

**The Philadelphia CS for Arts and Sciences at HR Edmunds**

ATSI Title 1 Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Philadelphia Charter School for Arts & Sciences at HR Edmunds		126515691
<b>Address 1</b>		
1197 Haworth Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19124
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Judith Taggart		jtaggart@stringtheoryschools.org
<b>Single Point of Contact Name</b>		
Judith Taggart		
<b>Single Point of Contact Email</b>		
jtaggart@stringtheoryschools.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
2155372520		1220
<b>Principal Name</b>		
Judith Taggart		
<b>Principal Email</b>		
jtaggart@stringtheoryschools.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
2155372520		1220
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Karen Deery		kdeery@pattan.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Judith Taggart	Chief School Administrator	The Philadelphia CS for Arts and Sciences at HR Edmunds	jtaggart@stringtheoryschools.org
Matthew Menschner	Other	The Philadelphia CS for Arts and Sciences at HR Edmunds	mmenschner@stringtheoryschools.org
Rachel Stricker	ESOL Coordinator	The Philadelphia CS for Arts and Sciences at HR Edmunds	rstricker@stringtheoryschools.org
Michael Danyo	Financial Accountant	Santilli & Thomson	mdanyo@s-tgmail.com
Thayne Dibble	Director of Compliance	String Theory Schools	tdibble@stringtheoryschools.org
Matthew Ciarrochi	Other	The Philadelphia CS for Arts & Sciences at HR Edmunds	mciarrochi@stringtheoryschools.org
Stacy Pilarchie	Parent	Parent	spilarchie@gmail.com
Jhon Bonilla	Student	Student	
Tamara Xavier	Community Member	SAC	tamara.xavier40@gmail.com
Tiffany Breen	Teacher	The Philadelphia Charter School for Arts & Sciences	tbreen@stringtheoryschools.org

## LEA Profile

Our School District utilizes a system of comprehensive planning under a shared leadership philosophy. Our leadership team meets on a regular basis and the team includes our Founders, CEOs, Principals, Chief Academic Officers, Director of Psychology, Director of Special Education, Director of Innovation, Director of Compliance, Student Information System Manager, Administrative Assistants, and Director of Data Management.

## Mission and Vision

### **Mission**

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**

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 Values

### **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 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. In order to further develop teachers and also ensure that they are effectively using the school's educational programs, the teachers meet in regularly held professional learning communities led by the grade leads. In addition, the school employs 5 instructional coaches who support teachers' professional development and pedagogy, the implementation of instructional technology, and the interpretation of student IEP's and educational accommodations.

### **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. For example, the Light Leadership program prepares the next generation of school administrators by providing authentic opportunities for professional growth and learning, culminating in a PDE accredited principal certification.

### **Parents**

Parents learn from the way their children are understood and meet expectations. There are various events throughout the year in which the schools' parents participate - including 5 Parent Title 1 School Nights, a multicultural fair, Community day events and school concerts/functions. In addition, many parents come to the school's Back to School Night and Parent/Teacher conferences.

### **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)**



## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

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

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
100% of students exceeded the Standard Demonstrating Growth	A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.
The Black, Hispanic, Economically Disadvantaged, English Learner and Combined Ethnicity subgroups showed an increase in ELA performance.	Although this subgroups showed an increase in performance - they still did not meet the interim targets.
In the area of Career Standards Benchmark, the school has been able to maintain a high percentage of involvement.	Our School Counselors worked with all students with a program to help with College and Career Readiness through student activities, assignments and community and parent involvement activities.
The Black subgroup showed an increase in Math performance.	Although this subgroup showed an increase in performance - it still did not meet the interim targets.
The Black, Economically Disadvantaged and Students With Disabilities subgroups showed an increase in Science performance.	Although this subgroups showed an increase in performance - they still did not meet the interim targets.

### Challenges

Indicator	Comments/Notable Observations
19.6% of students obtained Proficient/Advanced in ELA.	This percentage is well below the statewide average of 54.5% and the school did not meet the interim target.
2.8% of students obtained Proficient/Advanced in Math	This percentage is below the statewide average of 38.3% and the school did not meet the interim target.
28.4% of students obtained Proficient/Advanced in Science All Student Group Did Not Meet Interim Goal/Improvement Target	This percentage is below the statewide average of 58.9% and the school did not meet the interim target.
3.4% of Students with Disabilities obtained Proficient/Advanced in ELA.	Students with Disabilities was the lowest performing subgroup in ELA

1.4% of Students with Disabilities obtained Proficient/Advanced in Math	Students with Disabilities was the lowest performing subgroup in Math
11.3% of Students with Disabilities obtained Proficient/Advanced in Math	Students with Disabilities was the lowest performing subgroup in Science

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<p><b>Indicator</b> The Black subgroup was the highest performing group in ELA - with 20.8% of students obtaining Proficient or Advanced in ELA</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> Although the Black subgroup did show improvement in ELA, the subgroup did not meet the interim target.</p>
<p><b>Indicator</b> 6th Grade Math PSSA Performance (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 6th grade Math PSSA increased by 6% from the 2022 to the 2023 school year.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Middle school math for students with IEPs performance may be linked to curriculum integration measures composed in part by the Director of Innovation. In addition, special education intervention services increased in frequency for some of the IEP population.</p>
<p><b>Indicator</b> 4th Grade Science PSSA Performance (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 4th grade Science PSSA increased by 17% from the 2022 to the 2023 school year.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Middle school science performance for students with IEPs may be linked to curriculum integration measures composed in part by the Director of Innovation. In addition, special education intervention services increased in frequency for some of the IEP population.</p>
<p><b>Indicator</b> ELA PSSA Performance (comparing 2021-2022 data to 2020-2021 data): Increase in Performance from the Previous Year</p> <p><b>ESSA Student Subgroups</b> Hispanic</p>	<p><b>Comments/Notable Observations</b> 2020-2021 13.3% of Hispanic students scored Proficient or Advanced on the ELA PSSA. 2021-2022 15.8% of Hispanic students scored Proficient or Advanced on the ELA PSSA. This is an overall increase of 2.5%</p>
<p><b>Indicator</b> ELA PSSA Performance (comparing 2021-2022 data to 2020-2021 data):</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> 2020-2021 11.4% of ELL students scored Proficient or Advanced on the ELA PSSA. 2021-2022 13.3% of ELL students scored Proficient or Advanced on the ELA PSSA. This is an overall increase of 1.9%</p>

English Learners	
<b>Indicator</b> Math PSSA Performance (comparing 2021-2022 data to 2020-2021 data): <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b> 2020-2021 1.1% of Hispanic students scored Proficient or Advanced on the Math/Alg PSSA. 2021-2022 4.2% of Hispanic students scored Proficient or Advanced on the Math/Alg PSSA. This is an overall increase of 3.1%
<b>Indicator</b> Math PSSA Performance (comparing 2021-2022 data to 2020-2021 data): <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> 2020-2021 .6% of students with disabilities scored Proficient or Advanced on the Math/Alg PSSA. 2021-2022 1.8% of students with disabilities scored Proficient or Advanced on the Math/Alg PSSA. This is an overall increase of 1.2%
<b>Indicator</b> Science PSSA Performance (comparing 2021-2022 data to 2020-2021 data): <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b> 2020-2021 14.9% of Hispanic students scored Proficient or Advanced on the Science PSSA. 2021-2022 32.9% of Hispanic students scored Proficient or Advanced on the Science PSSA. This is an overall increase of 18%
<b>Indicator</b> ELA Subgroup Black increased 100.0 in growth on state testing Mathematics/Algebra 1 Subgroup Black increased 100.0 growth on state testing. <b>ESSA Student Subgroups</b> African-American/Black	<b>Comments/Notable Observations</b> All Student Group Exceeds the Standard Demonstrating Growth

### Challenges

<b>Indicator</b> 3rd, 4th and 5th Grade ELA PSSA Performance (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 3rd, 4th grade and 5th grade ELA PSSA decreased from the 2022 to the 2023 school year. Grade 3 2022 % of Students who Scored. Adv/Pro: 4 2023 % of Students who Scored Adv/Pro: 3 Grade 4 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro: 0 Grade 5 2022 % of Students who Scored. Adv/Pro: 13 2023 % of Students who Scored Adv/Pro: 5 <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b>
---	--------------------------------------

<p><b>Indicator</b> 5th Grade Math PSSA Performance (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 5th grade Math PSSA decreased by 9% from the 2022 to the 2023 school year.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> Math PSSA (comparing 2022-2023 data to 2021-2022 data): There was no growth in any of the grades for the number of students who scored Proficient or Advanced on the Math PSSAs from the 2022 to the 2023 school year.</p> <p><b>ESSA Student Subgroups</b> English Learners</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> 4th and 8th Grade Science PSSA (comparing 2022-2023 data to 2021-2022 data): The number of students who scored Proficient or Advanced on the 4th and 8th grade Science PSSA decreased by 18 and 6% from the 2022 to the 2023 school year.</p> <p><b>ESSA Student Subgroups</b> English Learners</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> ELA PSSA (comparing 2021-2022 data to 2020-2021 data): Black students showed decrease in Performance from the Previous Year on the ELA PSSA</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> 17% of Black students scored Proficient or Advanced in the 2020-2021 school year and 16.2% scored Proficient or Advanced in the 2021-2022 school year. This is a decrease of almost 1%.</p>
<p><b>Indicator</b> ELA PSSA (comparing 2021-2022 data to 2020-2021 data): Students of two or more races showed decrease in Performance from the Previous Year on the ELA PSSA</p> <p><b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic)</p>	<p><b>Comments/Notable Observations</b> 23.8% of students of two or more races scored Proficient or Advanced in the 2020-2021 school year and 22.4% scored Proficient or Advanced in the 2021-2022 school year. This is a decrease of about 1%.</p>
<p><b>Indicator</b> Math PSSA (comparing 2021-2022 data to 2020-2021 data): Black students showed decrease in Performance from the Previous Year on the Math PSSA</p>	<p><b>Comments/Notable Observations</b> 2.1% of Black students scored Proficient or Advanced in the 2020-2021 school year and 1.2% scored Proficient or Advanced in the</p>

<b>ESSA Student Subgroups</b> African-American/Black	2021-2022 school year. This is a decrease of almost 1% and overall a very low percentage of students who obtained proficiency.
<b>Indicator</b> Math PSSA (comparing 2021-2022 data to 2020-2021 data): Students of two or more races maintained performance from the Previous Year on the Math PSSA <b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic)	<b>Comments/Notable Observations</b> 4% of students of two or more races scored Proficient or Advanced in the 2020-2021 school year and 4.2% scored Proficient or Advanced in the 2021-2022 school year.

