

Lindley Academy CS at Birney

TSI Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charter School		126519476
Address 1		
900 West Lindley Ave		
Address 2		
City	State	Zip Code
Philadelphia	PA	19141
Chief School Administrator		Chief School Administrator Email
Margery Covello		mcovello@ap-schools.org
Single Point of Contact Name		
Margery Covello		
Single Point of Contact Email		
mcovello@ap-schools.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
2675955094		
Principal Name		
Regina Felder		
Principal Email		
nwhite@ap-schools.org		
Principal Phone Number		Principal Extension
2154563000		
School Improvement Facilitator Name		School Improvement Facilitator Email
Nancy White		nwhite@ap-schools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lisa Johnson	Board President	Lindley Academy Charter School	ljohnson@ap-schools.org
Margery Covello	CEO	Lindley Academy Charter School	mcovello@ap-schools.org
Nancy White	Elementary School Principal	Lindley Academy Charter School	nwhite@ap-schools.org
Peter Costa	Business Partner	Santilli and Thomson	pcosta@s-tmail.com
Andrea Brock	Business Office	Lindley Academy Charter School	abrock@ap-schools.org
Garry Beverly	Assistant Principal	Lindley Academy Charter School	gbeverly@ap-schools.org
Anglica Grace	Community Development Partner	Independence Blue Cross	angelica.grace@ibx.com
Augustine Mallory	Staff Member	Lindley Academy Charter School	amallory@ap-schools.org
Helene Oakman	Community Member	Lindley Academy Charter School	Memaoakman@gmail.com
Yazman McPhaul	Parent	Lindley Academy Charter School	ymcphaul@ap-schools.org
Maurice Allen	Teacher	Lindley Academy Charter School	mallen@ap-schools.org

LEA Profile

Our Mission: Lindley Academy Charter School was founded on the simple principles that a first-rate education is the birthright of every individual, all children can learn, and every child will be challenged to reach their full potential.

Visitors to our campus will see **high standards and expectations for all students** as evidenced by students participating in rigorous grade-level content. Lindley teachers and staff believe that all students can learn and meet high standards. They understand some students must overcome significant obstacles and rise to this challenge by providing intentional academic support based upon formative and summative assessment data.

Visitors should also expect to see a **supportive learning environment at Lindley Academy**. Our school has developed a culture that is rooted in the deepest convictions about what children need in order to be healthy, happy, and successful. Decisions are always made with our students' best interests in mind. Lindley became a caring school community because we understand the importance of building the socio-emotional as well as the academic skills of our students. This commitment is schoolwide and is accomplished on a daily basis through our advisory program, the integration of socio-emotional learning throughout the day and within the community-building activities, we promote for our students and their families.

Our mission is actualized outside of the regular school day, including a well-developed after school club and sports program, monthly family events, yearly community events. Lindley Academy is critical to the Logan community because, in addition to providing a high-quality education for students, the many opportunities we offer, partnerships we have fostered, and events we have hosted would not exist for the community if there was no Lindley Academy.

Mission and Vision

Mission

Lindley Academy Charter School was founded on the simple principles that a first-rate education is the birthright of every individual, all children can learn, and every child will be challenged to reach his or her full potential.

Vision

Our vision is to create a community of learners who are collectively grounded in academic excellence, equity, and caring school community tenets.

Educational Values

Students

Lindley Academy has had success establishing a warm and safe environment for students using the Caring School Community Program from the Center for the Collaborative Classroom. By utilizing the Caring School Community model emphasis is placed on building caring relationships between students; directly teaching social skills; establishing calm and welcoming classroom environments through deliberate classroom management practices that respect students; ensure a restorative focus for self-discipline; and, improve communication with families. While it may be referred to as a program, for Lindley it is much more a way of thinking and acting that treats all school community members with respect, deliberately builds self-confidence and establishes strong relationships to support academic excellence.

Staff

In addition to being content experts, staff are trained and expected to be champion of the caring school model with a strong commitment to a growth and equity mindset.

Administration

Our school's instructional program is based on a belief all children can learn; therefore, implements practices to best support children in realizing their full potential through high-quality instruction, personalized support for diverse learners, robust professional development for teachers, and a data-driven evaluation approach to monitor and continuously improve our effectiveness.

