

## **PHILADELPHIA PERFORMING ARTS CS**

2600 S Broad St

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

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### **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**

We believe every student is gifted and specific multiple intelligences that must be nurtured. Providing students with equal opportunity for learning and discover and development of their innate potentials, through String Theory Schools' unique and rigorous curriculum blending academic and artistic excellence, we enable our students to become the next generation of creative leaders.

### **STAFF**

Our school staff exhibits professionalism, enthusiasm and genuine concern for the education of each student. By providing meaningful learning activities that encourage critical thinking and reasoning, they ensure that all students meet with success. The staff assumes the rights and responsibilities of shared decision making with the School Administration in developing school philosophy, learning objectives and procedures ensuring efficiency and effectiveness in school operations.

### **ADMINISTRATION**

The Administration creates an environment that is safe and caring for the entire school community. Exemplifying leadership qualities that ensure that staff, students and parents are treated with respect and equity is of the highest priority. The Administration believes in creating a school culture where shared decision making can flourish enabling exemplar teaching and learning conditions for all students.

### **PARENTS**

We believe that our parents 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 guide and encourage their students to display socially acceptable standards and respect for the rights and property of others. 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**

We have always shared a positive relationship with our community and are involved in many community outreach initiatives. We partner with our community to offer our students rich opportunities. Our community partnerships and school involvement include but are not limited to: Barnes Foundation, Koresh Dance Company, FUMO Library, Pennsylvania Ballet, Kimmel Center, Science Festival, Franklin Institute, Jefferson Hospital, Broadway at the Academy and Longwood Gardens educational science program. In addition, high school students have the opportunity to partner with local higher education institutions, such as Drexel University, University of Pennsylvania, Community College of Philadelphia, and University of the Arts.

## STEERING COMMITTEE

Name	Position	Building/Group
Angela Puleio	Administrator	Philadelphia Performing Arts Charter School: A String Theory School
Adrienne Capone	Administrator	Philadelphia Performing Arts Charter School: A String Theory School
Noelle Luccioni	Administrator	Philadelphia Performing Arts Charter School: A String Theory School
Emily Walkiewicz	Administrator	Philadelphia Performing Arts Charter School: A String Theory School
Laryssa Foschini	Teacher	Philadelphia Performing Arts Charter School: A String Theory School
Natalie Gilkin	Teacher	Philadelphia Performing Arts Charter School: A String Theory School
Cherith Harkness	Teacher	Philadelphia Performing Arts Charter School: A String Theory School
Kristen Kubach	Board Member	Philadelphia Performing Arts Charter School: A String Theory School
Brad Leach	Parent	Philadelphia Performing Arts Charter School: A String Theory School
Robert Lister	Other	Philadelphia Performing Arts Charter School: A String Theory School
Melissa Mangel	Teacher	Philadelphia Performing Arts Charter School: A String Theory School
Polly McKenna-Cress	Community Member	Philadelphia Performing Arts Charter School: A String Theory School
Kathleen Beyer	Teacher	Philadelphia Performing Arts Charter School: A String Theory School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Dorothy Lemanski	Teacher	Philadelphia Performing Arts Charter School: A String Theory School
Karen Saillant	Community Member	Philadelphia Performing Arts Charter School: A String Theory School
Richard DiGiambattista	Other	Philadelphia Performing Arts Charter School: A String Theory School
Warren Cramer	Parent	Philadelphia Performing Arts Charter School: A String Theory School
Julia Viola	Administrator	Philadelphia Performing Arts Charter School: A String Theory School
January Teti	Administrator	Philadelphia Performing Arts Charter School: A String Theory School
Natalie Mecaughey	Staff Member	Philadelphia Performing Arts Charter School: A String Theory School
Hugh Quigley	Other	Philadelphia Performing Arts Charter School: A String Theory School
Daniela Palamara	Other	Philadelphia Performing Arts Charter School: A String Theory School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In 2022-2023 Teachers will "Shift the Balance to Science of Reading in grades K-2 to improve and broaden reading instruction based on the most current research In the 21-22 school year, in quarter 3, teachers and leaders modified the curriculum to meet children's immediate needs and gaps. This process will continue and will be measured by DRA3+ and STAR reading (and math) We have engaged some AmeriCorps Tutors to work with K-2 in reading development using Wilson Foundations-- as an extra high dose tutoring measure for very small groups of students.</p>	<p>English Language Arts</p>
<p>Science instruction is used to bolster ELA and Math performance by aligning with common core via Next Generation Science Standards (NGSS). In addition to this, more computational practice will be infused into the 7th grade math curriculum strengthen skills.</p>	<p>Other</p>
<p>Science instruction is used to bolster ELA and Math performance by aligning with common core via Next Generation Science Standards (NGSS)</p>	<p>Other</p>

