

First Philadelphia Preparatory CS

TSI Title 1 Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN
Charter School		10051000
Address 1		
4300 Tacony Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19124
Chief School Administrator		Chief School Administrator Email
Deborah Smith		dsmith@ap-schools.org
Single Point of Contact Name		
Deborah Smith		
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dsmith@ap-schools.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
215-743-3100		
Principal Name		
Jennifer Marsico		
Principal Email		
jmarsico@ap-schools.org		
Principal Phone Number		Principal Extension
215-743-3100		
School Improvement Facilitator Name		School Improvement Facilitator Email
Deborah Smith		dsmith@ap-schools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Teresa Grumbrecht	Board Member Vice-President	First Philadelphia Preparatory Charter School	@ap-schools.org
Deborah Smith	CEO	First Philadelphia Preparatory Charter School	dsmith@ap-schools.org
Kristine Magargee	Chief Academic Officer	American Paradigm Schools	kmagargee@ap-schools.org
Teeyona Crumpton	Parent	First Philadelphia Preparatory Charter School	teeyonac@gmail.com
Jennifer Marsico	Principal	First Philadelphia Preparatory Charter School	jmarsico@ap-schools.org
Erina Pearlstein	Principal	First Philadelphia Preparatory Charter	epearlstein@ap-schools.org
Amanda McWilliams	Teacher	First Philadelphia Preparatory Charter School	amcwilliams@ap-schools.org
Ezeckial Alvarez	Student	First Philadelphia Preparatory charter School	ealvarez@ap-schools.org

LEA Profile

First Philadelphia Preparatory Charter School is a K to 12 charter school in the Bridesburg/Frankford area of Philadelphia serving 1,880 students. First Philadelphia opened its doors in 2002. First Philadelphia Preparatory Charter School is a school-wide Title One school. There is a focus on literacy and the arts infused throughout the entire school culture. First Philadelphia includes core components that frame the educational model. These include:

High Expectations & High Supports: We believe that adults and students perform at the level that is expected. We also recognize that high expectations require high levels of support. Everything, from the school calendar to the scaffolded supports that students receive are designed to ensure that all students are prepared for success

Student Excitement: Students will not just be engaged, they will develop a passion for continuous learning. We build our day around hands-on, real-world learning.

Caring Relationship: The LEA will be committed to establishing healthy and supportive student-student and student-teacher relationships. We establish a Caring School Community through deliberate structures, the language we use and the priority we place on supporting the social-emotional learning of our students (www.collaborativeclassroom.org).

1. **Community Engagement:** To provide our students with a world-class education, we will bring all members of the community into the school and our students into the community. We will have robust guardian engagement, partnerships with community organizations, fieldwork for students and use student learning exhibitions to present work outside of the school.

Mission and Vision

Mission

First Philadelphia Preparatory Charter School creates life-long learners and leaders of the global community by providing a well-balanced literacy-based education.

Vision

First Philadelphia is a safe, student-centered educational community where students, staff and families respect and support one another as we strive to develop well-rounded students and citizens.

Educational Values

Students

Students deserve a grade level curriculum in both academics and social emotional learning. First Philadelphia follows the Collaborative Classroom's Caring School Community model which provides students with tools to have voice, be empowered, and feel valued as members of the school community. Students deserve instruction tailored to their individual needs. Students need support and instruction in academics, behavior, and social emotional learning. Data-driven small group instruction is necessary to ensure all students progress and achieve. Meaningful assessment is done regularly to ensure student mastery of content and assessment data is reviewed and informs future instruction.

Staff

Teachers and all staff are provided the training and professional learning tools needed to scaffold instruction to meet varied student needs in order to ensure students achieve mastery of grade level content. Teachers facilitate small groups to support individual student needs. Professional Learning Communities and Professional Development are paramount to teacher success. Teachers are provided development in grade level standards, intervention strategies, using data, and digging into assessment data to ensure students are progressing and flourishing. Teachers must know desired outcomes in order to scaffold instruction to ensure all students reach those outcomes.

