Boys Latin of Philadelphia CS

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Boys' Latin of Philadelphia Charter School		185515523
Address 1		
5501 Cedar Avenue		
Address 2		
City	**State**	**Zip Code**
Philadelphia	PA	19143
Chief School Administrator		**Chief School Administrator Email**
Dr. William Hayes		whayes@boyslatin.org
Single Point of Contact Name		
Ruth Gonzalez		
Single Point of Contact Email		
rgonzalez@boyslatin.org		
Single Point of Contact Phone Number		**Single Point of Contact Extension**
215-983-0837		
Principal Name		
Robert Parker		
Principal Email		
rparker@boyslatin.org		
Principal Phone Number		**Principal Extension**
267-779-3378		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. William Hayes		whayes@boyslatin.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. William Hayes	Chief School Administrator	Boys' Latin of Philadelphia Charter School	whayes@boyslatin.org
Ruth Gonzalez	District Level Leaders	Boys' Latin of Philadelphia Charter School	rgonzalez@boyslatin.org
Colleen Smith	District Level Leaders	Boys' Latin of Philadelphia Charter School	csmith@boyslatin.org
Robert Parker	Principal	Boys' Latin of Philadelphia Charter School	rparker@boyslatin.org
Hannah Casey	Teacher	Boys' Latin of Philadelphia Charter School	hcasey@boyslatin.org
Ashly Galanti	Other	Boys' Latin of Philadelphia Charter School	agalanti@boyslatin.org
Elaine Wells	Parent	Boys' Latin of Philadelphia Charter School	vipewell@rcn.com
Dr. Alexis Rylander	Administrator	Boys' Latin of Philadlephia Charter School	arylander@boyslatin.org
Charles Adams	Board Member	Boys' Latin of Philadelphia Ch	cbarrettadams@boyslatin.org

LEA Profile

Boys' Latin of Philadelphia, the only all-boys public school in Pennsylvania, provides a world class college-preparatory education to 800 students in grades six through 12. Founded in 2007 to address the extreme dearth of quality educational opportunities for students in Philadelphia, Boys' Latin is dedicated to the development of confident and independent learners who will be actively engaged as global citizens in our interdependent world. As a public charter school, there are no admissions requirements and the school enrolls by randomized lottery. With a 12:1 student/teacher ratio, the school offers an intimate learning community in which each young man is encouraged to be the "architect of his own fortune" by pursuing excellence across a range of endeavors.

Boys' Latin provides a rigorous academic model, blending classical education and contemporary pedagogy, which prepares students for college matriculation and sets high standards for achievement, character development, and emotional intelligence. The school's curriculum features daily Latin classes, AP or Honors sections in every subject area, a 1:1 laptop program, and diverse course offerings, including Android App Development, Genetics, Identity in Film, Poetry, and Ancient Military History. Unlike the neighboring schools, Boys' Latin students attend an extended day of classes, receive after-school tutoring, and have Saturday classes monthly, totaling over 40 academic hours per week. In comparison, the average inner city school provides only 25 hours of instruction each week. This means that **Boys' Latin students receive over 60% more hours of instruction than their peers across Philadelphia.** Learning is underscored by practical experiences and extracurricular activities. The school's "Best of Philly" acclaimed after school program offers more than 40 options, developing students' intellectual, moral, social, creative, and athletic potential.

Over the past decade we have built an effective model for educating minority boys, a demographic that suffers the worst educational and quality of life outcomes in the nation. We firmly believe that all students, regardless of background, are capable of going to, and graduating from college. On average, 95% of our boys graduate on-time and 98% are accepted into college each year. More importantly, 76% of students matriculate into and persist through college. These rates are impressive on their own, but even more so in the context of Philadelphia where only 29% of all residents and 10% of African American male residents have a college degree. Boys' Latin prepares more boys of color for success in college and beyond than any other school in Philadelphia.

Over the years, our young men have earned diplomas from prestigious institutions across the country including the University of Pennsylvania, Tufts University, Pomona College, Carnegie Mellon University, Carleton College, George Washington University, Skidmore College, Worcester Polytechnic, Denison University, and Bates College.