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ELA PSSA Performance (comparing 2021-2022 data to 2020-2021 data): 100% of students showed an increase in Performance on the ELA PSSA from the 2021 - to the 2022 school year.
Comparing 2022-2023 data to 2021-2022 data - An overall increase in the number of students who scored above proficiency in Science in grades 4 (increase of 5%) and 8 (increase of 1%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.
Comparing 2022-2023 data to 2021-2022 data - 6th, 7th and 8th Grade ELA PSSA Performance - The number of students with disabilities who scored Proficient or Advanced in 6th, 7th and 8th grade on the ELA PSSA increased from the 2022 to the 2023 school year. Grade 6 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro: 6 Grade 7 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 6 Grade 8 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 3
In the area of Career Standards Benchmark the school has been able to maintain a high percentage of involvement.
Comparing 2022-2023 data to 2021-2022 data - As a CEP school, an overall increase in the number of students who scored above proficiency in ELA in grades 3 (increase of 4%) ,4 (increase of 8%) ,6 (increase of 13%) ,7 (increase of 7%) and 8 (increase of 3%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Comparing 2022-2023 data to 2021-2022 data - The performance on the math PSSAs stayed the same or slightly decreased in grades 3 - 8. The difficulty in staffing and teacher retention may have had an impact on this performance.
Comparing 2022-2023 data to 2021-2022 data - ELA 5th Grade: the number of students who scored Proficient or Advanced on the ELA PSSAs decreased from 17% to 13% - an overall decrease of 4%.

Comparing 2022-2023 data to 2021-2022 data - 3rd, 4th and 5th Grade ELA PSSA Performance of Students with IEPs: The number of IEP students who scored Proficient or Advanced on the 3rd, 4th grade and 5th grade ELA PSSA decreased from the 2022 to the 2023 school year. Grade 3 2022 % of Students who Scored. Adv/Pro: 4 2023 % of Students who Scored Adv/Pro: 3 Grade 4 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro: 0 Grade 5 2022 % of Students who Scored. Adv/Pro: 13 2023 % of Students who Scored Adv/Pro: 5

Comparing 2022-2023 data to 2021-2022 data - Math PSSA Performance of ELL students - There was no significant growth in any of the grades for the number of ELL students who scored Proficient or Advanced on the Math PSSAs from the 2022 to the 2023 school year.

Comparing 2022-2023 data to 2021-2022 data - 4th and 8th Grade Science PSSA Performance of ELL students - The number of ELL students who scored Proficient or Advanced on the 4th and 8th grade Science PSSA decreased by 18 and 6% from the 2022 to the 2023 school year.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2022-2023 LinkIt Benchmark Growth From Form A - C: Grade 3: 14% Grade 4: 9% Grade 5: 0% Grade 6: 12% Grade 7: 3% Grade 8: 13% Overall: 9%	Except for grade 5, grades 3 - 8 showed growth from the beginning of the 2022-2023 school year to the end of the 2022-2023 school year.
2023- 2024 LinkIt Benchmark Growth From Form A - C - for Grades 3 - 5: Grade 3: ELA 4% Grade 4: ELA -1% Grade 5: ELA -1% ,	Grades 3 and 4 showed growth from the beginning of the 2023-2024 school year to the end of the 2023-2024 school year, while grade 5 showed a decrease in performance of -1%.
Percent of Students Scoring Pro/Adv 2024 Benchmark Form C: Grade 3: ELA 27% Grade 4: ELA 15%, Grade 5: ELA 20%	The percentage of students scoring Proficient/Advanced in ELA is significantly less in 4th grade than the percentage of students scoring Proficient/Advanced in 3rd and 5th grades.
SPED Population: Percent of Students Scoring Pro/Adv on ELA Benchmark C: Grade 3: ELA 13% Grade 4: ELA 9% Grade 5: ELA 9%	There was a 12% drop in all special education students scoring proficient and advanced in ELA. (22% to 10%) . The percentage of SPED students scoring Proficient/Advanced in ELA is significantly less than the percentage of ALL students scoring Proficient/Advanced.
ELL Students: Percent of Students Scoring Pro/Adv on ELA Benchmark C: Grade 3: ELA 21% Grade 4: ELA 41% Grade 5: ELA 10%	The 4th grade ELL population had significantly more students who scored Pro/Adv. on the ELA benchmark than the All student group and than the 3rd and 5th grade ELL student populations.
2023- 2024 LinkIt Benchmark Growth From Form A - C - for Grades 6-8 Percentage of Growth Grade 6: ELA 2% Grade 7: ELA 1% Grade 8: ELA 4%	Slight growth in overall ELA performance was achieved by grades 6 - 8.
2023 - 2024 Percent of Grade 6 - 8 Students Scoring Pro/Adv Grade 6: ELA 23% Grade 7: ELA 33% Grade 8: ELA 21%	The school leadership team has also noted that the 6th - 8th grades have performed low on the PSSAs. Significant attention needs to be given to these grades - especially grade 6.
2023 - 2024 Percent of Grade 6 - 8 SPED Students Scoring Pro/Adv: Grade 6: ELA 15% Grade 7: ELA 17% Grade 8: ELA 9%	The 6th - 8th grade SPED population scored lower than the 6th - 8th grade all student group in ELA.
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 9% Grade 7: ELA 20% Grade 8: ELA 18%	Grade 6 ELL students performed significantly lower on the ELA Benchmark than grades 7 and 8.
2023- 2024 Growth from Benchmark A to Benchmark C for Grades K - 2: Grade: Percentage of Growth (Median SS) K Early Literacy: +14 SS 1 Early Literacy: +52 SS 1 Reading: N/A 2 Early Literacy : +47 SS 2 Reading: +76 SS	Grade 2 showed the most growth from the 2023 - 2024 ELA Benchmark A to the 2023-2024 ELA Benchmark C, while K showed the least amount of growth.

<p>2023 - 2024 Breakdown of K-2 ELA Benchmark Performance Levels (by grade level/grade band) Grade: Spring Average Score (Median SS) K Early Literacy: 791 Grade 1 Early Literacy: 758 Grade 1 Reading: 900 Grade 2 Early Literacy: 795 Grade 2 Reading: 957</p>	<p>Grades 1 and 2 performed similarly on the 2023 - 2024 ELA Benchmark.</p>
--	---

**English Language Arts Summary**

**Strengths**

<p>Students with disabilities are placed in the general education English classroom with the support of a Special Education Teacher.</p>
<p>A&amp;S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.</p>
<p>Students with English Learning are placed in the general education setting with the support of an ESOL Teacher. - perhaps impacting the ELL students in grade 4 ELA - who increased in the proficient/advanced category by 5% from Form A to Form C.</p>

**Challenges**

<p>Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.</p>
<p>An improvement in student attendance may have a positive impact on student performance.</p>

**Mathematics**

<b>Data</b>	<b>Comments/Notable Observations</b>
<p>LinkIt Benchmark Growth From Form A - C: Grade 3: 26% Grade 4: 19% Grade 5: 22% Grade 6: 10% Grade 7: 2% Grade 8: 16% Overall: 16%</p>	<p>Grades 3 - 8 showed growth from the beginning of the 2022-2023 school year to the end of the 2022-2023 school year.</p>
<p>2023- 2024 LinkIt Benchmark Growth From Form A - C: Grade 3: Math 12% Grade 4: Math 12% Grade 5: 9</p>	<p>Although grades 3-5 did show growth from the beginning of the school year until the end - there is significant room for growth in Math performance.</p>
<p>Percent of Students Scoring Pro/Adv 2024 Benchmark Form C: Grade 3: Math 16% Grade 4: Math 22% Grade 5: Math 8%</p>	<p>The amount of students who scored Pro/Adv in 5th grade was significantly lower than the amount of students who scored Pro/Adv in 3rd and 4th grades.</p>
<p>SPED Population: Percent of Students Scoring Pro/Adv on Math Grade 3: Math 6% Grade 4: Math 14% Grade 5: Math 3%</p>	<p>The percentage of SPED students scoring Proficient/Advanced in math is significantly less than the percentage of ALL students scoring Proficient/Advanced.</p>

ELL Students: Percent of Students Scoring Pro/Adv on ELA Benchmark C: Grade 3: Math 7% Grade 4: Math 29% Grade 5: Math 7%	ELL students in grade 4 ELA increased in the proficient/advanced category by 5% from Form A to Form C. The amount of students who scored Pro/Adv in 5th grade was significantly lower than the amount of students who scored Pro/Adv in 3rd and 4th grades.
2023- 2024 LinkIt Benchmark Growth From Form A - C - for Grades 6-8 Percentage of Growth: Grade 6: Math 3% Grade 7: Math -2% Grade 8: Math 7%	Slight growth in overall math performance was achieved by grades 6 and 8, with 7th grade showing an overall decrease in math benchmark performance.
2023 - 2024 Percent of Grade 6 - 8 Students Scoring Pro/Adv Grade 6: Math 1% Grade 7: Math 7% Grade 8: Math 3%	The school leadership team has also noted that the 6th - 8th grades have performed low on the PSSAs. Significant attention needs to be given to these grades - especially grade 6 Math.
2023 - 2024 Percent of Grade 6 - 8 SPED Students Scoring Pro/Adv: Grade 6: Math 1% Grade 7: Math 5% Grade 8: Math 0%	Less than 10% of the 6th - 8th grade SPED students scored Proficient or Advanced on the Math Benchmark. Significant attention and planning must be given to the 6th - 8th graders.
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: Math 2% Grade 7: Math 0% Grade 8: Math 0%	Less than 10% of the 6th - 8th grade ELL students scored Proficient or Advanced on the Math Benchmark. Significant attention and planning must be given to the 6th - 8th graders.
2023- 2024 Growth from Benchmark A to Benchmark C for Grades K - 2: Grade: Percentage of Growth (Median SS) Grade 1 Math: +79 SS Grade 2 Math: +45 SS	Both grades showed significant growth from the 2023 - 2024 Math Benchmark A to the 2023 - 2024 Math Benchmark B.
2023 - 2024 Breakdown of K-2 Math Benchmark Performance Levels (by grade level/grade band) Grade: Spring Average Score (Median SS) Grade 1 Math: 827 Grade 2 Math: 872	Grades 1 and 2 performed similarly on the 2023-2024 Math Benchmark.

