percentage for EL Students rose from 82.9% to 87.8%

Regular Attendance - Our overall attendance percentage rose from 73.5% to 78.5%. Our overall attendance percentage for EL Students rose from 82.9% to 87.8%

Students with Disabilities had a significant growth in Math and ELA Combined on Pennsylvania State Assessments.

Students with Disabilities maintained or increased in performance from the previous year on Pennsylvania State Assessments.

Professional development for our teaching staff embraced a co-teaching model and pull-out supports.

Counseling Services, Student Mentor Programs, ABA support, Trauma therapists

Responsive Classroom Trained staff

After School Clubs

Challenges

Students with Disabilities had a low cut score.

English learners decreased in performance from the previous year on Pennsylvania State Assessments.

Standards alignment, we are working to align our daily, weekly and unit lessons and assessments to grade level content. Congruent to that is our adoption of standards-based grading. The assessment of student learning will also be a measure of the alignment.

Building leadership capacity. New program for teachers who are interested in leading their grade level teams. They work to plan and support teachers within their grade level.

Evaluate impact of PD. We are going to commit to walk throughs after PD to ensure all teachers are following through with best practices they have learned in the PD session.

Student group of Career Standards Benchmark for Student with Disabilities was 98.2%.

Student group of Career Standards Benchmark for Black was 99.2%.

Student group of Career Standards Benchmark for Economically Disadvantaged was 99.4%.

Strengths

Attendance for English Learners increased from 82.9% in 2017-2018 to 87.8% in 2018-2019.

Differentiated PD for different teachers based upon level of experience and individual needs.

Frequent individualized feedback with intensive coaching cycles for one to two teachers at a time

A&S is 9.7% above the statewide average for Career Standards Benchmark.

Student group of Career Standards Benchmark for Hispanic was 100%.

Student group of Career Standards Benchmark for English Learners was 100%.

Our counselors' host a Career Day where artifacts are collected. Career presentations were offered to students with corresponding activities and artifacts were collected.

Reflection activities of in class presentations and collaboration between teachers and counselors are used to collect artifacts for student portfolios. Counselors use Naviance with grades 5, 6, 7 & 8 for career planning. The elementary grades use Google Drive and physical folders to warehouse their individual artifacts.

Most Notable Observations/Patterns

The learning and self-assessment teams continue to strive for additional strategies and methods to help all of our students meet with measurable successes and growth. Building capacity in our staff members will empower them to reach learners where they are and move them to standards-based proficiency.

Challenges	Discussion Point	Priority for Planning
<p>Standards alignment, we are working to align our daily, weekly and unit lessons and assessments to grade level content. Congruent to that is our adoption of standards-based grading. The assessment of student learning will also be a measure of the alignment.</p>	<p>Standards ensure better accountability – holding teachers and schools responsible for what goes on in the classrooms. Aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. Adoption of standards-based grading is a natural next step and will be a more significant and accurate way to determine if students are proficient based on standards, versus subjective grading.</p>	
<p>Building leadership capacity. New program for teachers who are interested in leading their grade level teams. They work to plan and support teachers within their grade level.</p>		
<p>Evaluate impact of PD. We are going to commit to walk throughs after PD to ensure all teachers are following through with best practices they have learned in the PD session.</p>	<p>Data analysis and comprehension of significant benchmark and diagnostic data will help administrators determine the value of PD sessions and effectiveness of presenters.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Cross- Grade Level Professional Learning Groups

Action Steps	Anticipated Start/Completion Date
100% of teachers engage in "unpacking" grade-level standards session prior to Q1 Benchmark.	09/01/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
We will use Q1 Linkit Benchmark to assess our effectiveness.	Increased student performance on Q1 Benchmark in 2020 to Q1 2021.

Material/Resources/Supports Needed	PD Step	Comm Step
PSSA Resources, SAS Portal, Achieve the Core website, PD Time	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Special education staff will be in 100% compliance with IEP goals, Specially Designed Instruction, and Related Services within the student's least restrictive environment to advance student growth in students that have IEPs by June 30, 2024. (Special Education Staff)</p>	<p>Cross-Grade Level Professional Learning Groups</p>	<p>100% of teachers engage in "unpacking" grade-level standards session prior to Q1 Benchmark.</p>	<p>09/01/2021 - 06/30/2022</p>
<p>PA Standards Aligned Curriculum (100% of grade level unit plans are aligned to PA Academic Standards by subject.)</p>			<p>Administration will use data to highlight effective instructional strategies resulting in student growth. Data is reviewed weekly and quarterly to share effective practice school-wide and content teams. (Quality Professional Learning)</p>