Mission and Vision

Mission

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

Vision

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

Educational Values

Students

As members of the Boys' Latin community, all students must commit to upholding the school's core values of scholarship, integrity, and brotherhood. Scholarship   Students will approach their work and studies with grit, curiosity and a growth mindset. Integrity   Students will act with purpose, self-control, honor, and dedication to the mission. Brotherhood   Students will demonstrate gratitude, extend support, and interact with social and emotional intelligence. Each day, students must dedicate themselves to honoring the community and encouraging their brothers to do the same, striving to act with compassion, respect, and responsibility at all times. Students are also expected to demonstrate each day the commitments outlined in the school pledge. ?   I commit myself this day to focus on my studies, to be an active participant in my learning process, and to always seek guidance from my teachers whenever I need help. ?   I commit myself this day to respect myself and my fellow students, to honor my teachers and the entire school community. ?   I commit myself this day to scholarship and to train my mind and push myself to work hard. ?   I commit myself this day to my family and my community. I make these commitments freely and publicly.

Staff

Boys' Latin Staff commit to operate by the Boys' Latin of Philadelphia Adult Principles which represent the permanent, unchanging and universal compass for adult behavior and engagement.   Mission and Achievement for All (MAA) - Boys' Latin's mission is to prepare boys for success in college and beyond. Our mission is revolutionary and uncommon yet our commitment to this mission is evident across all facets of our work. While we acknowledge the multiple pathways toward success that other institutions provide, at Boys' Latin, college is our post-secondary priority and primary focus. We educate a diversity of learners from a variety of backgrounds, and we are committed to ensuring ALL are on a path that will lead them to and through college successfully.   Boys' Latin United (BLU) - Boys' Latin of Philadelphia is one network across two campuses. While everyone has a unique role to play in the fulfillment of our mission, we are collectively united behind a common vision, set of practices, and professional norms. We are intentional about establishing, implementing, and maintaining a common foundation and collective identity across all levels of our network. Each person takes responsibility for ensuring our collective success and unity across the organization. Equity and Justice (EJ) - At Boys' Latin we are committed to an ongoing process of ensuring equity and justice across our organization and for all members of our community. We are individually and collectively responsible for identifying and addressing issues of inequity for adults and students while simultaneously fixing systems that perpetuate those inequities. Every member of Boys' Latin is a valued and active participant in the work of creating an environment that embraces observable and unobservable differences, values authenticity, amplifies diverse voices, and advocates for those who are marginalized.   Prepare to Perform (P2P) - At Boys' Latin we believe that excellence does not happen by accident. It is the result of short-term and long-term forecasting, detailed planning, and

advanced preparation. Every individual is personally motivated and committed to increasing their knowledge, skill, and aptitude for the greater good of the group. We prepare to execute at a high level with a full awareness of our expected outcomes, roles and responsibilities and all relevant information, resources, and deliverables needed for success.   Reflection and Improvement (R&I) - At Boys' Latin we believe that reflection and improvement are integral to our success. Our approach to reflection requires a balanced review of multiple data points that support what is going well and what growth opportunities exist. Our approach to improvement requires an ongoing cycle of goal setting, planning, implementation, data collection, and analysis. As a part of this commitment to reflection and improvement, we remain open and committed to giving and receiving both positive and critical feedback from all members of our community for the betterment of the organization and improved outcomes for students.   Professionalism On and Off Stage (POS) - At Boys' Latin we demonstrate the highest standard of professional conduct and ethical behavior. We hold ourselves and each other accountable to the established norms and expectations of the organization and take full responsibility for our individual and collective performance. We commit to demonstrating professionalism appropriate to the time, space, and audience of the workplace and work-related environments. We honor the trust our colleagues, students, and families have placed in us relying on cultural humility, integrity, kindness, and respect in all interactions and communications.   Enthusiasm & Excitement (E2) - At Boys' Latin we are committed to demonstrating our passion and commitment to the work through an outward expression of enthusiasm and excitement. We leverage our verbal and nonverbal communication to ignite passion, inspire action, and encourage excellence amongst all members of our community. We celebrate big and small wins, show gratitude, and root for the success of those around us. We create formal and informal opportunities to make joy and fun are a part of the fabric of our organization.   Customer Service from the Heart (CSH) - At Boys' Latin we serve others authentically and with a genuine commitment to showing that we care. In all of our interactions we believe in listening for understanding, acting with empathy, and increasing trust to strengthen relationships. We aim for the highest quality of service through speed, accuracy, clarity, transparency, accessibility, friendliness, and efficiency.