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Science of Reading implementation	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Grade level readers 24-25	In the 2024-2025 school year, students in Grades K-2 will improve their reading so that at least 70% of students are on grade level in the DRA3+ by the end of 2025 school year.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Continual Measures of Reading	2022-09-12 - 2024-05-30	Dr. Adrienne Capone	DRA3+/ Raz Kids+
PD on science of reading	2022-08-29 - 2023-04-30	Alana Corvino-Apadula, K-1 coach	Text: Shifting the Balance; Sound wall materials; phoneme instructional strategies
High Dose Tutoring (HDT)	2022-10-03 - 2023-04-27	Dr. Adrienne Capone	Outside intervention from Joyful Readers-- an AmeriCorps undertaking.

**Anticipated Outcome**

Students in grades K-2 will complete first goal of 60% reading on level by the end of 22-23 SY, and all students will improve their levels by one grade level at least.

**Monitoring/Evaluation**

Data Team will closely monitor progress in the DRA3+ and Raz levels. STAR Reading will measure 3 x per year as well



## Evidence-based Strategy

LinkIt Benchmark Assessment Monitoring

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

PSSA ELA and Math  
Growth

Rate of proficiency for ELA and Math will increase by 2% across grades 6-8 annually.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Implementation of "Intervention  
Manager" (LinkIt Feature)

2022-09-15 -  
2023-03-29

Dr. Noelle A. Luccioni and Mr.  
Hugh Quigley

Math/ELA Curriculum  
(Eureka/CommonLit)/RTI as needed

## Anticipated Outcome

Students in Grades 6, 7, and 8 will demonstrate 5% growth in ELA and 5% growth in Math from Spring, 2022 to Spring 2023 as measured in LinkIt Benchmark testing.

## Monitoring/Evaluation

LinkIt Benchmark Progress Monitoring - Fall, Winter, and Spring test waves

## Evidence-based Strategy



## E.S. Research Project Proficiency

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

E.S. Research Project Proficiency

In order to support the ELA performance of Environmental Science students, students will have to meet the following Common Core Standard with a score of 70% or higher WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (NGSS Standard HS-LS2-7).

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (NGSS Standard HS-LS2-7).

2022-09-06 -  
2023-06-16

Heather Wise-  
Dembek

Pearson Miller & Levine  
Biology curriculum Savvas

### Anticipated Outcome

students will have to meet the following Common Core Standard with a score of 70% or higher mastery

### Monitoring/Evaluation

Meet with the science department chair on a weekly basis to review lesson plans and the integration of NGSS literacy common core standards. Review scaffolded lessons that support this learning goal with the science team on a bi-weekly basis to discuss and plan for

vertical alignment. Review student data on the scaffolded lessons in order to ensure students are progressing towards the goal.  
Communicate with students on a regular basis regarding their progress and provide feedback on a daily basis through our LMS - Canvas

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In the 2024-2025 school year, students in Grades K-2 will improve their reading so that at least 70% of students are on grade level in the DRA3+ by the end of 2025 school year. (Grade level readers 24-25)	Science of Reading implementation	PD on science of reading	08/29/2022 - 04/30/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Rate of proficiency for ELA and Math will increase by 2% across grades 6-8 annually. (PSSA ELA and Math Growth)	LinkIt Benchmark Assessment Monitoring	Implementation of "Intervention Manager" (LinkIt Feature)	09/15/2022 - 03/29/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>In order to support the ELA performance of Environmental Science students, students will have to meet the following Common Core Standard with a score of 70% or higher WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (NGSS Standard HS-LS2-7). (E.S. Research Project Proficiency )</p>	<p>E.S. Research Project Proficiency</p>	<p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (NGSS Standard</p>	<p>09/06/2022 - 06/16/2023</p>

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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HS-LS2-7).