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Fall Unit Plan and Benchmark PD	All Instructional staff including Gen Ed, ELL, and Special Education.	- review eligible content through SAS and PSSA materials - provide feedback on teacher created materials on whether or not it is aligned to rigor and demand of academic standards	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Increase students growth on Quarter 4 Benchmark from the beginning of year assessments on specific PA anchors standards.		08/30/2021 - 06/30/2022	Tyffany Jackson - Chief Academic Officer
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Language and Literacy Acquisition for All Students	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Special education staff will be in 100% compliance with IEP goals, Specially Designed Instruction, and Related Services within the student's least restrictive environment to advance student growth in students that have IEPs by June 30, 2024. (Special Education Staff)</p>	<p>Cross-Grade Level Professional Learning Groups</p>	<p>100% of teachers engage in "unpacking" grade-level standards session prior to Q1 Benchmark.</p>	<p>2021-09-01 - 2022-06-30</p>
<p>PA Standards Aligned Curriculum (100% of grade level unit plans are aligned to PA Academic Standards by subject.)</p>			
<p>Administration will use data to highlight effective instructional strategies resulting in student growth. Data is reviewed weekly and quarterly to share effective practice school-wide and content teams. (Quality Professional Learning)</p>			



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Parentsquare Weekly Emails	Teachers/ Staff	- % of teachers with aligned assessments throughout the week for after walkthrough
Anticipated Timeframe	Frequency	Delivery Method
08/30/2021 - 06/30/2022	3 x a year	Email Brief
Lead Person/Position		
Tyffany Jackson - Chief Academic Officer		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Leaders will address plan with staff. School Leaders will post plan on school website.	Student Academic Data Academic Plan Action Plan PD Plan	Website, Faculty Meeting	Staff, Parents and Families	2021-2022 school year

THE PHILADELPHIA CS FOR ARTS AND SCIENCES AT HR EDMUNDS

1197 Haworth Street

Induction Plan (Chapter 49) | 2021 - 2024

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Philadelphia Charter School for Arts & Sciences at HR Edmunds

126515691

1197 Haworth Street , Philadelphia, PA 19124

Danielle Shylit

dshylit@stringtheoryschools.org

215-334-4222 Ext.

Dr. Jill Clark

jclark@stringtheoryschools.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Tyffany Jackson	Chief Academic Officer	Administrator	Administration Personnel
Cristina DiSandro	Academic Coach	Education Specialist	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
Baylee Tempesta	Academic Coach	Education Specialist	Education Specialist
Judith Taggart	Principal	Administrator	Administration Personnel
Nancy Malone	Teacher	Teacher	Education Specialist
Jill Clark	Chief Operating Officer	Other	School Board of Directors
Matthew Ciarochi	Academic Coach	Education Specialist	Administration Personnel

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes

OTHER

Mentor and mentee documentation and calendar of events and meetings is maintained and shared district-wide.

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED CHARACTERISTICS.

Personnel files for each mentor are screened for necessary characteristics.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	Yes

OTHER

Frequent meetings occur where information is solicited and gathered on behalf of the mentee's needs.

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

STS Induction Program The String Theory Schools New Teacher Induction Program supports new teachers during their first one to two years at String Theory Schools to meet induction competencies and fulfill the induction criteria for achieving Instructional II certification. It provides professional development in best practice pedagogies and orients teachers new to our model on the ways that teaching and learning manifest at String Theory Schools. The "2021-22 String Theory Schools Induction - New Teachers" and the "2021-22 String Theory Schools Induction - Psychologists and Counselors" documents outline the following: Induction Competencies Mentor Roles and Responsibilities Professional Learning Evaluation and Monitoring Participation and Completion Submission materials: forms and documents Important Dates August 16th - UPDATE 2021/22 STS Induction Folder with mentee/mentor matching communicate with mentees about orientation August 25th - Each building sites has Tech (computers and ipads) allocated to new staff August 26th - Orientation @ Vine St from 9am - 1pm (includes Psychologists and Counselors) September 9th - Mentor Information Session from 1pm to 2pm on ZOOM for all mentors September 28th - Particle Pedagogy Series Session 1 @ Vine St from 5:30pm - 7:30pm October 26th - Particle Pedagogy Series Session 2 @ Vine St from 5:30pm - 7:30pm November 30th - Particle Pedagogy Series Session 3 @ Vine St from 4:00pm - 6:00pm Zoom Optional with be made available for this session January 18th - Particle Pedagogy Series Session 4 @ Vine St from 5:30pm - 7:30pm March 1st - Particle Pedagogy Series Session 5 @ ZOOM Session from 4:00pm - 6:00pm Zoom Optional with be made available for this session April 5th - Particle Pedagogy Series Session 6 @