## Mathematics Summary

### Strengths

Students with disabilities are placed in the general education Math classroom with the support of a Special Education Teacher.
Teachers received in depth professional development from Mathematics Curriculum Experts in order to better understand content and facilitation of learning.
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 15% ; Math 1% Grade 7: ELA 17% ; Math 5% Grade 8: ELA 9% ; Math 0% ; SCI 23%
A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.

## Challenges

Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.
Implementing new curriculum and providing effective professional development on the new curriculum could have a positive impact on student performance.
Overall amount of students scoring Pro/Adv in Math is low. Significant attention must be given to improving the overall performance in math.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt Benchmark Growth From Form A - C: Grade 4: 2 % Grade 8: -7% Overall: -3%	4th grade showed growth from the beginning of the 2022-2023 school year to the end of the 2022-2023 school year, while 8th grade showed a decrease in performance from the beginning to the end of the 2022-2023 school year.
2023 - 2024 Percent of Grade 4 and 8 Students Scoring Pro/Adv Grade 4: SCI: 54% Grade 8: SCI 36%	Significant attention needs to be given to the 8th grade students.
2023 - 2024 Percent of Grade 4 and 8 SPED Students Scoring Pro/Adv: Grade 4: SCI: 42% Grade 8: SCI: 23%	Significant attention needs to be given to the 8th grade SPED students.
2023 - 2024 Percent of Grades 4 and 8 ELL Students Scoring Pro/Adv: Grade 4: SCI: 56% Grade 8: SCI 15%	Significant attention needs to be given to the 8th grade ELL students.

## Science, Technology, and Engineering Education Summary

### Strengths

The school model eposes the students to an additional science class once per week to support the mission of the school.
2023 - 2024 Percent of Grade 6 - 8 SPED Students Scoring Pro/Adv: Grade 6: SCI: Grade 8: SCI 23%
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 15% ; Math 1% Grade 7: ELA 17% ; Math 5% Grade 8: ELA 9% ; Math 0% ; SCI 23%
In 4th grade science, there was a 23% increase from form A to form C within our GenEd Subgroup.

### Challenges

Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.
Teacher modeling lessons for standards in science, conducted by the Director of Teaching and Learning may have a positive impact on student performance.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
99.1% of students completed the Career Standards Benchmarks	

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

**True** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Summary

#### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Career presentations were offered to students with corresponding activities and artifacts were collected.
Students with disabilities and EL students were offered accessible activities and presentations in small groups or one on one settings.

## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Daily student attendance and the transient nature of our enrolled families had an impact on this performance.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
The percentage of English Language Learner's is 10.1%. EL Race_Ethnicity percentages: Asian - 0.05% Black or African American - 11% Hispanic - 80% Multi-Racial 0.04%	This percentage of EL students has relatively remained the same for the 2021-2022 & 2022-2023 school year.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
The percentage of of Students with Disabilities is 29%. Special Education Race_Ethnicity percentages: Asian - 0.03% Black or African American - 40% Hispanic - 43% Multi-Racial 14% Native Hawaiian - 0.06% White - 0.27%	The Special Education student percentage has increased by 3% from the 2021-2022 to the 2022-2023 school year.

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
The percentage of students who are considered Economically Disadvantaged is 86.52%.	Arts & Sciences is a CEP school. The Economically Disadvantaged % has increased by 5% from 2021-2022 to 2022-2023.

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	38.91%
Asian	0.91%
Black	48.43%
2 or More Races	9.02%
Hawaiian/Pacific Islander	0.41%
White	2.33%

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

School was able to provide intervention to all students including RTI as well as provide after school tutoring.
Research based intervention programs have been implemented to address intensive intervention supports.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Ongoing support for teacher implementation of services

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	We considered Consolidated Application when it came to Student Performance Goals.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	We collect career artifacts that are reported. This is not a plan.
Technology Plan	N/A
English Language Development Programs	ELDP plan looks at ACCESS data and Progress Monitoring data.

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA Standards * - The 4 core curricula at A&S are aligned to the PA standards. All teacher lesson plans follow a backwards planning model, beginning with the mastery of content standards in mind. Because of this, instruction is rigorous and prepares students for success based on the domains and criteria identified by the PA Standards.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based * - A&S employs a vertically aligned planning structure, ensure that there is a common vision and goal setting procedure for all instructional teams. Instructional coaches work directly with the Chief Academic Officer to establish the collective vision and evidence-based practices, which are then distributed to the Grade Leads for K-8 teams as they support their teachers in daily instruction, assessment, intervention, and re-teach as necessary.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices - Teachers employ both local assessments (Star Early Literacy, Reading, and Math for grades K-2 and LinkIt for grades 3-8) as well as teacher-curated assessments and checks for understanding. Middle school teachers employ project based learning models which afford a variety of modalities for student learning and assessment. All the formative data that teachers collect provides critical insights for continuous improvement of instruction and also informs curricular planning at quarterly and annual levels.
Identify and address individual student learning needs * - All the formative data that teachers collect provides critical insights for continuous improvement of instruction and also informs curricular planning at quarterly and annual levels. Benchmark tools such as Star and LinkIt provide key insights into students' individual learning needs. These insights allow teachers to tailor their instruction to the specific needs of each student, and guide daily intervention time during each core academic class.
Provide frequent, timely, and systematic feedback and support on instructional practices * - A&S employs 5 full time instructional coaches that support teachers in daily instruction, special education, and instructional technology. The observation and feedback structure is normed by all members of the academic team. Teachers are coached and evaluated based on the Danielson Framework, with informal observations and walkthroughs occurring weekly, and formal evaluations occurring twice a year for all teachers.

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Foster a culture of high expectations for success for all students, educators, families, and community members
Collectively shape the vision for continuous improvement of teaching and learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Continuously monitor implementation of the school improvement plan and adjust as needed
Implement an evidence-based system of schoolwide positive behavior interventions and supports



## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
ELA PSSA Performance (comparing 2021-2022 data to 2020-2021 data): 100% of students showed an increase in Performance on the ELA PSSA from the 2021 - to the 2022 school year.	False
Comparing 2022-2023 data to 2021-2022 data - An overall increase in the number of students who scored above proficiency in Science in grades 4 (increase of 5%) and 8 (increase of 1%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	True
Comparing 2022-2023 data to 2021-2022 data - 6th, 7th and 8th Grade ELA PSSA Performance - The number of students with disabilities who scored Proficient or Advanced in 6th, 7th and 8th grade on the ELA PSSA increased from the 2022 to the 2023 school year. Grade 6 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro: 6 Grade 7 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 6 Grade 8 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 3	True
In the area of Career Standards Benchmark the school has been able to maintain a high percentage of involvement.	False
Students with disabilities are placed in the general education English classroom with the support of a Special Education Teacher.	False
Students with disabilities and EL students were offered accessible activities and presentations in small groups or one on one settings.	False
	False
Students with disabilities are placed in the general education Math classroom with the support of a Special Education Teacher.	False
Career presentations were offered to students with corresponding activities and artifacts were collected.	False
School was able to provide intervention to all students including RTI as well as provide after school tutoring.	False
Teachers received in depth professional development from Mathematics Curriculum Experts in order to better understand content and facilitation of learning.	False
A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	False
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 15% ; Math 1% Grade 7: ELA 17% ; Math 5% Grade 8: ELA 9% ; Math 0% ; SCI 23%	False

Comparing 2022-2023 data to 2021-2022 data - As a CEP school, an overall increase in the number of students who scored above proficiency in ELA in grades 3 (increase of 4%) ,4 (increase of 8%) ,6 (increase of 13%) ,7 (increase of 7%) and 8 (increase of 3%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	True
Students with English Learning are placed in the general education setting with the support of an ESOL Teacher. - perhaps impacting the ELL students in grade 4 ELA - who increased in the proficient/advanced category by 5% from Form A to Form C.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based * - A&S employs a vertically aligned planning structure, ensure that there is a common vision and goal setting procedure for all instructional teams. Instructional coaches work directly with the Chief Academic Officer to establish the collective vision and evidence-based practices, which are then distributed to the Grade Leads for K-8 teams as they support their teachers in daily instruction, assessment, intervention, and re-teach as necessary.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices - Teachers employ both local assessments (Star Early Literacy, Reading, and Math for grades K-2 and LinkIt for grades 3-8) as well as teacher-curated assessments and checks for understanding. Middle school teachers employ project based learning models which afford a variety of modalities for student learning and assessment. All the formative data that teachers collect provides critical insights for continuous improvement of instruction and also informs curricular planning at quarterly and annual levels.	False
Align curricular materials and lesson plans to the PA Standards * - The 4 core curricula at A&S are aligned to the PA standards. All teacher lesson plans follow a backwards planning model, beginning with the mastery of content standards in mind. Because of this, instruction is rigorous and prepares students for success based on the domains and criteria identified by the PA Standards.	False
Identify and address individual student learning needs * - All the formative data that teachers collect provides critical insights for continuous improvement of instruction and also informs curricular planning at quarterly and annual levels. Benchmark tools such as Star and LinkIt provide key insights into students' individual learning needs. These insights allow teachers to tailor their instruction to the specific needs of each student, and guide daily intervention time during each core academic class.	False
Provide frequent, timely, and systematic feedback and support on instructional practices * - A&S employs 5 full time instructional coaches that support teachers in daily instruction, special education, and instructional technology. The observation and feedback structure is normed by all members of the academic team. Teachers are coached and evaluated based on the Danielson Framework, with informal observations and walkthroughs occurring weekly, and formal evaluations occurring twice a year for all teachers.	True
Research based intervention programs have been implemented to address intensive intervention supports.	False