Administration

Administration ensures the following: -Strong Caring School Community school-wide implementation to support staff and students with building relationships, creating school community, and using a common language. -Strong teacher professional learning model to ensure teachers receive consistent training and tool in reaching diverse student populations with varied instructional and social emotional needs. -Strong family communication and outreach to ensure school-family partnership to increase student engagement and support.

Parents

Our school's approach to parent and family engagement is intentionally designed to create opportunities for all families to not only feel welcomed at our school but also to know they are critical partners in their child's education journey. Most school events are well attended by families. First Philadelphia has built into our school model multiple opportunities for families to provide feedback, both at a school-wide level (ex. governance structures and school-wide surveys) and in terms of their individual child's needs and progress (ex. parent-teacher meetings).

Community

First Philadelphia Preparatory Charter School is not the sole author of knowledge in the community and as such works tirelessly to create and sustain processes for community members to participate in school life both in word and action.

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	True 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA Math	BB decreased from 81.31% to 70.58% Adv. & Prof. increased from 4.13% to 6.56%
PSSA ELA	BB decreased from 34.46 to 28.57% Adv. & Prof increased from 18.81% to 23.52%
Keystone Algebra I	BB dropped from Winter to Spring 73.14% to 64.31% Prof. & Adv. increased from Winter to Spring 25.14% to 34.57%
Keystone ELA	BB dropped from Winter to Spring 43.21% to 39.26% Adv. & Prof. increased from 4.94% to 10.43%

Challenges

Indicator	Comments/Notable Observations
Math	Even though progress has been made in increasing the students in the Proficient and Advanced group, we are performing below state standard.
ELA	Even though progress has been made in increasing the students in the Proficient and Advanced group, we are performing below state standard.

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

Strengths

Indicator	Comments/Notable Observations
<p>Academic Growth Expectations in English Language Arts/Literatures All Student Group Exceeds the Standard Demonstrating Growth</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Academic Growth Score 91.7 Statewide Average Growth Score 76.0 Meeting Statewide Growth Standard 70.0</p>

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Math & ELA combined Achievement ESSA Student Subgroups African-American/Black	Comments/Notable Observations 10.25%
Indicator Math & ELA combined Achievement ESSA Student Subgroups Hispanic	Comments/Notable Observations 11.55%
Indicator Math & ELA combined Achievement ESSA Student Subgroups White	Comments/Notable Observations 11.61%
Indicator Math & ELA combined Achievement ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations 10.68%

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.

Academic Growth Expectations in English Language Arts/Literatures
Grade 3 Early Indicators of Success in Reading is 17.4%

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.

Math & ELA combined Achievement for all subgroups.
--

Math and ELA combined growth for all subgroups
--

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR	

English Language Arts Summary

Strengths

Students are individually assessed for reading levels. Teachers correlate the individual data with STAR data.

Challenges

Teachers need to assess reading levels more frequently in order to move students to the next level more aggressively and document on track to reading proficiency for every student.

Mathematics

Data	Comments/Notable Observations
STAR	

Mathematics Summary

Strengths

Important to have individual data for each student on assessment anchor and standards.

Challenges

Majority of students not on track to master grade level math standards.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT/Science Benchmark	

Science, Technology, and Engineering Education Summary

Strengths

Important to have individual data of each student on assessment anchor and standards.

Challenges

Majority of students not on track to master grade level math standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	
Xiello	

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.

There is a strong counseling department providing meaningful career preparation activities.

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.

Teachers must assess reading levels more frequently, move students to the next level more aggressively , and document on-track to reading proficiency for every student.

it is difficult to ensure that students with excessive absences complete the career preparation activities.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ACCESS data	

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA and Keystone data	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA and Keystone data	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	
Hispanic	
2 or More Races	
White	

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.

Increasing the number of special education teachers to serve special education students.
Increasing the number of ESL specialists to serve English Learners

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.