Administration

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. • Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way. • Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. • Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can

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understand. • Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. • On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. • Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. • Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Parents

We, as parents, will support our children's learning in the following ways: • Send my child to school regularly, on time, well fed and well rested. • Create an atmosphere in my home that supports learning by encouraging reading and other academic pursuits. • Monitor assignments and encourage homework completion. • Review all school communications and respond promptly. • Attend school functions and conferences and participate in decisions relating to my child. • Encourage my child to demonstrate respect for school personnel, classmates and school property. • Join the Extended Family Network and become an active member.

Community

Learning happens best when there is a strong partnership between educators, students, families, and the outside community. Deep engagement with valued partners and stakeholders ensures that Boys' Latin students become actively engaged global citizens in our interdependent world. The community serves as an additional resource and support system by providing students with opportunities for increased exposure and experiences that enrich and build upon the academic learning and developmental priorities of Boys' Latin.

Other (Optional)

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/ Literature - Demonstrating Growth	Exceeded the State Average Academic Growth Score
Mathematics/Algebra - Demonstrating Growth	Meets the Standard
Science/Biology - Demonstrating Growth	Meets the Standard

Challenges

Indicator	Comments/Notable Observations
English Language Arts/ Literature Proficiency	
Mathematics/Algebra Proficiency	
Science/Biology Proficiency	

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

Strengths

Indicator English Language Arts Academic Growth **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations**
Indicator Science/Biology Academic Growth Score **ESSA Student Subgroups** Combined Ethnicity, Students with Disabilities	**Comments/Notable Observations**

Challenges

Indicator	
English Language Arts/Literature **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Scores are up from the previous years and continued increases are needed to meet the statewide goal.
Mathematics/Algebra 1 **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Scores are up from the previous years and continued increases are needed to meet the statewide goal.

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.

Mathematics/Algebra - Demonstrating Growth
Science/Biology - Demonstrating Growth

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.

Mathematics/Algebra 1 Proficiency
Science/Biology Proficiency

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP data reflects low achievement results but high growth for test takers among their peers nation-wide.	While our students are currently performing below average, they are making significant progress. This suggests that the initiatives and teaching strategies we have in place are effective in helping students catch up, even if they haven't reached the desired achievement levels yet.

English Language Arts Summary

Strengths

NWEA MAP data reflects high growth for test takers among their peers nation-wide.

Challenges

NWEA MAP data reflects low achievement results among their peers nation-wide.

Mathematics

Data	Comments/Notable Observations
NWEA MAP data reflects low achievement results but high growth for test takers among their peers nation-wide.	While our students are currently performing below average, they are making significant progress. This suggests that the initiatives and teaching strategies we have in place are effective in helping students catch up, even if they haven't reached the desired achievement levels yet.

Mathematics Summary

Strengths

NWEA MAP data reflects high growth for test takers among their peers nation-wide.

Challenges

NWEA MAP data reflects low achievement results among their peers nation-wide.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Internal Benchmark for 8th grade science reflects similar trends as the PSSA where over 50% of 8th grade students are scoring below a 50% on science assessments.	Similar to previous years achievement
Benchmarks reveal low achievement on high school Biology keystone.	Internal Benchmark has slightly higher scores but strong trends in below basic consistent within both datasets.

Science, Technology, and Engineering Education Summary

Strengths

Internal Benchmark for 8th grade science reflects similar trends as the PSSA.
Between Benchmark III and the Science PSSA, the below basic category was reduced.

Challenges

Over 50% of 8th grade students are scoring as below basic on science assessments.

Related Academics

Career Readiness

Data	Comments/Notable Observations

The ACT 158 criteria for the class of 2024 is as follows: Extenuating Circ.
 	
    3.70% Evidence-Based   67.90% Keystone Composite
    12.35% Keystone Prof.   3.70%
	Most students within our school are qualified to graduate through PA's ACT 158's evidence-based pathway.

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

False 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.

Partnering Institution

Community College of Philadelphia

Agreement Type

Dual Credit

Program/Course Area

Applied Engineering and Media Studies

Uploaded Files

Draft BLCHS Addendum-Middle College.docx

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.

The majority of our students meet the ACT 158 requirements through evidence-based criteria, demonstrating the success of our focus on senior projects as community initiatives, dual enrollment coursework, internship participation, and 4-year college acceptance. This approach supports the overall graduation goals of Boys' Latin of Philadelphia as well as those of the PA Department of Education.

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.

Increasing the percentage of students graduating via the Keystone Proficiency pathway from 3.70% to double digits to better prepare students for college and beyond.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
No students within this group	No students within this group

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

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

N/A

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.