A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	False
The school model poses the students to an additional science class once per week to support the mission of the school.	False
2023 - 2024 Percent of Grade 6 - 8 SPED Students Scoring Pro/Adv: Grade 6: SCI: Grade 8: SCI 23%	False
2023 - 2024 Percent of Grade 6 - 8 ELL Students Scoring Pro/Adv: Grade 6: ELA 15% ; Math 1% Grade 7: ELA 17% ; Math 5% Grade 8: ELA 9% ; Math 0% ; SCI 23%	False
In 4th grade science, there was a 23% increase from form A to form C within our GenEd Subgroup.	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Comparing 2022-2023 data to 2021-2022 data - The performance on the math PSSAs stayed the same or slightly decreased in grades 3 - 8. The difficulty in staffing and teacher retention may have had an impact on this performance.	False
Comparing 2022-2023 data to 2021-2022 data - ELA 5th Grade: the number of students who scored Proficient or Advanced on the ELA PSSAs decreased from 17% to 13% - an overall decrease of 4%.	False
Comparing 2022-2023 data to 2021-2022 data - 3rd, 4th and 5th Grade ELA PSSA Performance of Students with IEPs: The number of IEP students who scored Proficient or Advanced on the 3rd, 4th grade and 5th grade ELA PSSA decreased from the 2022 to the 2023 school year. Grade 3 2022 % of Students who Scored. Adv/Pro: 4 2023 % of Students who Scored Adv/Pro: 3 Grade 4 2022 % of Students who Scored. Adv/Pro: 3 2023 % of Students who Scored Adv/Pro: 0 Grade 5 2022 % of Students who Scored. Adv/Pro: 13 2023 % of Students who Scored Adv/Pro: 5	False
Comparing 2022-2023 data to 2021-2022 data - Math PSSA Performance of ELL students - There was no significant growth in any of the grades for the number of ELL students who scored Proficient or Advanced on the Math PSSAs from the 2022 to the 2023 school year.	False
Comparing 2022-2023 data to 2021-2022 data - 4th and 8th Grade Science PSSA Performance of ELL students - The number of ELL students who scored Proficient or Advanced on the 4th and 8th grade Science PSSA decreased by 18 and 6% from the 2022 to the 2023 school year.	False
Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.	False
Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.	False

Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.	True
Implementing new curriculum and providing effective professional development on the new curriculum could have a positive impact on student performance.	True
An improvement in student attendance may have a positive impact on student performance.	True
Daily student attendance and the transient nature of our enrolled families had an impact on this performance.	False
	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Collectively shape the vision for continuous improvement of teaching and learning	False
	False
Teacher modeling lessons for standards in science, conducted by the Director of Teaching and Learning may have a positive impact on student performance.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Ongoing support for teacher implementation of services	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Overall amount of students scoring Pro/Adv in Math is low. Significant attention must be given to improving the overall performance in math.	True

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Difficulty in staffing and teacher retention has had an impact on this performance. Teacher retention and improvement in teacher attendance may have a positive impact on student performance.		False
Implementing new curriculum and providing effective professional development on the new curriculum could have a positive impact on student performance.		False
Foster a culture of high expectations for success for all students, educators, families, and community members		False
Ongoing support for teacher implementation of services		False
An improvement in student attendance may have a positive impact on student performance.	The Data Team will continue to meet on a regular basis and provide ongoing support to the teachers and staff. The school leadership team will also focus on further developing the teachers, so that data informed decision making becomes a core part of their instructional practices.	True
Overall amount of students scoring Pro/Adv in Math is low. Significant attention must be given to improving the overall performance in math.		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Comparing 2022-2023 data to 2021-2022 data - An overall increase in the number of students who scored above proficiency in Science in grades 4 (increase of 5%) and 8 (increase of 1%) - A&S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.	After a curricular review deemed the current science program insufficient, a new program was purchased. This program has independently reviewed. and meets all standards for adherence to state and next generation science standards.
Comparing 2022-2023 data to 2021-2022 data - 6th, 7th and 8th Grade ELA PSSA Performance - The number of students with disabilities who scored Proficient or Advanced in 6th, 7th and 8th grade on the ELA PSSA increased from the 2022 to the 2023 school year. Grade 6 2022 % of Students who Scored. Adv/Pro: 3 2023	A review of special education student data will continue to be reviewed to determine appropriate levels of support.

<p>% of Students who Scored Adv/Pro: 6 Grade 7 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 6 Grade 8 2022 % of Students who Scored. Adv/Pro: 0 2023 % of Students who Scored Adv/Pro: 3</p>	
<p>Provide frequent, timely, and systematic feedback and support on instructional practices * - A&amp;S employs 5 full time instructional coaches that support teachers in daily instruction, special education, and instructional technology. The observation and feedback structure is normed by all members of the academic team. Teachers are coached and evaluated based on the Danielson Framework, with informal observations and walkthroughs occurring weekly, and formal evaluations occurring twice a year for all teachers.</p>	
<p>Comparing 2022-2023 data to 2021-2022 data - As a CEP school, an overall increase in the number of students who scored above proficiency in ELA in grades 3 (increase of 4%) ,4 (increase of 8%) ,6 (increase of 13%) ,7 (increase of 7%) and 8 (increase of 3%) - A&amp;S's Data Team met biweekly to analyze school-wide benchmark data, providing professional development and supplemental materials that were tailored towards students' specific academic needs in each grade level.</p>	

### Priority Challenges

<p>Analyzing Priority Challenges</p>	<p>Priority Statements</p>
	<p>In addition to weekly attendance meetings, data will be pulled Quarterly to see if attendance is increasing.</p>
	<p>Teacher retention in grades 3-8 math classes is consistent from last year. A revised implementation plan for the new Eureka Math Squared curriculum will give teachers a stronger foundation in teaching mathematics concepts that fall within the scope and sequence of eligible content on the PSSAs.</p>

## Goal Setting

Priority: In addition to weekly attendance meetings, data will be pulled Quarterly to see if attendance is increasing.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
Attendance will increase by 2% by June 30, 2025.	Attendance will increase by 2% by June 30, 2026.	Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
School staff will be trained on the attendance and truancy plan developed by leadership. Utilizing the new attendance monitor system (MBA plugin in SIS) to establish and track attendance thresholds.	We're looking at more students to meet the threshold of attending school 90% or more of the time.	Looking to maintain or increase from the Quarter 2 goal.	Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026

Priority: Teacher retention in grades 3-8 math classes is consistent from last year. A revised implementation plan for the new Eureka Math Squared curriculum will give teachers a stronger foundation in teaching mathematics concepts that fall within the scope and sequence of eligible content on the PSSAs.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Through increased comprehensive support and implementation of math curricula (Eureka Math Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 6%.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Proficiency			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
Through increased comprehensive support and implementation of math curricula (Eureka Math	Through increased comprehensive support and implementation of math curricula (Eureka Math	Through increased comprehensive support and implementation of math curricula (Eureka Math	

Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 2%.	Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 4%.	Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 6%.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Use Link It Benchmark progress to track proficiency percentages.	Use Link It Benchmark progress to track proficiency percentages.	Use Link It Benchmark progress to track proficiency percentages.	Through increased comprehensive support and implementation of math curricula (Eureka Math Squared) the number of students scoring proficient and advanced on the PSSAs will increase by 2%.

## Action Plan

### Measurable Goals

Attendance	Math Proficiency
------------	------------------

### Action Plan For: Student Attendance

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026</li> </ul>

Action Step		Anticipated Start/Completion Date	
Create and implement attendance tracker and truancy plan to analyze Attendance Behavior and Course grades to review the chronic absenteeism and attendance for 90% of the time.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Menschner	Attendance MBA plugin	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Complete SAIP's and work for families to figure out the barriers for attendance		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Matthew Menschner	Referral and truancy plans	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance will increase by 2%.	In addition to weekly attendance meetings, data will be pulled Quarterly to see if attendance is increasing. If it is not a revision will be made to the plan.