Amount of services for English Learners
Progress monitoring of English Learners
Progress monitoring of special education students

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Professional development will be provided in compliance and service to students.
Title 1 Program	Strong intervention programming. First Philadelphia continues to level up professional development opportunities to increase academic rigor and support trauma-informed instruction.
Student Services	First Philadelphia supports professional development and follow Caring School Community model.
K-12 Guidance Plan (339 Plan)	First Philadelphia will provide guidance lessons and guidance groups for students in addition to daily class meetings facilitated by teachers.
Technology Plan	First Philadelphia continues to provide equity by employing 1:1 model at home and in school.
English Language Development Programs	First Philadelphia continues to support an EL program that is centered on assessment of needs, high quality instruction and family support.

Strengths

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

Continued high quality professional development.
Provision of one to one devices for students for use of core and intervention programming

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.

Professional development in Caring School community for staff
Special education professional development for new special education teachers.
Improved proficiency rates in math.
Improved proficiency rates in ELA.

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	Operational
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	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

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	Operational
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	Operational

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	Operational

Summary

Strengths

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

Collectively shape the vision for continuous improvement of teaching and learning.

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?

Implement evidence-based strategies to engage families to support learning

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
Academic Growth Expectations in English Language Arts/Literatures	False
Grade 3 Early Indicators of Success in Reading is 17.4%	False
Students are individually assessed for reading levels. Teachers correlate the individual data with STAR data.	False
Continued high quality professional development.	True
Important to have individual data of each student on assessment anchor and standards.	True
There is a strong counseling department providing meaningful career preparation activities.	False
Provision of one to one devices for students for use of core and intervention programming	True
Increasing the number of special education teachers to serve special education students.	False
Increasing the number of ESL specialists to serve English Learners	False
Important to have individual data for each student on assessment anchor and standards.	False
Collectively shape the vision for continuous improvement of teaching and learning.	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
Math & ELA combined Achievement for all subgroups.	False
Math and ELA combined growth for all subgroups	False
Teachers need to assess reading levels more frequently in order to move students to the next level more aggressively and document on track to reading proficiency for every student.	False
Majority of students not on track to master grade level math standards.	False
Majority of students not on track to master grade level math standards.	False
Teachers must assess reading levels more frequently, move students to the next level more aggressively , and	False

document on-track to reading proficiency for every student.	
Professional development in Caring School community for staff	False
Special education professional development for new special education teachers.	False
Implement evidence-based strategies to engage families to support learning	False
Improved proficiency rates in math.	True
Improved proficiency rates in ELA.	True
it is difficult to ensure that students with excessive absences complete the career preparation activities.	False
Amount of services for English Learners	False
Progress monitoring of English Learners	False
Progress monitoring of special education students	False

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.

In reviewing the ELA and Math data from standardized tests all student groups did not meet the interim goal improvement target. Specifically in ELA, EL students performed at 22.2% which was an increase of 7 points from 21-22 school year. Students with disabilities performed at 4.0% which was a decrease of 1%, Economically disadvantaged students performed at 22.2% which was an increase of 5% from the previous year and White students performed at 28.2%, an increase of 10 percentage points. In math, EL students performed at 4.8% which was a 4% increase from school year 21-22. Students with disabilities performed at .8% which was a decrease of .8%. Economically disadvantaged students performed at 5.9% which was an increase of 2% and white students performed at 14.1% which was a 9% increase.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Improved proficiency rates in math.	Data discussion meetings	True
Improved proficiency rates in ELA.	Data discussion meetings	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Continued high quality professional development.	Research based professional development strategies
Provision of one to one devices for students for use of core and intervention programming	Maintaining license
Important to have individual data of each student on assessment anchor and standards.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers will analyze student math data to identify needs.
	Teachers will analyze student ELA data to identify needs.

Goal Setting

Priority: Teachers will analyze student math data to identify needs.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
First Philadelphia will increase overall student proficiency in math by 5%. Student needs will be identified through data analysis.			
Measurable Goal Nickname (35 Character Max)			
Math proficiency			
Target Year 1	Target Year 2	Target Year 3	
Teachers will receive professional development on data analysis. Teachers will identify student needs and develop a plan to address the needs of their students. Teachers will identify the resources best suited to address the needs identified. Teachers will implement the plan during small group instruction.	Continue to provide professional development for teachers on data analysis and resources for identified needs. Teachers will work in PLC groups to support each other. Teachers will analyze more than one data point to support their needs identification. Teachers will develop a plan to address the needs of their students and implement the plan during small group instruction.	First Philadelphia will increase overall student proficiency in math by 5%. Student needs will be identified through data analysis.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All STAR assessments completed and analyzed for baseline information.	Data meetings held for all math instructors and analysis of student progress	Increase by at least 1%.	First Philadelphia will increase overall student proficiency in math by 5%. Student needs will be identified through data analysis.