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. Lindley Academy 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

Lindley Academy 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)

BOARD MEMBERS Lindley Academy's Board comprises a diverse group of professionals with expertise in such key functional areas as finance, community outreach, reporting and compliance, data collection and analysis, human resource development, mental health issues in the African American Community. These professionals are acutely aware of their role as the protector and steward of the mission promises. They govern Lindley Academy using educational best practices along with the guidance of our legal and financial advisors. The Board recognizes the need to have members with the appropriate skills and experience and this past year conducted a needs assessment of its current board composition. The needs assessment cited the need to fill a gap of a parent representative, an alumnus of Lindley Academy, and an individual who has data analysis expertise. The board recently expanded to include a new parent representative who currently has six children registered at Lindley and is an active member of the Logan Community, a new member who is a graduate of Lindley Academy in 2003, and a new member who has expertise as a practitioner in data analysis. Lastly, it is worth noting that the Board's racial breakdown is reflective of the student body's racial breakdown.

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
All student groups meet the performance standard for demonstrating growth in ELA.	
All student groups meet the performance standard for demonstrating growth in Math.	

Challenges

Indicator	Comments/Notable Observations
All student groups did not meet the performance standard for demonstrating growth in Science.	

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

Strengths

Indicator Hispanics met or exceed the interim state wide proficiency goal for ELA ESSA Student Subgroups Hispanic	Comments/Notable Observations
Indicator EL students met or exceed the interim state-wide proficiency goal for ELA ESSA Student Subgroups English Learners	Comments/Notable Observations

Challenges

Indicator Black students are not meeting the statewide goal/interim target - Maintained the same performance from the previous year for ELA ESSA Student Subgroups African-American/Black	Comments/Notable Observations
Indicator Black students are not meeting the statewide goal/interim target for science. ESSA Student Subgroups	Comments/Notable Observations

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.

All student groups meet the performance standard for demonstrating growth in ELA.

All student groups meet the performance standard for demonstrating growth in Math.

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.

All student groups did not meet the performance standard for demonstrating growth in Science.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	

English Language Arts Summary

Strengths

All students meet/exceed the statewide goal/ target for growth expectations in ELA; however, performance declined from last year.

Challenges

All students not meeting statewide goal/target in English and performance remain the same.

Mathematics

Data	Comments/Notable Observations
PSSA	

Mathematics Summary

Strengths

All student meet/exceed the statewide goal/ target for growth expectations in math

Challenges

All students not meeting statewide goal/target in math; however, there was an increase in performance from last year

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	

Science, Technology, and Engineering Education Summary

Strengths

Students with disabilities did not meet the target for growth; however, did increase.

Challenges

All students and Black students did not meet the statewide goal and maintained the same performance as the previous year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready	Strength: All student groups exceed performance. Challenge: Make sure that all students exceed performance target regardless of enrolment date.

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.

All student groups Exceed Performance.

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.

Making sure that all students complete career readiness requirements regardless of enrollment date.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PSSA	

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	

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.

EL students met/exceeded interim target with an increase in performance from previous year in ELA.
Hispanic students met/exceeded the interim target in ELA
Students with disabilities had an increase in performance from previous year in ELA, Math, and Science.
Black students demonstrated growth in math.
Economically disadvantaged students demonstrated growth in ELA and math.

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.

EL students did not meet proficiency goals for ELA
Hispanic students had a decrease in performance relative to the interim target in ELA
Students with disabilities did not meet growth or proficiency goals ELA, Math, and Science.
Black students did not meet growth or proficiency goals for Math.
Economically disadvantaged students did not meet proficiency goals for ELA or Math.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Lindley Academy has adopted a coteaching model this year to provide an even more inclusive learning environment.
Title 1 Program	Lindley Academy continues to level up professional development opportunities to increase academic rigor and support trauma informed instruction.
Student Services	Lindley Academy will continue to have a robust Student Services Plan that focuses on a culturally relevant trauma informed approach to student success.
K-12 Guidance Plan (339 Plan)	Lindley Academy will continue to provide guidance lessons to all K-8 students. These lessons are coupled with the CSC lessons and Restorative classroom lessons.
Technology Plan	Lindley Academy continues to provide digital equity by employing a 1:1 model at home and in school.
English Language Development Programs	Lindley Academy continues to support an ELL 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.