Vine St from 4:00pm - 6:00pm Zoom Optional with be made available for this session May 10th - Particle Pedagogy Series Session 7 @ Vine St from 5:30pm - 7:30pm Site Specific Induction Committee Responsibilities Please add your new teachers and mentor matching doc to the 2021/22 STS Induction folder by August 16th. Be sure to include any email addresses for mentees without STS email addresses Communicate with mentees and mentors about Orientation and Mentor Information Session by August 16th Each STS site is responsible for four (4) additional hours of orientation for new teachers and staff to be planned by the Induction Committee Communicate with new teachers about Induction, Orientation, and Particle Pedagogy Sessions Remind mentors and mentees about Quarterly Competencies Review & Goal Setting Sessions Director Responsibilities Four (4) hour District Orientation Mentor information Session Particle Pedagogy Sessions Quarterly evaluation and program monitoring

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
2e: Organizing Physical Space 2b: Establishing a Culture for Learning 3b: Using Questioning and Discussion Techniques	Year 1 Fall

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
3b: Using Questioning and Discussion Techniques 1f: Designing Student Assessments 3d: Using Assessment in Instruction	Year 1 Fall, Year 2 Fall, Year 1 Summer, Year 2 Summer, Year 1 Spring, Year 2 Spring, Year 1 Winter, Year 2 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
3e: Demonstrating Flexibility and Responsiveness 2c: Managing Classroom Procedures 1c: Setting Instructional Outcomes	Year 1 Summer, Year 2 Summer, Year 1 Winter, Year 2 Winter, Year 1 Spring, Year 2 Spring, Year 1 Fall, Year 2 Fall

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism 3a: Communicating with Students 2a: Creating and Environment of Respect and Rapport 4e: Growing and Developing Professionally	Year 1 Spring, Year 2 Spring, Year 1 Fall, Year 2 Fall, Year 1 Summer, Year 2 Summer, Year 1 Winter, Year 2 Winter

STANDARDS/CURRICULUM

Selected Danielson Framework(s)**Timeline**

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

3a: Communicating with Students

1c: Setting Instructional Outcomes

Year 1 Fall, Year 2 Fall, Year 1 Winter, Year 2 Winter, Year 1 Spring, Year 2 Spring, Year 1 Summer, Year 2 Summer

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)**Timeline**

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

4b: Maintaining Accurate Records

Year 1 Summer, Year 1 Fall, Year 2 Fall, Year 1 Spring, Year 2 Spring, Year 1 Winter, Year 2 Winter

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)**Timeline**

4b: Maintaining Accurate Records

4a: Reflecting on Teaching

Year 1 Summer, Year 1 Fall, Year 2 Fall, Year 1 Winter, Year 2 Winter, Year 1 Spring, Year 2 Spring

Selected Danielson Framework(s)

Timeline

4f: Showing Professionalism

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction	Year 1 Summer, Year 2 Summer, Year 1 Fall, Year 2 Fall, Year 1 Winter, Year 2 Winter, Year 1
1b: Demonstrating Knowledge of Students	Spring, Year 2 Spring
2b: Establishing a Culture for Learning	
2a: Creating and Environment of Respect and Rapport	

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3a: Communicating with Students	Year 1 Summer, Year 2 Summer, Year 1 Fall, Year 2 Fall, Year 1 Spring, Year 2 Spring, Year 1
1e: Designing Coherent Instruction	Winter, Year 2 Winter
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	
4c: Communicating with Families	

Selected Danielson Framework(s)**Timeline**

1f: Designing Student Assessments

4b: Maintaining Accurate Records

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)**Timeline**

2d: Managing Student Behavior

Year 1 Spring, Year 2 Spring, Year 1 Fall, Year 2 Fall, Year 1 Winter, Year 2 Winter, Year 1 Summer,