Priority: Teachers will analyze student ELA data to identify needs.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
First Philadelphia will increase overall student proficiency in ELA by 5%. Student needs will be identified through data analysis.			
Measurable Goal Nickname (35 Character Max)			

ELA proficiency			
Target Year 1	Target Year 2	Target Year 3	
Teachers will receive professional development on data analysis. Teachers will identify student needs and develop a plan to address the needs of their students. Teachers will identify the resources best suited to address the needs identified. Teachers will implement the plan during small group instruction.	Continue to provide professional development for teachers on data analysis and resources for identified needs. Teachers will work in PLC groups to support each other. Teachers will analyze more than one data point to support their needs identification. Teachers will develop a plan to address the needs of their students and implement it during small group instruction.	First Philadelphia will increase overall student proficiency in ELA by 5%. Student needs will be identified through data analysis.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All STAR assessments completed and analyzed for baseline information.	Data meetings held for all ELA instructors and analysis of student progress	Increase by at least 1%	First Philadelphia will increase overall student proficiency in ELA by 5%. Student needs will be identified through data analysis.

Action Plan

Measurable Goals

Math proficiency	
ELA proficiency	

Action Plan For: Data driven instruction

Measurable Goals:

- First Philadelphia will increase overall student proficiency in math by 5%. Student needs will be identified through data analysis.
- First Philadelphia will increase overall student proficiency in ELA by 5%. Student needs will be identified through data analysis.

Action Step		Anticipated Start/Completion Date	
Teacher PLC meetings analyzing data bi-weekly. At these meetings, the principal will ensure that the team has information from all progress monitoring tools. This will be through the data dashboards where the Intervention data, STAR screening results, BESS screener results, PSSA and PVASS scores are all triangulated for analysis. The principal will maintain data on progress by student, grade, teacher, and class.		2023-10-02	2024-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal supervises data review and professional services team is showing teachers how to utilize data entered into data dashboard. Principals will keep bi-weekly records that these meetings have occurred by maintaining agendas and notes in the MTSS monitoring system. Principal and teachers will identify next steps to be followed up on at the next meeting.	Analyzing data protocol, APS Data team, data dashboards and record keeping.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Analyze student STAR and intervention data monthly with MTSS team led by the principal and the data team. This will be through Edinsight. This is where the STAR screening results, BESS screener results, PSSA and PVASS scores are all triangulated for analysis. The principal will maintain data on progress by student, grade, teacher, and class.		2023-10-02	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com

			Step?
MTSS monitored by principal. Principals will keep monthly records that these meetings have occurred by maintaining agendas and notes in the MTSS monitoring system. Principal will identify next steps to develop or update an MTSS plan for identified students.	Best practice resources, APS PD support, Data team, Edinsight and Tableau	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Teachers develop small groups based on data analysis bi-weekly in PLC groups. MTSS plans monitored in Edinsight. Teachers will update plans as needed.		2023-10-02	2024-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal will support teachers in identifying resources to use in small group based on the needs of the students.	Access to Data portals, resources for small group instruction needs.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Teachers will implement small group instruction based on needs identified in the data review bi-weekly in PLC groups		2023-10-02	2024-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The Principals will monitor the small group instruction recommendations with the walkthroughs that occur bi-weekly and give feedback.	PD on best practice resources in reading and math strategies	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Reassess, review data and monitor for improvement/progress. Monitor for effectiveness of resources and strategies being used. Make changes based on review of data after bi-weekly data meetings. which includes data from small group instruction as well as after STAR administration 3 times annually.		2023-10-02	2024-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals will maintain a report after each administration of star testing and conduct a meeting with the data teams and staff to ensure action and progress.	Analyzing data protocol, APS Data team, Edinsight and Tableau	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Librarians will ensure that students have access to grade and content appropriate books and materials for research. Students have weekly access to the libraries		2023-09-13	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals- principals will look at schedules and observe students in bi-weekly learning walks.	Literacy Centers and Libraries	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased students mastery of grade level standards	Teachers will analyze student STAR data month with MTSS team led by the principal and the data team.