### Action Plan For: Math

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026</li> </ul>

Action Step	Anticipated Start/Completion Date
-------------	-----------------------------------

Establish Math data teams to analyze data at the individual student level to determine tiered intervention groups and services provided during small group instruction. Local assessment data via LinkIt! benchmarks will be used as part of the needs assessment.		2024-07-01	2025-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Matthew Menschner	Local assessment data via LinkIt! benchmarks will be used as part of the needs assessment.	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase by 4%	LinkIt! benchmarks

### Action Plan For: Math

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		
Implementation of daily tiered intervention math support	2024-07-01	2025-06-30	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Matthew Menschner	Benchmarks, OPS, intervention data	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase by 4%	LinkIt! benchmarks

### Action Plan For: Math

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Attendance will increase by 2% every school year. to increase by 6% from the current baseline by June 30, 2026</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
--------------------	--

The school-based Data Team uses local assessment data to determine priority content standards for “Bubble” or high-performing basic students. Using PSSA Coach and Coach Digital resources, modules are tailored to the priority standards for high leverage interventions.		2024-07-01	2025-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Matthew Menschner	Benchmarks, OPS, intervention data	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increase by 4%	LinkIt! benchmarks

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

<b>eGgrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>• Student Attendance</li></ul>	Instructional Assistants, Coaches, and RTI Teachers	618008
Instruction	<ul style="list-style-type: none"><li>• Student Attendance</li></ul>	Homeless supplies	3000
Other Expenditures	<ul style="list-style-type: none"><li>• Student Attendance</li></ul>	Counselors	122906
Other Expenditures	<ul style="list-style-type: none"><li>• Student Attendance</li></ul>	Parent engagement / stipends	3900
Other Expenditures	<ul style="list-style-type: none"><li>• Student Attendance</li></ul>	parent engagement supplies and software	9000
Instruction	<ul style="list-style-type: none"><li>• Student Attendance</li></ul>	Instructional Assistants, Coaches, and RTI Teachers	223762
Other Expenditures	<ul style="list-style-type: none"><li>• Student Attendance</li></ul>	Homeless Transportation	500

Other Expenditures	<ul style="list-style-type: none"><li>• Student Attendance</li></ul>	Foster Transportation	500
Total Expenditures			981576

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Student Attendance	Create and implement attendance tracker and truancy plan to analyze Attendance Behavior and Course grades to review the chronic absenteeism and attendance for 90% of the time.
Student Attendance	Complete SAIP's and work for families to figure out the barriers for attendance

### Attendance & Truancy Professional Development

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Create and implement attendance tracker and truancy plan to analyze Attendance Behavior and Course grades to review the chronic absenteeism and attendance for 90% of the time.</li> </ul>		
<b>Audience</b>		
All School Staff members		
<b>Topics to be Included</b>		
-Attendance policy -SAIP -Supports		
<b>Evidence of Learning</b>		
Attendance will increase during the school year.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Matthew Menschner	2024-08-27	2025-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	2-3 times per quarter
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



## Communications Activities

Weekly Attendance Reports					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers/Staff	Number of students absent by homeroom Communications logged in PowerSchool	Matthew Menschner	08/27/2024	06/30/2025
Communications					
Type of Communication			Frequency		
Presentation			2-3 times per quarter		

## Approvals & Signatures

<b>Uploaded Files</b>
<ul style="list-style-type: none"><li>A&amp;S_1_affirmation_statement_compschool (17).pdf</li></ul>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>

## **THE PHILADELPHIA CS FOR ARTS AND SCIENCES AT HR EDMUNDS**

1197 Haworth Street

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

---

### **ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)**

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

## ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

---

1. Identify your school entity type from the drop-down list:

Charter School

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	286
3 - 5	Yes	321
6 - 8	Yes	326
9 - 12	No	0
		Total 933

**Chapter 4****Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

PA-Core English Language Arts

K-2, 3-5, 6-8

K-2, 3-5, 6-8

PA-Core Mathematics

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Science and Technology

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Environment and Ecology

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Civics and Government

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Economics

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Geography

K-2, 3-5, 6-8

K-2, 3-5, 6-8

History

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Arts and Humanities

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Health, Safety, and Physical Education

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Family and Consumer Sciences

K-2, 3-5, 6-8

K-2, 3-5, 6-8

Reading and Writing for Science and Technical Subjects

6-8

6-8

Reading and Writing for History and Social Studies

6-8

6-8

Career Education and Work

K-2, 3-5, 6-8

K-2, 3-5, 6-8

## ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

- |   |     |
|---|-----|
| 1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards  | Yes |
| 2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards  | Yes |
| 3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards  | Yes |
| 4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards | No  |

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

N/A

- |   |     |
|---|-----|
| 5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards | Yes |
|---|-----|

Elementary Grade Level content does not apply.

Secondary Grade Level content does not apply.

**6. Describe your LEA’s cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.**

The cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum typically involves several stages and personnel lasting/duration approximately 1-2 months every 5 years (or as needed based on legislative changes, new standards, or performance data). Personnel involved includes CEO, Director of Teaching and Learning, Director of Innovation, School Principals, Chief Academic Officers, Content Department Heads, and a Curriculum Committees (consisting of teachers from various grade levels) The cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum typically involves several stages and personnel lasting/duration approximately 1 to 2 months each year. Director of Teaching and Learning, Director of Innovation, School Principals, Chief Academic Officers, Content Department Heads, and a Curriculum Committees (consisting of teachers from various grade levels) review the alignment of the curriculum to the standards and make written curriculum changes as needed. The committee is formed and a detailed timeline and action plan is developed for the review process each summer. The gap analysis to compare the current curriculum with PA Academic Standards is conducted. These standards are changed in our standards based grading system. The committee collects and analyzes data on student performance, teacher feedback, and other relevant information related to identifying strengths and weaknesses in the current curriculum. Plans are made to develop new curriculum documents or revisions to align with standards. Feedback from teachers and subject matter experts (outside consultants

depending on the subject area and year) is incorporated into this review to ensure the curriculum is comprehensive and includes necessary resources and assessments. Instructional practices and assessment strategies are examined. This is the focus of this Comprehensive Cycle. A pilot period and professional development process plan is implemented to collect feedback from teachers, students, and parents. Training and support to teachers on the new curriculum is provided on instructional changes through professional development workshops, seminars, and in-service days. Instructional coaches and professional learning communities are utilized for continual A Pilot Testing and Feedback Timeline: Duration: 2-3 months Personnel Involved: Selected Teachers (for piloting) Curriculum Director Students Parents (feedback collection) Process: Implement the revised curriculum in select classrooms. Collect feedback from teachers, students, and parents. Make necessary adjustments based on feedback and observed outcomes. 5. Professional Development Timeline: Duration: Ongoing, with intensive sessions before full implementation Personnel Involved: Teachers Instructional Coaches Curriculum Director External Trainers (if needed) Process: Provide training and support to teachers on the new curriculum. Conduct workshops, seminars, and in-service training sessions. Offer ongoing support through instructional coaches and professional learning communities. 6. Full Implementation Timeline: Duration: Full academic year (initial phase), ongoing adjustments Personnel Involved: All Teachers School Principals Curriculum Director Process: Roll out the new curriculum across all relevant grade levels and subjects. Monitor the implementation process and provide support as needed. Collect data on student performance and teacher feedback to ensure effective implementation. 7. Evaluation and Continuous Improvement Timeline: Duration: Ongoing, with formal evaluations annually Personnel Involved: Curriculum Director School Principals Teachers Data Analysts Process: Regularly assess the effectiveness of the curriculum through student performance data, teacher feedback, and other metrics. Make ongoing adjustments and improvements based on evaluation results. Ensure the curriculum remains aligned with the PA Academic Standards and meets the needs of all students. Summary This cyclical process ensures that the curriculum remains current, effective, and aligned with the PA Academic Standards, thereby supporting continuous improvement in student learning outcomes. The involvement of various stakeholders at each stage ensures a comprehensive and collaborative approach to curriculum development and evaluation.

**7. List resources, supports or models that are used in developing and aligning curriculum.**

Evaluation teacher data teacher observations Increase supplementing curriculum Refreshing the opportunities and provide the curriculum Resources and hands on manipulations increase Physical representation toward alternative assessment Alternative assessments, inquiry based instruction, focus on the mission and vision Demonstrate learning in alternative ways Supplemental Materials Annual Needs Assessment Coaching Professional Learning Communities

**8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.**

A robust curricular review and acquisition process, in compliance with annual budgeting practices All teachers are provided with quarterly and yearly training Instructional Coaches help teachers access the materials The Systems Administrator makes sure that all teachers have access to the digital components

Planned instruction consists of at least the following elements: (Chapter 4.12)

- |  |     |
|--|-----|
| <b>9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.</b>  | Yes |
| <b>10. Essential content is developed from PA Core/Academic Content Standards.</b>   | Yes |
| <b>11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.</b>                           | Yes |
| <b>12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.</b> | Yes |
| <b>13. Courses and units of study are developed from measurable outcomes and/or objectives.</b>  | Yes |
| <b>14. Course objectives to be achieved by all students are identified.</b>  | Yes |
| <b>15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.</b>          | Yes |

**16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)**

1. Needs Assessment and Data Analysis Conduct a comprehensive needs assessment using student performance data, teacher feedback, and stakeholder input. Identify specific areas within each content area that require revision or enhancement. Prioritize content areas based on identified needs and resource availability. 2. Review of Current Curriculum and Alignment with Standards Conduct a thorough review of the current curriculum in each content area. Compare the existing curriculum with the PA Academic Standards to identify gaps and areas of misalignment. Gather input from teachers regarding the strengths and weaknesses of the current curriculum. 3. Development of Revised Curriculum and Standard Implementation Draft revised curriculum documents, ensuring alignment with PA Academic Standards. Integrate new instructional strategies, resources, and assessments. Ensure the curriculum is inclusive and addresses the diverse needs of all students. 4. Professional Development and Training Develop and deliver professional development programs to train teachers on the revised curriculum. Conduct workshops, seminars, and in-service training sessions focused on new instructional strategies and resources. Provide ongoing support through instructional coaches and professional learning communities. 5. Monitoring Continuous on-going monitoring of teachers and staff toward implementation of localized curriculum across all relevant grade levels and content areas. Monitor the implementation process through classroom observations, teacher feedback, and student performance data. Provide continuous support to teachers to ensure effective implementation. 6. Evaluation and Continuous

Improvement Regularly assess the effectiveness of the revised curriculum using multiple data sources. Make ongoing adjustments and improvements based on evaluation results. Ensure the curriculum remains current, relevant, and aligned with the PA Academic Standards.