2c: Managing Classroom Procedures

Year 2 Summer

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

The induction program will be evaluated on a cycle in accordance with the Teacher Induction Report that is included in the district's Strategic Plan submitted to the Pennsylvania Department of Education. Annual evaluation and monitoring will be done by the Director of Compliance. As required by PDE, the Induction Committee will meet to review the Induction Plan in accordance with Strategic Planning requirements. Building administration ensures compliance and monitoring of mentors in the induction program. 1. Orientation and Induction KickOFF Survey given after "Orientation and Induction KickOFF" in August, with focus on clear directions and understanding of the induction program, including a needs assessment of participants for mentors and school admin, as well as indicators of alignment and relevance to the mission and vision of the STS Induction Program. Late Hire Orientation (a second orientation and induction for late hires) is given in late September 2. Impact Survey given post Particle Pedagogy Series PDs (6-7 PDs per year) Analysis of Impact Survey informs future PD topics, activities, relevance, importance, and timeliness 3. End of Year Program Evaluation given to mentors and mentees measures overall impact of the program, including space for improvement, and overall program evaluation Analysis of End of Year Program Evaluation is conducted by the Director of Teaching and Learning and shared to the Induction Committee at each site. Analysis and implementation of results is meant to increase success of participants in the induction program. Participation and Completion Every professional employee who is teaching in the String Theory School System for the first time must complete at least one full year of induction activities regardless of tenure or certificate status. If an employee is hired in the middle of the school year, the employee will be required to participate in the induction activities until the

June following his or her one year anniversary of employment. If an employee completes the induction program, leaves the district, and returns to a String Theory School he or she will not be required to complete the induction program again if prior completion of the program was within the last 5 years. The inductee will receive a certificate of completion for the induction program after the first year if all paperwork, including evaluations, has been completed by both the inductee and mentor. This certificate will serve as notification of the successful completion of an induction program in accordance with the requirements from The Pennsylvania Department of Education.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Danielle Shylit

10/18/2021

Educator Induction Plan Coordinator

Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Jill Clark, Ed.D.

08/26/2021

Superintendent/Chief Executive Officer

Date

THE PHILADELPHIA CS FOR ARTS AND SCIENCES AT HR EDMUNDS

1197 Haworth Street

Professional Development Plan (Act 48) | 2021 - 2024

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Philadelphia Charter School for Arts & Sciences at HR Edmunds
126515691
1197 Haworth Street, Philadelphia, PA 19124

Tyffany Jackson
tjackson@stringtheoryschools.org
215-537-2520

Dr. Jill Clark
jclark@stringtheoryschools.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
John Hanscom	Student Advisory Council	John Hanscom	School Board of Directors
Judith Taggart	Principal	Judith Taggart	Administration Personnel
Dr. Jill Clark	CEO	Dr. Jill Clark	Administration Personnel
Tyffany Jackson	CAO	Tyffany Jackson	Administration Personnel
Cristina DiSandro	Curriculum Coach	Cristina DiSandro	Administration Personnel
Baylee Tempesta	Curriculum Coach	Baylee Tempesta	Administration Personnel

Name	Title	Committee Role	Appointed By
Matthew Ciarrochi	Curriculum Coach	Matthew Ciarrochi	Administration Personnel
Hope Johnston	Student Advisory Council	Hope Johnston	Administration Personnel

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

Currently, our principal meets with our School Advisory Committee monthly to discuss trends and concerns. During this time, parents, staff members and community members discuss upcoming needs for the school including professional development. Additionally, we will begin annual stakeholder meetings aimed to increase our transparency and community/parental input.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

FALL UNIT PLAN AND BENCHMARK PD

Action Step	Audience	Topics to be Included	Evidence of Learning
	All Instructional staff including Gen Ed, ELL, and Special Education.	- review eligible content through SAS and PSSA materials - provide feedback on teacher created materials on whether on not it is aligned to rigor and demand of academic standards	Increase students growth on Quarter 4 Benchmark from the beginning of year assessments on specific PA anchors standards.
Lead Person/Position		Anticipated Timeline	
Tyffany Jackson - Chief Academic Officer		08/30/2021 - 06/30/2022	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	2-3 times per academic quarter.		Language and Literacy Acquisition for All Students

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Arts and Sciences uses a variety of data points to assess the effectiveness of Professional Development. Initially, the administrative team works to craft professional development sessions using SMART goals targeted at increasing student outcomes. Teachers also complete a survey after each session to provide feedback on the effectiveness and their comfort with immediate application of the skills. Targeted support is provided to those staff members who desire extra support prior to assessing the implementation's effectiveness. After PD sessions, administrators and curriculum leaders assess the immediate impact on student learning through formative assessments and instructional walkthroughs aligned to PA Teaching Standards. Teachers who struggle to meet the objective of the PD receive additional support prior to moving on to a new objective. Quarterly, the Professional Development planning team reviews key areas of growth aligned to the yearly plan, and constructs an aligned plan for success. Lastly, teachers complete a needs assessment at the end of the year to begin planning for the following year.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Tyffany Jackson, MEd

09/15/2021

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Jill Clark, Ed.D.

09/15/2021

Superintendent or Chief Administrative Officer:

Date