Lindley Academy continues to provide digital equity by employing a 1:1 model at home and in school.
Lindley Academy continues to level up professional development opportunities to increase academic rigor and support trauma informed instruction.

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.

Lindley Academy continues to level up professional development opportunities to increase academic rigor and support trauma informed instruction.
Lindley Academy will continue to provide guidance lessons to all K-8 students. These lessons are coupled with the CSC lessons and Restorative classroom lessons.

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	Operational
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	Emerging
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?

Implement evidence-based strategies to engage families to support learning

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Implement a multi-tiered system of supports for academics and behavior

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?

Use multiple professional learning designs to support the learning needs of staff

Monitor and evaluate the impact of professional learning on staff practices and student 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
All student groups meet the performance standard for demonstrating growth in ELA.	True
All student groups meet the performance standard for demonstrating growth in Math.	True
All students meet/exceed the statewide goal/ target for growth expectations in ELA; however, performance declined from last year.	False
All student meet/exceed the statewide goal/ target for growth expectations in math	False
All student groups meet the performance standard for demonstrating growth in ELA.	False
All student groups meet the performance standard for demonstrating growth in Math.	False
Students with disabilities did not meet the target for growth; however, did increase.	False
All student groups Exceed Performance.	False
EL students met/exceeded interim target with an increase in performance from previous year in ELA.	False
Hispanic students met/exceeded the interim target in ELA	False
Students with disabilities had an increase in performance from previous year in ELA, Math, and Science.	False
Black students demonstrated growth in math.	False
Economically disadvantaged students demonstrated growth in ELA and math.	False
Lindley Academy continues to provide digital equity by employing a 1:1 model at home and in school.	False
Implement evidence-based strategies to engage families to support learning	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Implement a multi-tiered system of supports for academics and behavior	False
Lindley Academy continues to level up professional development opportunities to increase academic rigor and support trauma informed instruction.	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
All student groups did not meet the performance standard for demonstrating growth in Science.	True
All student groups did not meet the performance standard for demonstrating growth in Science.	False
All students not meeting statewide goal/target in English and performance remain the same.	True
All students not meeting statewide goal/target in math; however, there was an increase in performance from last year	True
All students and Black students did not meet the statewide goal and maintained the same performance as the previous year.	False
Making sure that all students complete career readiness requirements regardless of enrollment date.	False
EL students did not meet proficiency goals for ELA	False
Hispanic students had a decrease in performance relative to the interim target in ELA	False
Students with disabilities did not meet growth or proficiency goals ELA, Math, and Science.	False
Black students did not meet growth or proficiency goals for Math.	False
Economically disadvantaged students did not meet proficiency goals for ELA or Math.	False
Use multiple professional learning designs to support the learning needs of staff	False
Lindley Academy continues to level up professional development opportunities to increase academic rigor and support trauma informed instruction.	False
Lindley Academy will continue to provide guidance lessons to all K-8 students. These lessons are coupled with the CSC lessons and Restorative classroom lessons.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All students not meeting statewide goal/target in English and performance remain the same.		True
All students not meeting statewide goal/target in math; however, there was an increase in performance from last year		True
All student groups did not meet the performance standard for demonstrating growth in Science.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student groups meet the performance standard for demonstrating growth in ELA.	
All student groups meet the performance standard for demonstrating growth in Math.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need examine curriculum, instruction, and provide PD for teacher to increase rigor to support increasing proficiency rates
	We need examine curriculum, instruction, and provide PD for teacher to increase rigor to support increasing proficiency rates
	We need examine curriculum, instruction, and provide PD for teacher to increase rigor to support increasing proficiency rates

Goal Setting

Priority: We need examine curriculum, instruction, and provide PD for teacher to increase rigor to support increasing proficiency rates