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Data driven instruction 	Professional Development- purchased professional services for support from data analysis consultants to support use of data dashboard.	36248
Instruction	<ul style="list-style-type: none"> Data driven instruction 	salaries	1013681
Instruction	<ul style="list-style-type: none"> Data driven instruction 	Benefits	296510
Other Expenditures	<ul style="list-style-type: none"> Data driven instruction 	Salaries School Library services	103633
Other Expenditures	<ul style="list-style-type: none"> Data driven instruction 	Benefits School Library Services	33146
Instruction	<ul style="list-style-type: none"> Data driven 	Salaries Instruction and	350512

	instruction	Curriculum Development Services	
Instruction	<ul style="list-style-type: none"> Data driven instruction 	Benefits Instruction and Curriculum Development Services	111847
Instruction	<ul style="list-style-type: none"> Data driven instruction 	salaries	139783
Total Expenditures			2085360

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data driven instruction	Analyze student STAR and intervention data monthly with MTSS team led by the principal and the data team. This will be through Edinsight. This is where the STAR screening results, BESS screener results, PSSA and PVASS scores are all triangulated for analysis. The principal will maintain data on progress by student, grade, teacher, and class.
Data driven instruction	Teacher PLC meetings analyzing data bi-weekly. At these meetings, the principal will ensure that the team has information from all progress monitoring tools. This will be through the data dashboards where the Intervention data, STAR screening results, BESS screener results, PSSA and PVASS scores are all triangulated for analysis. The principal will maintain data on progress by student, grade, teacher, and class.
Data driven instruction	Teachers develop small groups based on data analysis bi-weekly in PLC groups. MTSS plans monitored in Edinsight. Teachers will update plans as needed.
Data driven instruction	Teachers will implement small group instruction based on needs identified in the data review bi-weekly in PLC groups
Data driven instruction	Reassess, review data and monitor for improvement/progress. Monitor for effectiveness of resources and strategies being used. Make changes based on review of data after bi-weekly data meetings. which includes data from small group instruction as well as after STAR administration 3 times annually.

Develop a plan to address student needs from analyzing student data.

Action Step		
<ul style="list-style-type: none"> Analyze student STAR and intervention data monthly with MTSS team led by the principal and the data team. This will be through Edinsight. This is where the STAR screening results, BESS screener results, PSSA and PVASS scores are all triangulated for analysis. The principal will maintain data on progress by student, grade, teacher, and class. 		
Audience		
All teachers		
Topics to be Included		
All teachers will have access to data and meet in PLC groups to analyze data and assign intervention programs based on data. Teachers will dig into grade level standards, dig into pre-requisite standards and analyze data to meet the needs of all learners and scaffolding instruction to grade level.		
Evidence of Learning		
Student progress in the subject area as measured by STAR		
Lead Person/Position	Anticipated Start	Anticipated Completion

Data Team consultants under direction of the CEO	2023-10-02	2026-06-30
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Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Learning walk	Weekly
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

Data driven instruction					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All teachers	All teachers will have access to data and meet in PLC groups to analyze data and assign intervention programs based on data. Digging into grade level standards. Dig into pre-requisite standards, using assessment data to drive instruction, meeting needs of all learners, scaffolding instruction.	CEO and Principals	10/02/2023	06/30/2026
Communications					
Type of Communication			Frequency		
Presentation			Quarterly		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Comprehensive Plan.pdf2. MINUTES. FPPCS. 23.09.27.pdf

Chief School Administrator	Date
Deborah Smith	2024-11-20
Building Principal Signature	Date
Jennifer L Marsico	2024-11-20
School Improvement Facilitator Signature	Date