N/A

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	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	Emerging
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Professional development that is developed to develop the needs of staff and students.

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?

The MTSS program as well as our extended family network program.

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
Mathematics/Algebra - Demonstrating Growth	False
Science/Biology - Demonstrating Growth	False
Mathematics/Algebra - Demonstrating Growth	False
Science/Biology - Demonstrating Growth	False
NWEA MAP data reflects high growth for test takers among their peers nation-wide.	True
NWEA MAP data reflects high growth for test takers among their peers nation-wide.	True
Internal Benchmark for 8th grade science reflects similar trends as the PSSA.	True
Between Benchmark III and the Science PSSA, the below basic category was reduced.	False
The majority of our students meet the ACT 158 requirements through evidence-based criteria, demonstrating the success of our focus on senior projects as community initiatives, dual enrollment coursework, internship participation, and 4-year college acceptance. This approach supports the overall graduation goals of Boys' Latin of Philadelphia as well as those of the PA Department of Education.	True
N/A	False
Professional development that is developed to develop the needs of staff and students.	True

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
Mathematics/Algebra 1 Proficiency	True
Science/Biology Proficiency	False
Mathematics/Algebra 1 Proficiency	False
Science/Biology Proficiency	False

NWEA MAP data reflects low achievement results among their peers nation-wide.	True
NWEA MAP data reflects low achievement results among their peers nation-wide.	False
Over 50% of 8th grade students are scoring as below basic on science assessments.	False
Increasing the percentage of students graduating via the Keystone Proficiency pathway from 3.70% to double digits to better prepare students for college and beyond.	True
N/A	False
The MTSS program as well as our extended family network program.	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
Mathematics/Algebra 1 Proficiency		True
NWEA MAP data reflects low achievement results among their peers nation-wide.		True
Increasing the percentage of students graduating via the Keystone Proficiency pathway from 3.70% to double digits to better prepare students for college and beyond.		True
The MTSS program as well as our extended family network program.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
NWEA MAP data reflects high growth for test takers among their peers nation-wide.	
NWEA MAP data reflects high growth for test takers among their peers nation-wide.	
Internal Benchmark for 8th grade science reflects similar trends as the PSSA.	
The majority of our students meet the ACT 158 requirements through evidence-based criteria, demonstrating the success of our focus on senior projects as community initiatives, dual enrollment coursework, internship participation, and 4-year college acceptance. This approach supports the overall graduation goals of Boys' Latin of Philadelphia as well as those of the PA Department of Education.	
Professional development that is developed to develop the needs of staff and students.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will focus on improving proficiency in Mathematics and Algebra 1 by implementing targeted interventions, enhancing instructional strategies, and providing additional support to students who are struggling through our MTSS program. Our goal is to ensure all students achieve a solid understanding of foundational math concepts, which are essential for their academic growth and future success in subsequent mathematics course
	Recognizing the need for improvement in our students' achievement as reflected in NWEA MAP data, we will intensify our efforts to analyze and address the factors contributing to low achievement. We will employ data-driven strategies to tailor our instructional approaches, provide targeted support, and enhance overall academic performance to align

	with national standards. We will continue to use MAP as a diagnostic and progress monitoring tool throughout the school year(s).
	We are dedicated to increasing the percentage of students graduating via the Keystone Proficiency pathway from 3.70% to double digits. By bolstering our Keystone Exam preparation in trigger courses and providing targeted support to teachers through our coaching program, we aim to ensure that a greater number of students meet proficiency standards and are well-prepared for the rigor and independence of college and beyond.
	We will focus on strengthening our Multi-Tiered System of Supports (MTSS) program to provide comprehensive support for all students. Additionally, we will develop and enhance our extended family network program to foster stronger community connections and support systems, ensuring that students and families have access to the resources and assistance they need for academic and personal success.