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## 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.**

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School Board Minutes or Affirmation Statement

2022-08-15

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

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Chief School Administrator

Angela Puleio

2022-08-22

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School Improvement Facilitator Signature

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Building Principal Signature

Angela Puleio

2022-08-22

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Personnel was hired with experience in curriculum writing and a record of high achievement.

Environment and Ecology - We have now hired a qualified curriculum writer as the science teacher who will ensure student success for the long term.

Government and Civics - This 3% increase is due to strategic use of common planning time and focused collaboration by the two teachers teaching this course. Teachers ensured alignment and focus on assessment creation and outcomes.

Health, Safety and Physical Education - This 4% increase is due to more focus from the Academic Coaching team with an alignment to curriculum assessment outcomes.

98% of students in grades 5, 8 and 11 completed the Career Standards Benchmarks in the 21/22 school year.

ELA scores for the 11th graders increased 16.1% from Spring 2019 to Spring 2022. Personnel was hired with experience in curriculum writing and a record of high achievement

EL students - ELA demonstrated an increase in performance from

### Challenges

Environment and Ecology - This 3% decrease is the result of teacher turnover.

Government and Civics & Health, Safety and Physical Education - Sustaining this time in the schedule moving forward.

Math scores decreased 17.26% percent from 30% in 2021 to 12.74% in Spring 2022 and Biology decreased 25.98% from 42.1% in Spring 2019 to 16.12% in the Spring 2022.

English Language and Composition Advanced Placement scores decreased 13.57% from 44% in Spring 2021 to 30.43% in the Spring of 2022.

Students were out of practice reading and writing in a timed scenario for Advanced Placement in High School. In the High School, teacher turnover created inconsistencies in the delivery of consistent and aligned curriculum.

EL students - Math demonstrated a decrease in performance from the 2019 school year by 9.64%

Economically Disadvantaged students - Math demonstrated a decrease in performance from the 2019 school year by 4%

## Strengths

the 2019 school year by 7.2%

Economically Disadvantaged students - ELA maintained performance

Economically Disadvantaged students - Science maintained performance

Data team was created to better analyze and use school performance on Benchmarks and State tests to drive instruction.

In Grades k-5, a new science program was implemented that is challenging and engaging: PhD Science, from Great Minds

Co-teaching model; our students with IEP's are placed in a differentiated classroom with fewer students and two teachers.

Increase in emphasis on writing in the 21-22 school year to improve student literacy

Interventions: Two additional RTII teachers placed in grades k-5. Additional EL teachers.

Staff climate; Teachers are dedicated to team planning and improvement especially post pandemic.

Co-teaching model; our students with IEP's are placed in a differentiated classroom with fewer students and two teachers.

## Challenges

Overall students with disabilities demonstrated a decrease in performance.

Less time is allocated for science learning in comparison to math and ELA in grades k-8

Significant learning loss in the pandemic as exhibited by our Fall Linkit Benchmarks in Grades 3-5 and MAPin K-2. All Students were significantly behind prior years, particularly in reading,

Psycho-social development was also hindered by pandemic. Without social construction of knowledge and social interaction, children's learning growth was about two years behind normal. This finding is also present in the literature on learning loss.

Students were out of practice reading and writing in a timed scenario for Advanced Placement in High School.

In the High School, teacher turnover created inconsistencies in the delivery of consistent and aligned curriculum.

Learning growth was impacted by the pandemic as evidenced by our small growth in PSSA scores across grades 6-8. However, learning loss due to the pandemic was exhibited in 6th Grade Math, as evidenced in our PSSA scores.