**Based on the responses above, would written curriculum be a priority in your comprehensive plan?** Yes

**Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?** Yes

## ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

## ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment		Type of Assessment			
STAR Reading & Math Assessment		Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times annually	Yes	No	No	No	
Assessment		Type of Assessment			
LINKIT ELA and Math		Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12	
3 times annually	No	Yes	Yes	No	
Assessment		Type of Assessment			
F&P Testing		Benchmark			
Frequency or Date Given	K-2	3-5	6-8	9-12	
Quarterly	Yes	Yes	No	No	

Assessment  
ACCESS Test

Type of Assessment  
Diagnostic

Frequency or Date Given  
Annually

K-2  
Yes

3-5  
Yes

6-8  
Yes

9-12  
No

Assessment  
AIMSWEB

Type of Assessment  
Benchmark

Frequency or Date Given  
3 times annually

K-2  
Yes

3-5  
Yes

6-8  
Yes

9-12  
No

## ASSESSMENT (CONTINUED)

### EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

---

#### **Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?**

At the start of the school year, we begin by administering diagnostic assessments. These tests help us gauge each student's strengths and areas for improvement. As the year progresses, we conduct periodic benchmark assessments, allowing us to track student growth over time. We also utilize standardized assessments to understand how our students are performing relative to established norms. Once collected, this data is disaggregated by various factors such as demographics, performance levels, and specific skill areas. This disaggregation helps us identify trends, spot achievement gaps, and understand the unique needs of different student groups. The insights gained from our data analysis are then used to inform and adapt classroom instruction. For instance, if we notice that a particular group of students is struggling with a specific concept, we can modify our lesson plans to re-teach that concept in a different way. Additionally, we use the data to identify students who are excelling and may benefit from more advanced material, ensuring that all students are both supported and challenged. Based on the assessment data, we organize students into flexible groups. These groups are designed to be fluid, allowing for students to move in and out as their understanding of the material evolves. This approach ensures that instruction is differentiated, meeting students where they are in their learning journey. For students who need additional support, we implement a tiered system of interventions. Tier 1 includes whole-class instruction tailored to the general needs of the class. Tier 2 involves small group interventions for students who need extra help, and Tier 3 offers one-on-one support, pull-out, for those with significant learning gaps. Progress in these groups is closely monitored, and instruction is adjusted as needed to ensure all We pay particular attention to what we call "power standards"—the most critical skills and concepts within each grade level. By focusing our instruction on these key areas, we ensure that students are mastering the foundational knowledge they need to succeed in future grades. Our continuous analysis of assessment data also allows us to identify broader instructional trends within the school. For example, if we see a pattern where many students across different classrooms are struggling with a particular concept, we address this by providing additional professional

development for teachers or To further refine our approach, we conduct regular needs assessments. These assessments help us identify gaps in our resources or areas where teachers may need additional support. By aligning our resources with the needs identified through data analysis, we can more effectively support both students and teachers. Throughout the year, we maintain a feedback loop where teachers regularly meet to discuss assessment data, share instructional strategies, and review student progress. This ongoing dialogue ensures that we are continually refining our approach, making data-driven decisions that enhance the effectiveness of our instruction. At the end of each academic term, we review the overall impact of our instructional strategies and interventions. This reflection allows us to adjust our approach for the following term, ensuring that we are always moving toward our goal of providing the best possible education for our students. In essence, assessment data is not just a tool for measuring student performance; it is the foundation upon which we build and refine our instructional practices, ensuring that every student has the opportunity to succeed.

---

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? Yes

## **SIGNATURE AND QUALITY ASSURANCE**

### **EDUCATION AREAS OF CERTIFICATION**

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Judith Taggart  
Chief School Administrator

08/08/2024  
Date





## Profile

<b>LEA Type</b>		AUN
Philadelphia Charter School for Arts & Sciences at HR Edmunds		126515691
<b>Address 1</b>		
1197 Haworth Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19124
<b>Chief School Administrator</b>		
Judith Taggart		
<b>Chief School Administrator Email</b>		
jtaggart@stringtheoryschools.org		
<b>Single Point of Contact Name</b>		
Judith Taggart		
<b>Single Point of Contact Email</b>		
jtaggart@stringtheoryschools.org		
<b>Single Point of Contact Phone</b>		<b>Single Point of Contact Extension</b>
2155372520		

## Gifted Education Plan Assurance

1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

N/A

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

N/A

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

N/A

4. Describe the gifted programs\* that are offered to provide opportunities for acceleration, enrichment, or both. \*The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration - which ones are offered in the district and at which grade spans are they offered).

N/A

5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

N/A

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

N/A

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

N/A

Training for general education teachers	0
---	---

<b>Staff costs</b>	<b>0</b>
<b>Training for gifted support staff</b>	<b>0</b>
<b>Materials used for project-based learning</b>	<b>0</b>
<b>Transportation</b>	<b>0</b>
<b>Field Trips</b>	<b>0</b>

Signatures and Quality Assurance

<b>Chief School Administrator</b>	<b>Date</b>
Judith Taggart	2024-07-15

**THE PHILADELPHIA CS FOR ARTS AND SCIENCES AT HR EDMUNDS**

1197 Haworth Street

Student Services Assurances (Chapter 12) | 2024 - 2027

---

## **STUDENT SERVICES ASSURANCES (CHAPTER 12)**

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

## PROFILE AND PLAN ESSENTIALS

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

Judith Taggart  
jtaggart@stringtheoryschools.org  
2155372520 Ext.

Judith Taggart  
jtaggart@stringtheoryschools.org

## STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § <a href="#">13-1303-AI</a> )	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	No

**Safe Schools Programs, Strategies and Actions****In Compliance? Yes or No**

Peer Helper Programs

No

Safety and Violence Prevention Program

No

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of the School Code](#) )

No

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

Yes

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

No

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with <a href="#">§ 12.41(a)</a> )	No
Free Education and Attendance (in compliance with <a href="#">§ 12.1</a> )	No
School Rules (in compliance with <a href="#">§ 12.3</a> )	No
Collection, maintenance and dissemination of student records (in compliance <a href="#">§ 12.31(a)</a> and <a href="#">§ 12.32</a> )	No
Discrimination (in compliance with <a href="#">§ 12.4</a> )	No
Corporal Punishment (in compliance with <a href="#">§ 12.5</a> )	No
Exclusion from School, Classes, Hearings (in compliance with <a href="#">§ 12.6</a> , <a href="#">§ 12.7</a> , <a href="#">§ 12.8</a> )	No
Freedom of Expression (in compliance with <a href="#">§ 12.9</a> )	No
Confidential Communications (in compliance with <a href="#">§ 12.12</a> )	No
Searches (in compliance with <a href="#">§ 12.14</a> )	No
In accordance with 22 Pa. Code 12.41(a) has a plan that includes policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device, and Cosmetic Act (35 P.S. 780-101-780-144). <a href="#">§ 780-101—780-144</a> )	No

**Other Chapter 12 Requirements****In Compliance? Yes or No**

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) ) and in compliance with [§ 12.41\(d\)](#) )

No

Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#) )

No

Development and Implementation of Local Wellness Program (in compliance with 42 USCS [§1758b](#) )

No

Establishment and Implementation of Student Assistance Programs at all of levels of the school system ([§12.42](#) )

No

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

No

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Judith Taggart  
Superintendent/CEO Electronic Signature

07/15/2024  
Date

**The Philadelphia CS for Arts and Sciences at HR Edmunds**

Induction Plan (Chapter 49) | 2024 - 2027

## Profile

<b>LEA Type</b>		AUN
Philadelphia Charter School for Arts & Sciences at HR Edmunds		126515691
<b>Address 1</b>		
1197 Haworth Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	PA	19124
<b>Chief School Administrator</b>		
Judith Taggart		
<b>Chief School Administrator Email</b>		
jtaggart@stringtheoryschools.org		
<b>Educator Induction Plan Coordinator Name</b>		
Judith Taggart		
<b>Educator Induction Plan Coordinator Name Email</b>		
jtaggart@stringtheoryschools.org		
<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
2155372520		

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Judith Taggart	CEO	Administrator	Administration Personnel
Matthew Menschner	Principal	Administrator	Administration Personnel
Nancy Malone	Coach	Administrator	Administration Personnel
Tiffany Breen	Teacher	Teacher	Teacher

## Educator Induction Plan

Will 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 be identified and provided a 2-year induction experience beginning in the 2024-25 SY? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(22 Pa Code, 49.16 )</a>	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 for the duration of the induction program? <a href="#">(22 Pa Code, 49.16 )</a>	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? <a href="#">(24 P.S. § 11-1138.8 (c)(3)</a> and <a href="#">22 Pa Code, 49.16 )</a>	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes
Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?	No
List the Pre-K Counts Program and address	