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students will continue to demonstrate growth on assessments which will translate into a 5% increase in proficiency rates in ELA.			
Measurable Goal Nickname (35 Character Max)			
ELA Proficiency Goal			
Target Year 1	Target Year 2	Target Year 3	
Students in all subgroups will continue to show substantial growth which will translate into a 1% increase in proficiency in ELA	Students in all subgroups will continue to show substantial growth which will translate into a 2% increase in proficiency in ELA	Students will continue to demonstrate growth on assessments which will translate into a 5% increase in proficiency rates in ELA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All STAR assessments completed and analyzed for new baseline data.	Data meetings held for all ELA instructors and analysis of student progress	Increase by 1 %	Increase by 1%

Priority: We need examine curriculum, instruction, and provide PD for teacher to increase rigor to support increasing proficiency rates

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students will continue to demonstrate growth on assessments which will translate into a 5% increase in proficiency rates in Math			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency Goal			
Target Year 1	Target Year 2	Target Year 3	
Students in all subgroups will continue to show substantial growth which will translate into a 1% increase in	Students in all subgroups will continue to show substantial growth which will translate into a 2% increase in	Students will continue to demonstrate growth on assessments which will translate into a 5% increase in	

proficiency in Math	proficiency in Math	proficiency rates in Math	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All STAR assessments completed and analyzed for new baseline data.	Data meetings held for all Math instructors and analysis of student progress	Increase by 1 %	Increase by 1 %

Priority: We need examine curriculum, instruction, and provide PD for teacher to increase rigor to support increasing proficiency rates

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
Students will continue to demonstrate growth on assessments which will translate into a 5% increase in proficiency rates in Science			
Measurable Goal Nickname (35 Character Max)			
Science Proficiency Goal			
Target Year 1	Target Year 2	Target Year 3	
Students will continue to demonstrate growth on assessments which will translate into a 1% increase in proficiency rates in Science	Students will continue to demonstrate growth on assessments which will translate into a 2% increase in proficiency rates in Science	Students will continue to demonstrate growth on assessments which will translate into a 5% increase in proficiency rates in Science	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All STAR assessments completed and analyzed for new baseline data.	Data meetings held for all Math instructors and analysis of student progress	Increase by 1 %	Increase by 1 %

Action Plan

Measurable Goals

ELA Proficiency Goal	Math Proficiency Goal
Science Proficiency Goal	

Action Plan For: Data Based Decision Making

Measurable Goals:
<ul style="list-style-type: none"> • Students will continue to demonstrate growth on assessments which will translate into a 5% increase in proficiency rates in ELA. • Students will continue to demonstrate growth on assessments which will translate into a 5% increase in proficiency rates in Math • Students will continue to demonstrate growth on assessments which will translate into a 5% increase in proficiency rates in Science

Action Step		Anticipated Start/Completion Date	
All teachers will have access to data and meet in PLC groups to analyze data and assign intervention programs based on data		2023-10-02	2024-05-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal Teams	EdInsight	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will receive instruction that responds to their learning needs and proficiency levels will increase	STAR assessment or local assessment 3 times a year monitored by school administration

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.

E-grant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Data Based Decision Making	Salary and Benefits required for the personnel to support positive academic outcomes for students.	\$455557
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Based Decision Making	All teachers will have access to data and meet in PLC groups to analyze data and assign intervention programs based on data

Data Based Decision Making

Action Step		
<ul style="list-style-type: none"> All teachers will have access to data and meet in PLC groups to analyze data and assign intervention programs based on data 		
Audience		
All Teachers		
Topics to be Included		
Using small group instruction; grouping students; analyzing standards; assigning intervention programs; trauma-informed instruction; and creating culturally relevant learning environments that support student success.		
Evidence of Learning		
Student STAR scores for Math and ELA/Local assessment scores for science		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal and vice principals	2023-08-21	2024-05-30

Learning Format

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

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Data Based Decision Making	All teachers will have access to data and meet in PLC groups to analyze data and assign intervention programs based on data

Communication regarding PLC, EdInsight and STAR data Monitoring

Action Step		
Audience		
All teachers		
Topics to be Included		
STAR data analysis and effective use of EdInsight to improve student outcomes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal teams	2023-09-05	2024-05-31

Communication

Type of Communication	Frequency
Other	Monthly and as needed

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">LACS SWP Affirmation 2023_17b18034.pdf

Chief School Administrator	Date
Dr. Margery Covello	2023-08-14
Building Principal Signature	Date
Nancy White	2023-08-30
School Improvement Facilitator Signature	Date