In grades K-5, Our classes with two teachers, an elementary

## Strengths

Use of data informed instruction and interventions using Eureka Equip-- a program that pretests students for readiness to learn a standards band and provides pre-teaching activities for the students

Interventions: Team of 3 RTII teachers placed in grades 6-8.

Staff climate; Teachers are dedicated to team planning and improvement especially post pandemic.

K-5 Teachers have implemented a new Science program, PhD which is rigorous as well as engaging. The students are challenged with a much higher depth of knowledge curriculum.

In grades 6-8 an emphasis is placed on hands-on experiential learning through NGSS aligned laboratory experiences. In addition, science lessons are also aligned with Math and ELA Common Core Standards.

Staff climate; Teachers are dedicated to team planning and improvement especially post pandemic.

K-5 Students participate in an extra STEM lab in a six day rotations which allows them to extend the knowledge from their PhD Science experience.

Economically Disadvantaged maintained performance in ELA

## Challenges

teacher and a second special educator showed more growth than other groups. Two teachers in every classroom would make a phenomenal difference although we realize that this type of intervention is not possible with current education funding.

Making up for learning loss this year requires the same amount of grit and effort as 21-22. Sustaining extra time and summer school is difficult on staff.

New Science Program in K-5 is challenging schedule-wise as there are many moving parts and in terms of projects which require space that we do not have.

The new PhD science program in K-5 also puts pressure on teachers to learn the curriculum while trying to support students in the first post-pandemic year..

In the High School, teacher turnover created inconsistencies in the delivery of consistent and aligned curriculum.

In 2021 mathematics growth score is below the state average and statewide growth standard.

Most student groups experienced a decrease in PSSA performance.

Identifying more local businesses and community organizations to partner with Philadelphia Performing Arts will assist us in

## Strengths

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EL Students Increased performance in ELA

Community Building Circle discussions are part of our multi-tiered evidence-based interventions that have been especially effective in strengthening staff-student relationships. They've significantly reduced referrals, detentions and suspensions. This practice can be leveraged to improve challenges with attendance

At Philadelphia Performing Arts we consistently review assessments and data to identify areas of weakness and strength in order to improve student learning.

Teachers are encouraged to assume leadership roles in conducting professional development for their grade group and/or subject area teachers.

We have prioritized establishing an effective RTII program in Grades K-8. RTI Coordinators collect, share and analyze data with Administration and faculty.

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## Challenges

providing opportunities for our students to experience college and career ready roles and activities.

Obtaining consistent input from faculty on formulating the vision for a strategic school-wide improvement plan addressing effective teaching and learning and including them in a shared decision making process will establish ownership and urgency and growth.

Philadelphia Performing Arts is examining digital programs that enable Administrators the ability to provide consistent and timely feedback to teachers after observations of instruction.



## Most Notable Observations/Patterns

In grades k-5, certainly the most notable challenge is making up for learning loss during the pandemic. We have made strides but need to persevere in order for students to reach grade level work and higher levels of proficiency in reading, mathematics and science. Consequently, Instructional practices will need to be adjusted to maximize time in the classroom. Pacing guides need to be developed to keep learning on track. In K-5 the teachers need more structure and guidance in instruction of the PhD Science Curriculum.

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### Challenges

### Discussion Point

### Priority for Planning

Significant learning loss in the pandemic as exhibited by our Fall Linkit Benchmarks in Grades 3-5 and MAPin K-2. All Students were significantly behind prior years, particularly in reading,

In 2022-2023 Teachers will begin implementing some science of reading in grades K-2 to address some of the gaps in reading from the learning loss in pandemic and to improve reading in general. In addition, in the 21-22 school year, in quarter 3, teachers and leaders modified the curriculum to meet children's immediate needs and gaps. This process will continue and will be measured by DRA3+ and STAR reading and math. We have engaged some AmeriCorps Tutors to work with K-2 in reading development using Wilson Foundations-- as an extra high dose tutoring measure for very small groups of students.

New Science Program in K-5 is challenging schedule-wise as there are many moving parts and in terms of projects which require space that we do not have.