## Mentors

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	No
<b>Other</b>	

**Please explain the LEA’s process for ensuring their mentors have the above selected characteristics.**

Mentor Roles and Responsibilities The following outlines the mentor responsibilities for the first year of STS Induction: Attend Mentor Orientation in August/September Copy of 2023-2024 STS Orientation Guide Sign-In for Orientation is at the end of this document Discuss NEEDS ASSESSMENT with your inductee at your first meeting The inductee must submit the “needs assessment” via the Induction Registration Google Form (HERE) by Sept 15th Click this link to access an editable copy: APPENDIX A: INDUCTEE NEEDS ASSESSMENT Guide the inductee through the first year through regular support and communication Coordinate Quarterly Competencies Review & Goal Setting Sessions (HERE) with inductees and maintain the Quarterly Competencies Review & Goal Setting form on the evidence and artifacts of induction competencies. Guide the inductee in setting quarterly goals related to the Orientation and Induction competencies Respond to quarterly surveys Monitor the inductee in the organization and record maintenance of evidence and artifacts Complete all requested mentor/inductee documentation Assess and coach inductees to achieve proficiency on induction competencies Address organizational/management topics (i.e. attendance, guidance procedures, etc.) Visit the classroom of the inductee and engage in professional conversations about instructional strategies and professional practice. Provide instructional support (see below for outline) by, but not limited to, the following: Provide regular opportunities for inductee to observe mentor teaching, Refine teaching strategies and learning activities, Participate in reflective thinking practices with inductee, and Address issues of classroom management and provide strategies and techniques, Guide inductee toward effective communication with school personnel, families, and parents Provide professional support on school policies and procedures, including teacher evaluations Serve as a resource for inductees by providing opportunity and support in various professional settings Assist inductee in completion and submission of year one competency-based portfolio Mentor Outline (taken from PDE: Educator Induction Plan Guidelines) Instructional support such as: Classroom management Standards-based instructional planning and implementation Standards-aligned teaching strategies Differentiated instruction and supports for struggling students Observations and conferencing with inductee Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs Data-informed decision-making Professional support such as: Information about school policies and procedures Student formative and summative assessments and evaluation Educator Effectiveness in accordance with Act 13 of 2020 and 22 Pa. Code § 19.1a Information about quality

professional development opportunities Back to School Night, Parent/Teacher Conferences, and any other open-house procedures Personal support such as: Introductions to other faculty and administrators Personal encouragement within the context of a confidential relationship Liaison to referral to other key people and resources Principals, Chief Academic Officers, and/or Assistant Principals: Roles and Responsibilities The following outlines the responsibilities of the administrators at each campus: Meet with inductees no less than once per month, as an addition to school-wide meetings and regularly scheduled professional development sessions, as check-in to answer any inductee questions and clarify expectations related to the following topics (but not limited to): Progress reports and Report Cards Evaluations Professional development opportunities Curriculum or other programmatic issues Establish and model a school culture? that is built on collaboration among mentors and inductees Ensure safe and positive working environments for inductees that promote a successful first year Encourage a Culture of Observation of exemplary teachers across the district Provide support by listening to new teacher ideas regarding school policy, scheduling, personnel, student concerns, and curriculum issues Monitor and assess Quarterly Check-Ins between mentors and inductees while respecting a mentor/inductee confidentiality agreement Facilitate with unbiased support any mentor/inductee relationships issues. ?If an unresolvable issue arises between the mentor and inductee, the mentor or the inductee will contact a building administrator to reach a resolution.

Qualifications/Requirements for Induction Mentor It is recommended that the mentor have the following qualifications: b. Outstanding work performance c. Models continuous learning and reflection d. Knowledge of district/school policies, procedures, and resources e. Ability to work with students and adults f. Willingness to accept additional responsibility g. Mentor training or previous experience h. Compatible schedules so the mentor and inductee can meet regularly i. Training in use and application of the Standards Aligned System j. Understanding the levels of Bloom's Taxonomy and Webb's Depth of Knowledge k. Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks l. Differentiated learning that supports higher order thinking skills and the development of metacognitive skills m. Developing assessments that are based on standards and eligible content n. Data analysis training (e.g., Pennsylvania Value Added Assessment System (PVAAS) Mentors are assigned by the building (site) induction committee. Consult your building administrator for more information about induction mentoring. Compensation Mentors working with induction inductees for a stipend of \$500.00 per year, distributed in 2 payments (fall and spring).

## Needs Assessment

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	No
<b>Other</b>	

**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**

**Introduction** The String Theory Schools New Teacher Induction Program supports new teachers during their first two years at String Theory Schools in meeting orientation requirements and induction competencies to 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. For 2023-2029 STS Induction Program Plan, there are two pathways to induction: Pathway 1: "ION" - Beginning/Novice Teachers, Councilors, and Psychologists. This includes all long term substitutes or temporary personnel (regardless of years of experience) as per 22 Pa. Code 49.16 from PDE Pathway 2: "Particle" - Advanced Teachers, Councilors, and Psychologists. Level 2 certifications The purpose of ION is to provide beginning teachers with a two (2) year induction program The purpose of Particle is to orient new-to-STs teachers, councilors, and psychologists, regardless of years of experience or certification level, to the teaching and learning philosophy of STS through our Design Elements. It is up to your school leadership to determine which pathway you enter. Please reach out to your building administrator if you have any questions or concerns regarding your placement. **Goals** The overarching goal of the STS Induction program (adapted from the Pennsylvania Department of Education) is to provide support for new educators to ensure an orderly and successful experience during the two years of employment. There are four goals of the STS Induction: a. To provide new educators with an overview of professional practice within the context of the teaching; b. To provide new educators with basic information, knowledge, and skills c. To provide specific training in standards-based educational practices, competency-based education, data informed decision making, curriculum and lesson planning, teaching strategies,

learning activities, classroom management, and professional etiquette. e. To provide experience, opportunity, and professional insight for reflecting on and analyzing one's teaching with coaching from mentor teachers

2023-2024 STS Induction Registration form Please register for Induction using the Google Form found [HERE](#) Form is DUE: SEPT 15th

Induction Competencies In order to successfully complete the STS Induction program, evidence of mastering the following competencies must be achieved throughout year one: New teachers will implement classroom routines and procedures to maximize student learning and improve effective use of instructional time. New teachers will use effective strategies to know their students and their needs well, and respond with empathy, equity, and consistency. New teachers will engage in reflective practice in a culture of honest feedback with an emphasis on growth for themselves and their students. New teachers will employ best practices in culture building and de-escalation techniques to ensure positive relationships with students and colleagues. New teachers will learn the strengths and challenges of our school's families and community, and work hard to meet their needs and champion their goals. New teachers will employ standards-aligned, rigorous assessment systems to provide useful and authentic feedback to students, their families, and future educational environments. New teachers design instruction that leverages rigorous, standards-aligned content and active pedagogy informed by String Theory Schools Design Elements. New teachers plan inclusive instruction with IEP goals, 504 goals, ELL goals, and dynamic student strengths and needs in mind so all students can succeed. New teachers will analyze and use multiple data sources to design, adapt, and assess teaching and learning in real time. New teachers will learn structures, techniques, and pedagogy that engage students through inquiry. An evidence-based portfolio with two artifacts for each competency above is created and submitted to the induction committee for review at the end of year one and again at the end of year two. \*\*\*See below for more information regarding the portfolio submission.

Professional Learning In the first year of induction, new teachers (inductees) will engage in the following: Professional development specifically designed for teachers in their first year New Teacher Orientation week August 21, 2023 to August 23, 2023 Location and details for New Teacher Orientation Week PD's are organized by building administrators and are specific to each site STS Orientation and Induction Kick-Off Orientation: 9am-11am August 24, 2023 Copy of 2023-2024 STS Orientation Guide Sign In Is at the End of this Document Induction Kick Off: 12pm - 2pm August 24, 2023 Sign in is synonymous with registration: Please complete sign-in for induction by Sept 15: [HERE](#) Orientation and Induction 2023-2024 Wrap-Up Session June 10, 2024 Meet regularly with your mentor for coaching and collaboration towards proficiency on induction competencies and any specific individual needs. Schedule and attend "Quarterly Competencies Review & Goal Setting" sessions with mentor as formal checkpoints of the induction process by reviewing quarterly goals related to the induction competencies, collecting and maintaining artifacts and evidence of completion for induction competencies, and creating next steps with new goals towards demonstrating evidence of induction competencies. Participate in all required ION Sessions (\*\*\*see below for more information\*\*\*) ION: Waiver Form Click the link above to obtain a waiver Participate in 12 hours of building-level professional development aligned to Induction competencies. A post-session reflection should occur between inductee and mentor. Keep track of your sessions and submit with your portfolio. Gather artifacts and design a digital portfolio no that demonstrates all ten induction competencies (at least two artifacts per competency) Submit all Appendix documents found at the end of this document Write a narrative reflection of at least 750 words on your induction learning experience Create a calendar of induction events that shows required learning hours (30 hours of portfolio preparation and induction related events across the first year of the induction term). Certified administrators conduct evaluations for all inductees at least twice annually. In the first year of induction, mentors will regularly support the inductee in their own classroom by providing insight and feedback to support their development. The mentor and inductee should plan these visits during times that they collaborate on active teaching and learning. After the visits, the mentor and inductee will engage in professional dialogue about what they saw. These classroom visits are not supervisory in nature. 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. STS Induction is overseen by the Director of Teaching and Learning. 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. Participation and Completion Every professional employee who is teaching in the String Theory School System for the first time must complete two full years 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 they 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 second 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.

**ION Pathway: 2023-2024 Competency Review Timeline**

**Complete NEEDS ASSESSMENT (see below):** Sept 15th 2023 Quarterly Competency Review and Goal Setting (1) (see below): BEFORE November 10th Quarterly Competency Review and Goal Setting(2) (see below): BEFORE January 26th Quarterly Competency Review and Goal Setting (3) (see below): BEFORE March 22th Quarterly Competency Review and Goal Setting (4) (see below): BEFORE June 7th Attend Orientation and Induction 2023-2024 Wrap-Up Session - June 10th

**ION Sessions 2023-2024** Inductees are required to attend all ION Sessions toward a successful completion of STS Induction. In the case that an alternative professional development opportunity is made available, or a professional development mandated by your building administrator occurs at the same time as an ION Session, you must complete this form and submit in the Reflection Survey for the specific ION: Session. You must also provide a copy of this waiver as evidence in your Induction Portfolio due at the end of your first year of Induction. You are required to use this waiver only when an alternative professional development option is available and mutually agreed upon by your administrator. The form must be signed by you and your administrator to receive credit for missing an ION Session

**ION: Waiver Form** Professional development opportunities for the ION Pathway are listed below. A majority of the professional developments are delivered by professionals at each campus and coordinated and planned by the STS Induction community, collectively.

**ION Timeline**

By Sept 19th: Complete the Registration Link for the The CR-SE Competencies training

ON Sept 26th: Attend the The CR-SE Competencies virtual training

By Oct 15: Submit the ION Session Completion Form - Introduction to SAS after reviewing the SAS website with your mentor. \*\*\*Some campuses are incorporating this session into PD and PLC designated times. Please consult your administrator.