Goal Setting

Priority: We will focus on improving proficiency in Mathematics and Algebra 1 by implementing targeted interventions, enhancing instructional strategies, and providing additional support to students who are struggling through our MTSS program. Our goal is to ensure all students achieve a solid understanding of foundational math concepts, which are essential for their academic growth and future success in subsequent mathematics course

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students achieving proficiency in Mathematics/Algebra 1 by 15% by the end of the 2026-2027 academic year through in-class targeted instructional interventions, teacher professional development, and additional student support resources through our MTSS program.			
Measurable Goal Nickname (35 Character Max)			
Improving math proficiency			
Target Year 1	**Target Year 2**	**Target Year 3**	
Achieve a 10% increase in proficiency rates from the baseline.	Achieve a cumulative 20% increase in proficiency rates from the baseline.	Increase the percentage of students achieving proficiency in Mathematics/Algebra 1 by 15% by the end of the 2026-2027 academic year through in-class targeted instructional interventions, teacher professional development, and additional student support resources through our MTSS program.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish baseline proficiency rates and begin implementing targeted interventions.	Achieve a 3% increase in proficiency rates.	Achieve a 5% increase in proficiency rates from baseline according to winter MAP data.	Achieve a total of 10% increase in proficiency rates by the end of the academic year.

Priority: Recognizing the need for improvement in our students' achievement as reflected in NWEA MAP data, we will intensify our efforts to analyze and address the factors contributing to low achievement. We will employ data-driven strategies to tailor our instructional approaches, provide targeted support, and enhance overall academic performance to align with national standards. We will continue to use MAP as a diagnostic and progress monitoring tool throughout the school year(s).

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students achieving grade-level proficiency or higher on NWEA MAP assessments from the current percentile range to at or above the 40th percentile by the end of the 2026-2027 academic year through targeted instructional interventions, data analysis, and additional student support. Achievement results should be comparable to the state.			
Measurable Goal Nickname (35 Character Max)			
MAP Growth Goals			
Target Year 1	**Target Year 2**	**Target Year 3**	
Achieve a 15% increase in the percentage of students reaching or exceeding the 40th percentile on NWEA MAP assessments.	Achieve a cumulative 20% increase in the percentage of students reaching or exceeding the 40th percentile from the previous year.	Increase the percentage of students achieving grade-level proficiency or higher on NWEA MAP assessments from the current percentile range to at or above the 40th percentile by the end of the 2026-2027 academic year through targeted instructional interventions, data analysis, and additional student support. Achievement results should be comparable to the state.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish baseline data and begin implementing targeted interventions.	Achieve a 10% increase in the percentage of students reaching or exceeding the 40th percentile.	Achieve a cumulative 15% increase in the percentage of students reaching or exceeding the 40th percentile from the baseline.	Reach or exceed the state average proficiency rate NWEA MAP, Keystone and PSSA assessments.

Priority: We are dedicated to increasing the percentage of students graduating via the Keystone Proficiency pathway from 3.70% to double digits. By bolstering our Keystone Exam preparation in trigger courses and providing targeted support to teachers through our coaching program, we aim to ensure that a greater number of students meet proficiency standards and are well-prepared for the rigor and independence of college and beyond.

Outcome Category			
Post-secondary transition to school, military, or work			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of students graduating via the Keystone Proficiency pathway from 3.70% to at least 10% by the end of the 2026-2027 academic year by strengthening school counseling and college advising departments, enhancing academic resources, and providing additional teacher training to improve student performance on Keystone exams.			
Measurable Goal Nickname (35 Character Max)			
Keystone Proficiency Pathway			
Target Year 1	**Target Year 2**	**Target Year 3**	
Increase the percentage of students graduating via the Keystone Proficiency pathway from 3.70% to 5%.	Raise the percentage of students graduating via the Keystone Proficiency pathway to 7%.	Increase the percentage of students graduating via the Keystone Proficiency pathway from 3.70% to at least 10% by the end of the 2026-2027 academic year by strengthening school counseling and college advising departments, enhancing academic resources, and providing additional teacher training to improve student performance on Keystone exams.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish baseline data and initiate interventions.	Expand and enhance support programs.	Implement final adjustments and monitor progress.	Achieve or exceed the goal of 10%.

Priority: We will focus on strengthening our Multi-Tiered System of Supports (MTSS) program to provide comprehensive support for all students. Additionally, we will develop and enhance our extended family network program to foster stronger community connections and support systems, ensuring that students and families have access to the resources and assistance they need for academic and personal success.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)