The new PhD science

**Challenges****Discussion Point****Priority for Planning**

program in K-5 also puts pressure on teachers to learn the curriculum while trying to support students in the first post-pandemic year..

Learning growth was impacted by the pandemic as evidenced by our small growth in PSSA scores across grades 6-8. However, learning loss due to the pandemic was exhibited in 6th Grade Math, as evidenced in our PSSA scores.

6th Grade Math PSSA scores decreased 3.6% from 2019 to 2022. Grade 7 increased 4.3% and 8th grade increased 5.7%. In addition, PSSA scores increased in grades 6, 7, and 8 with gains of 12.8%, 10%, and 18.4% respectively. PSSA science scores (8th grade) increased by 12.4%

Environment and Ecology - This 3% decrease is the result of teacher turnover.

We support alternate pathways for teacher certifications to ensure teacher retention

Math scores decreased 17.26% percent from 30% in 2021 to 12.74% in Spring 2022 and Biology decreased 25.98% from 42.1% in Spring 2019 to 16.12% in the Spring 2022.

**Challenges****Discussion Point****Priority for Planning**

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English Language and Composition Advanced Placement scores decreased 13.57% from 44% in Spring 2021 to 30.43% in the Spring of 2022.

Making up for learning loss this year requires the same amount of grit and effort as 21-22. Sustaining extra time and summer school is difficult on staff.

## ADDENDUM B: ACTION PLAN

### Action Plan: Science of Reading implementation

Action Steps	Anticipated Start/Completion Date
Continual Measures of Reading	09/12/2022 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
Data Team will closely monitor progress in the DRA3+ and Raz levels. STAR Reading will measure 3 x per year as well	Students in grades K-2 will complete first goal of 60% reading on level by the end of 22-23 SY, and all students will improve their levels by one grade level at least.

Material/Resources/Supports Needed	PD Step	Comm Step
DRA3+/ Raz Klds+	no	yes





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

PD on science of reading

08/29/2022 - 04/30/2023

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

Data Team will closely monitor progress in the DRA3+ and Raz levels. STAR Reading will measure 3 x per year as well

Students in grades K-2 will complete first goal of 60% reading on level by the end of 22-23 SY, and all students will improve their levels by one grade level at least.

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

Text: Shifting the Balance; Sound wall materials; phoneme instructional strategies

yes

no



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

High Dose Tutoring (HDT)

10/03/2022 - 04/27/2023

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

Data Team will closely monitor progress in the DRA3+ and Raz levels. STAR Reading will measure 3 x per year as well

Students in grades K-2 will complete first goal of 60% reading on level by the end of 22-23 SY, and all students will improve their levels by one grade level at least.

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

Outside intervention from Joyful Readers-- an AmeriCorps undertaking.

no

yes



## Action Plan: LinkIt Benchmark Assessment Monitoring

Action Steps	Anticipated Start/Completion Date
Implementation of "Intervention Manager" (LinkIt Feature)	09/15/2022 - 03/29/2023

Monitoring/Evaluation	Anticipated Output
LinkIt Benchmark Progress Monitoring - Fall, Winter, and Spring test waves	Students in Grades 6, 7, and 8 will demonstrate 5% growth in ELA and 5% growth in Math from Spring, 2022 to Spring 2023 as measured in Linkit Benchmark testing.

Material/Resources/Supports Needed	PD Step	Comm Step
Math/ELA Curriculum (Eureka/CommonLit)/RTI as needed	yes	no

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## Action Plan: E.S. Research Project Proficiency

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

WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (NGSS Standard HS-LS2-7).