By Oct 30: Submit the ION Session Completion Form: Professional Ethics Program Framework Guidelines (Chapter 49) after reviewing the String Theory Handbook, Municode, and PA Code of Ethics with your mentor. \*\*\*Some campuses are incorporating this session into PD and PLC designated times. Please consult your administrator

By Nov 17: DOMAIN 2 Complete Frontline Modules 2a, 2b, 2c, 2d, 2e OR complete Teacher Effectiveness Surveys 2a, 2b, 2c, 2d, 2e

By Nov 30: DOMAIN 1 Complete Frontline Modules 1a, 1b, 1c, 1d, 1e, 1f OR complete Teacher Effectiveness Surveys 1a, 1b, 1c, 1d, 1e, 1f

By Jan 2: DOMAIN 3 Complete Frontline Modules 3a, 3b, 3c, 3d OR complete Teacher Effectiveness Surveys 3a, 3b, 3c, 3d

By June 10th: DOMAIN 4: Complete Teacher Effectiveness Surveys 4a, 4b, 4c, 4d, 4e, 4f

ON June 10th: Attend Induction Wrap-Up Session: Induction Wrap Up Session Registration - June 10th

By Aug 30th Submit your year one portfolio



## Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

String Theory Schools Induction Manual.pdf

## Code of Professional Practice and Conduct for Educators

### Selected Observation and Practice Framework(s):

2e: Organizing Physical Space

3b: Using Questioning and Discussion Techniques

2b: Establishing a Culture for Learning

### Timeline

Year 1 Fall

## Assessments and Progress Monitoring

### Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

3d: Using Assessment in Instruction

3b: Using Questioning and Discussion Techniques

### Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

## Instructional Practices

### **Selected Observation and Practice Framework(s):**

2c: Managing Classroom Procedures

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

## Safe and Supportive Schools

### **Selected Observation and Practice Framework(s):**

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

4f: Showing Professionalism

### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

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

### Standards/Curriculum

#### **Selected Observation and Practice Framework(s):**

1c: Setting Instructional Outcomes  
3a: Communicating with Students  
4a: Reflecting on Teaching  
1a: Demonstrating Knowledge of Content and Pedagogy

#### **Timeline**

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

### Technology Instruction

#### **Selected Observation and Practice Framework(s):**

4b: Maintaining Accurate Records  
1d: Demonstrating Knowledge of Resources  
3c: Engaging Students in Learning

**Timeline**

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

**Progress Reports and Parent-Teacher Conferencing****Selected Observation and Practice Framework(s):**

4f: Showing Professionalism  
4a: Reflecting on Teaching  
4b: Maintaining Accurate Records

**Timeline**

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

**Accommodations and Adaptations for diverse learners****Selected Observation and Practice Framework(s):**

1b: Demonstrating Knowledge of Students

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 3d: Using Assessment in Instruction

**Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring
- Year 2 Summer

[Data informed decision making](#)

**Selected Observation and Practice Framework(s):**

- 4c: Communicating with Families
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction
- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 1f: Designing Student Assessments
- 3a: Communicating with Students

**Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

Year 2 Summer

### Materials and Resources for Instruction

#### **Selected Observation and Practice Framework(s):**

- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources
- 1c: Setting Instructional Outcomes

#### **Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring
- Year 2 Summer

### Classroom and student management

#### **Selected Observation and Practice Framework(s):**

- 2d: Managing Student Behavior
- 2c: Managing Classroom Procedures

#### **Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 1 Summer

Year 2 Fall  
Year 2 Winter  
Year 2 Spring  
Year 2 Summer

### Parental and/or community involvement

#### **Selected Observation and Practice Framework(s):**

4c: Communicating with Families

4d: Participating in a Professional Community

#### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

### Professional Ethics Program Framework Guidelines

#### **Selected Observation and Practice Framework(s):**

4d: Participating in a Professional Community

4f: Showing Professionalism

4c: Communicating with Families

4e: Growing and Developing Professionally

#### **Timeline**

Year 1 Fall

Year 1 Winter

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

### Culturally Relevant and Sustaining Education Program Framework Guidelines

#### **Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport  
4f: Showing Professionalism  
2d: Managing Student Behavior

#### **Timeline**

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

### Educator Effectiveness

#### **Selected Observation and Practice Framework(s):**

4a: Reflecting on Teaching  
3d: Using Assessment in Instruction

**Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

## Evaluation and Monitoring

### Evaluation and Monitoring

APPENDIX B STRING THEORY SCHOOLS INDUCTION PROGRAM PROGRAM EVALUATION - INDUCTEE FORM ELECTRONIC VERSION:

<https://forms.gle/zCQeQv3ap1GRkFP7A> Complete by June 10th 2025 1. Did the Induction Program provide the support you needed to make the transition to a professional staff position in the String Theory Schools? Please give some details. 2. What additions would you suggest to make the program stronger? 3. What else would improve the experience? 4. To what extent were the following competencies effectively addressed by the program? Addressed with Quality Addressed Touched on Not addressed N/A 1. New teachers will implement classroom routines and procedures to maximize student learning and effective use of instructional time. 2. New teachers will use effective strategies to know their students and their needs well and respond with empathy, equity, and consistency. 3. New teachers will engage in reflective practice in culture of honest feedback with an emphasis on growth for themselves and their students. 4. New teachers will employ best practices in culture building and de-escalation techniques to ensure positive relationships with students and colleagues. 5. New teachers will learn the strengths and challenges of our school's families and community and work hard to meet their needs and champion their goals. 6. New teachers will employ standards-aligned, rigorous assessment systems to provide useful and authentic feedback to students, their families, and future educational environments. 7. New teachers design instruction that leverages rigorous, standards-aligned content and active pedagogy informed by String Theory Schools Design Elements. 8. New teachers plan inclusive instruction with IEP goals, 504 goals, ELL goals, and dynamic student strengths and needs in mind so all students can succeed. 9. New teachers will analyze and use multiple data sources to design, adapt, and assess teaching and learning in real time. 10. New teachers will learn structures, techniques, and pedagogy that engage students through inquiry.

Recommendations Based on this evaluation:

---

---

---

\_\_\_\_\_  
Signature of Inductee

Date APPENDIX C STRING THEORY SCHOOLS INDUCTION PROGRAM PROGRAM EVALUATION – MENTOR TEACHER FORM

ELECTRONIC VERSION: <https://forms.gle/zCQeQv3ap1GRkFP7A> Complete by June 10th 2025 1. Do you feel that this program provided adequate support to the inductee? Explain. 2. What would you suggest the district add to the program to help a new staff person? 3. What would you suggest the district drop from the program because they are of little or no value to new staff members? To what extent were the following competencies effectively addressed by the program? Addressed with Quality Addressed Touched on Not addressed N/A 1. New teachers will implement classroom routines and procedures to maximize student learning and effective use of instructional time. 2. New teachers will use effective strategies to know their students and their needs well and respond with empathy, equity, and consistency. 3. New teachers will engage in reflective practice in culture of honest feedback with an emphasis on growth for themselves and their students. 4. New teachers will employ best practices in culture building and de-escalation techniques to ensure positive relationships with students and colleagues. 5. New teachers will learn the strengths and challenges of our school's families and community and work hard to meet their needs and champion their goals. 6. New teachers will employ standards-aligned, rigorous assessment systems to provide useful and authentic feedback to students, their families, and future educational environments. 7. New teachers design instruction that leverages rigorous, standards-aligned content and

active pedagogy informed by String Theory Schools Design Elements. 8. New teachers plan inclusive instruction with IEP goals, 504 goals, ELL goals, and dynamic student strengths and needs in mind so all students can succeed. 9. New teachers will analyze and use multiple data sources to design, adapt, and assess teaching and learning in real time. 10. New teachers will learn structures, techniques, and pedagogy that engage students through inquiry. Recommendations Based on this evaluation:

---

---

---

---

In addition to the following, each session has evaluation forms for each of the Particle and Ion sessions that are reviewed by the induction team and changes are made annually in accordance with the recommendations and evaluations of the participants.

## Documentation of Participation and 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.**

## Signatures and Quality 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.

<b>Educator Induction Plan Coordinator</b>	<b>Date</b>
Judith Taggart	2024-08-08

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](#).

<b>Chief School Administrator</b>	<b>Date</b>
Judith Taggart	2024-08-08

## THE PHILADELPHIA CS FOR ARTS AND SCIENCES AT HR EDMUNDS

1197 Haworth Street

Professional Development Plan (Act 48) | 2024 - 2027

---

### 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

Judith Taggart  
jtaggart@stringtheoryschools.org  
2155372520 X 0

Judith Taggart  
jtaggart@stringtheoryschools.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Judith Taggart	CEO	Administrator	Administration Personnel
Bridgit Heeney	Teacher	K-12 Teacher	Teacher
Leanna Reinboth	Teacher	K-12 Teacher	Teacher
Matthew Ciarocchi	Coach	Administrator	Administration Personnel
Stacy Pilarchie	parent	Parent of Child Attending	School Board of Directors
Warren Cramer	Local Business	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Tamara Xavier	Community Member	Community Member	School Board of Directors

**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.**

The SAC team meets 7 times a year. Administration, teachers, and Coaches meet continuously throughout the year.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### ATTENDANCE & TRUANCY PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Create and implement attendance tracker and truancy plan to analyze Attendance Behavior and Course grades to review the chronic absenteeism and attendance for 90% of the time.	All School Staff members	-Attendance policy -SAIP - Supports	Attendance will increase during the school year.
Lead Person/Position	Anticipated Timeline		
Matthew Menschner	08/27/2024 - 06/30/2025		

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2-3 times per quarter		

## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

## PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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

**Professional Education Plan Guidelines**

**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2022-  
2023

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Instructional Coaching staff Instructional Aides

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

## **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.

Judith Taggart

08/08/2024

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.

Judith Taggart

08/08/2024

Superintendent or Chief Administrative Officer:

Date