By the end of the 2026-2027 academic year, develop and fully implement a comprehensive MTSS program in 100% of schools within the district and establish an extended family network program with at least 25% participation from families, utilizing existing resources, providing staff training, and actively engaging families to enhance student support and community involvement.			
Measurable Goal Nickname (35 Character Max)			
Building the MTSS and EFN Program			
Target Year 1	**Target Year 2**	**Target Year 3**	
In the 2024-2025 academic year, our goal is to develop a foundational framework for the MTSS program and establish the foundational elements of the extended family network program. We will form a district-wide MTSS child study team, conduct a needs assessment to identify gaps and resources, and develop MTSS policies, procedures, and protocols. Initial training for staff on MTSS principles and practices will be provided. For the extended family network program, we will identify key stakeholders and form a family network planning committee, conduct surveys to understand family needs and preferences, develop a communication plan to inform families about the program, and pilot the program in a small number of schools with at least 10% family participation.	In the 2025-2026 academic year, we aim to begin the initial implementation of the MTSS program in both of our schools. This will involve clarifying the MTSS framework and roles, providing ongoing training and support for staff, monitoring and evaluating the implementation process, and collecting data on student outcomes to assess the impact of the MTSS interventions. For the extended family network program, we plan to expand the program to include both schools within the district, increase family participation to 15% of eligible families in participating schools, provide workshops and resources to engage families, and gather feedback from families to refine and improve the program.	By the end of the 2026-2027 academic year, develop and fully implement a comprehensive MTSS program in 100% of schools within the district and establish an extended family network program with at least 25% participation from families, utilizing existing resources, providing staff training, and actively engaging families to enhance student support and community involvement.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Establish a district-wide MTSS child study team, conduct a needs assessment, develop MTSS policies, procedures, and protocols, and provide initial training for staff on MTSS principles and practices. Form a family network planning committee, conduct surveys to understand family needs and preferences, develop a communication plan, and pilot the program in a small number of schools with at least 5% family participation.	Begin initial implementation of the MTSS program in both schools. Roll out the MTSS framework, provide ongoing training and support for staff, monitor and evaluate the implementation process, and collect data on student outcomes to assess the impact of the MTSS interventions. Expand the program to include both schools within the district, increase family participation to 15% of eligible families in participating schools, provide workshops and resources to engage families, and gather feedback to refine and improve the program.	Achieve full implementation of the MTSS program in 100% of schools. Extend the MTSS framework to all schools within the district, continue providing professional development and support for staff, use data to refine and enhance MTSS practices, and ensure consistent monitoring and evaluation of student outcomes. Fully establish the extended family network program with at least 20% participation. Implement the program in all schools within the district, reach at least 20% participation from eligible families, continue offering workshops, resources, and support for families, and conduct a comprehensive evaluation of the program's impact.	Conduct a comprehensive review of the entire three-year period, assess overall success, and finalize plans for sustaining improvements. Ensure the MTSS program is fully operational and effective across all schools. Conduct a comprehensive review of the entire three-year period, assess overall success, and finalize plans for sustaining improvements. Ensure the MTSS program is fully operational and effective across all schools.

Action Plan

Measurable Goals

Improving math proficiency	MAP Growth Goals
Keystone Proficiency Pathway	Building the MTSS and EFN Program

Action Plan For: MTSS program

Measurable Goals:
• Increase the percentage of students achieving proficiency in Mathematics/Algebra 1 by 15% by the end of the 2026-2027 academic year through in-class targeted instructional interventions, teacher professional development, and additional student support resources through our MTSS program. • By the end of the 2026-2027 academic year, develop and fully implement a comprehensive MTSS program in 100% of schools within the district and establish an extended family network program with at least 25% participation from families, utilizing existing resources, providing staff training, and actively engaging families to enhance student support and community involvement. • Increase the percentage of students graduating via the Keystone Proficiency pathway from 3.70% to at least 10% by the end of the 2026-2027 academic year by strengthening school counseling and college advising departments, enhancing academic resources, and providing additional teacher training to improve student performance on Keystone exams. • Increase the percentage of students achieving grade-level proficiency or higher on NWEA MAP assessments from the current percentile range to at or above the 40th percentile by the end of the 2026-2027 academic year through targeted instructional interventions, data analysis, and additional student support. Achievement results should be comparable to the state.

Action Step		Anticipated Start/Completion Date	
Train staff during summer PD about the newly established MTSS process.		2024-08-12	2024-08-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Academics	MTSS Manual, Data internalization protocol and MAP Data	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Small groupings within instructional time with targeted interventions through digital systems such as IReady, math180 or read 180.	NWEA MAP, benchmark assessments and teacher instructional design (evaluation framework), incorporating time for small groups and appropriate groupings based on class data.