09/06/2022 - 06/16/2023

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

Meet with the science department chair on a weekly basis to review lesson plans and the integration of NGSS literacy common core standards. Review scaffolded lessons that support this learning goal with the science team on a bi-weekly basis to discuss and plan for vertical alignment. Review student data on the scaffolded lessons in order to ensure students are progressing towards the goal. Communicate with students on a regular basis regarding their progress and provide feedback on a daily basis through our LMS - Canvas

students will have to meet the following Common Core Standard with a score of 70% or higher mastery

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

Pearson Miller & Levine Biology curriculum Savvas

yes

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
In the 2024-2025 school year, students in Grades K-2 will improve their reading so that at least 70% of students are on grade level in the DRA3+ by the end of 2025 school year. (Grade level readers 24-25)	Science of Reading implementation	PD on science of reading	08/29/2022 - 04/30/2023
Rate of proficiency for ELA and Math will increase by 2% across grades 6-8 annually. (PSSA ELA and Math Growth)	LinkIt Benchmark Assessment Monitoring	Implementation of "Intervention Manager" (LinkIt Feature)	09/15/2022 - 03/29/2023
In order to support the ELA performance of Environmental Science students, students will have to meet the following Common Core Standard with a score of 70% or higher WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (NGSS Standard HS-LS2-7). (E.S. Research Project Proficiency )	E.S. Research Project Proficiency	WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry where	09/06/2022 - 06/16/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (NGSS Standard HS-LS2-7).	

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Science of Reading (SOR) introduction	K-2 teachers and administration	The six shifts of science of reading. Podcasts recommended and required reading for future PD and PLC's

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey and Administrative/Coach Walkthroughs. Teachers taking leadership	08/30/2022 - 03/31/2023	Alana Corvino-Apadula for K-1. Stephanie Mann Minor data team leader for Grade 2 and Dr. Adrienne Capone, CAO.

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

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Professional Development Step	Audience	Topics of Prof. Dev
LinkIt Benchmark Assessment Monitoring	6-12 Faculty including RTI and SpEd Personnel	LinkIt Intervention Monitor: Performance Criteria Feature and Grouping Models Feature

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Faculty utilization of Intervention Features through LinkIt to assist in instructional decisions.	09/06/2022 - 09/30/2022	Mr. Matt Greig

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	



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Professional Development Step	Audience	Topics of Prof. Dev
E.S. Research Project Proficiency	Science Department Faculty	Continue to meet with the science department chair on a weekly basis to review lesson plans and the integration of NGSS literacy common core standards. Review scaffolded lessons that support this learning goal with the science team on a bi-weekly basis to discuss and plan for vertical alignment. Review student data on the scaffolded lessons in order to ensure students are progressing towards the goal and adjust any lessons in order to help students continue to progress. Communicate with students on a regular basis regarding their progress and provide feedback on a daily basis through our LMS - Canvas

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Science instruction is used to bolster ELA and Math performance by aligning with common core via Next Generation Science Standards (NGSS) by supporting the ELA performance of Environmental Science students, students will have to meet the following Common Core Standard with a score of 70% or higher	09/06/2022 - 06/16/2023	Heather Weiss-Dembek

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

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



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
In the 2024-2025 school year, students in Grades K-2 will improve their reading so that at least 70% of students are on grade level in the DRA3+ by the end of 2025 school year. (Grade level readers 24-25)	Science of Reading implementation	Continual Measures of Reading	2022-09-12 - 2024-05-30
In the 2024-2025 school year, students in Grades K-2 will improve their reading so that at least 70% of students are on grade level in the DRA3+ by the end of 2025 school year. (Grade level readers 24-25)	Science of Reading implementation	High Dose Tutoring (HDT)	2022-10-03 - 2023-04-27

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Raz+, DRA3+ and STAR reading and math: Data Analysis	K-2 Teachers	Data Analysis and teacher actions: from RAZ (Grade 1 - 2 only) , DRA3+, and STAR Reading.
Anticipated Timeframe	Frequency	Delivery Method
09/30/2022 - 03/31/2023	Monthly	Presentation

**Lead Person/Position**

Stephanie Mann Minor/Dean of Instructional Technology and Data Team Leader for Grade 2

**Communication Step**

**Audience**

**Topics/Message of Communication**

High Dosage Tutoring

K-2 teachers

Description of program, selection of students, scheduling.

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

10/03/2022 - 05/01/2023

**Lead Person/Position**

Dr. Adrienne Capone, CAO

## 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	Faculty, Staff and Parents	2022-2025

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