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• MTSS program	Salaries for 4 Latin Teachers	257600
Instruction	• MTSS program	Benefits for 4 Latin Teachers	55658
Instruction	• MTSS program	Salaries for Director of Student Information Systems	22983
Instruction	• MTSS program	Benefits for Director of Student Information Systems	10525
Instruction	• MTSS program	Salary for Manager of Climate and Culture	72800
Instruction	• MTSS program	Benefits for Manager of Climate and Culture	9209
Other Expenditures	• MTSS program	Salary for Senior Director of Academics	81820

Other Expenditures	• MTSS program	Benefits for Senior Director of Academics	15813
Other Expenditures	• MTSS program	Salary for College Advisor	67600
Other Expenditures	• MTSS program	Benefits for College Advisor	8551
Other Expenditures	• MTSS program	Salary for Director of School Counseling	8500
Other Expenditures	• MTSS program	Benefits for Director of School Counseling	10854
Other Expenditures	• MTSS program	Salary for Social Worker	72800
Other Expenditures	• MTSS program	Benefits for Social Worker	9209
Other Expenditures	• MTSS program	PFE supplies	8938
Other Expenditures	• MTSS program	Homeless set aside	200

Other Expenditures	• MTSS program	Transfer to Title I for Salaries for Senior Director of Academics	43180
Other Expenditures	• MTSS program	Transfer to Title I for Salaries for Director of Student Information Systems	60217
Total Expenditures			816457

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS program	Train staff during summer PD about the newly established MTSS process.

Panorama + MTSS

Action Step		
• Train staff during summer PD about the newly established MTSS process.		
Audience		
Grade Chairs and Department chairs		
Topics to be Included		
How to log and monitor interventions		
Evidence of Learning		
Example logs in the Panorama system		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Academics	2024-08-16	2024-08-16

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Once per month
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

MTSS System - Attendance

Action Step
• Train staff during summer PD about the newly established MTSS process.
Audience
Attendance staff and social work staff
Topics to be Included
Attendance - Normalizing Tier I attendance supports and building a common language
Evidence of Learning

Example logs in the Panorama system		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Network Attendance Associate	2024-08-16	2024-08-16

Learning Format

Type of Activities	Frequency
Workshop(s)	1
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

MTSS System - Behavior

Action Step
• Train staff during summer PD about the newly established MTSS process.
Audience
Climate and Culture Dean Teams
Topics to be Included
Understanding establish behavior protocols, establish yearly goals and implementing consistency of our tier I interventions
Evidence of Learning
Example logs in the Panorama system

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Climate and Culture	2024-08-16	2024-08-16

Learning Format

Type of Activities	Frequency
Workshop(s)	1
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

MTSS and Intervention at BL

Action Step

• Train staff during summer PD about the newly established MTSS process.		
Audience		
ALL staff		
Topics to be Included		
MTSS interventions done the Boys' Latin way		
Evidence of Learning		
Understanding of your role and identifying the next workshop to participate in based on your identified role within the MTSS groups.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Academics	2024-08-16	2024-08-16

Learning Format

Type of Activities	Frequency
Workshop(s)	1
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Professional Development Training					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Train staff during summer PD about the newly established MTSS process.	Teachers and Grade Team Leaders	1. Overview of MTSS - Definition and Purpose: Explain what MTSS is, its core principles, and its purpose in supporting all students academically, behaviorally, and socially-emotionally. - MTSS Framework: Describe the multi-tiered levels of support (Tier 1, Tier 2, Tier 3) and how they function. 2. Roles and Responsibilities - School Staff Roles: Clarify the roles of teachers, support staff, Grade team Leader, administrators, and other stakeholders in the MTSS process. - Collaboration and Teamwork: Emphasize the importance of collaboration among team members in implementing and monitoring MTSS. 3. Data-Driven Decision Making - Data Collection and Analysis: Discuss how to collect and interpret data to identify students' needs and monitor progress. - Using Assessments: Explain the types of assessments used within MTSS (universal screeners, progress monitoring tools, etc.). 4. Tiered Instruction and Intervention Strategies - Tier 1 (Universal Supports): Review the core instructional practices and supports provided to all students. - Tier 2 (Targeted Supports): Outline intervention strategies for students who require additional support beyond the universal level. - Tier 3 (Intensive Supports): Detail the individualized and intensive interventions for students with significant needs.	Bolanle Morton	08/12/2024	03/31/2025

Communications	
Type of Communication	**Frequency**
Email	Twice per month

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**