

## **PEOPLE FOR PEOPLE CS**

800 N. Broad St

Schoolwide Title 1 Comprehensive Plan I 2023 - 2026

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### **MISSION STATEMENT**

The underlying purpose of The People for People Charter School is to equip students with a challenging educational program in which the fundamentals of entrepreneurship are the primary focus. Economic, community and career education are integrated into all subject areas and throughout all grades. Students acquire necessary knowledge, skills and interests through a highly experiential program that prepares them to take responsibility for their own lives and to participate actively in their communities.

### **VISION STATEMENT**

We provide students with a rigorous, standards-based, and data-driven education. We challenge students to be critical thinkers and independent learners, who are inquisitive, confident, and resilient. We empower them by developing an entrepreneurial spirit so that they become agents of change in their communities. We focus on educating the whole child, holding students accountable for their choices in a restorative and nurturing way. We celebrate their successes and help them learn from their mistakes. We value our students' families as integral partners in the learning experience. We strive to create a safe and engaging space that welcomes our families and leaves them confident that their students are in good hands.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students believe that their intelligence is not fixed; but instead, able to be increased through the process of learning and thinking critically. Students will become independent thinkers, taking progressive ownership over their academic, social, and emotional growth.

### **STAFF**

Staff prioritizes their own continued learning in order to exponentially impact the learning their students. They operate with a growth mindset, striving to improve through consistent coaching and professional development. They are committed to reflective practice rooted in the continuous collection of student data. Decision making is centered in the mission and vision of the School.

### **ADMINISTRATION**

Administration ensures the visions and the mission are explicitly articulated to all stakeholders. More so, they ensure that both the vision and the mission are living each day in all aspects of the building. They are to ensure that the goals and priorities

### **PARENTS**

Parents act as partners in their child(ren)'s education. Through the utilization of the parents' knowledge and collaboration, the continuity of learning from school to home is existent across all environments.

### **COMMUNITY**

Through the establishment of strong partnerships, students, parents, staff, and administrators receive further opportunities and experiences that supplement and support the principles and ideals of the mission and vision.

### **OTHER (OPTIONAL)**

STEERING COMMITTEE

Name	Position	Building/Group
Anthony Fratanduono	Principal	People For People Charter School
Pri Seebadri	CEO	People For People Charter School
Kimberly Hensinger	Business Representative	Omnivest Management Inc
Andre C. Williams	Board Representative	People for People Charter School
Meghann Musial	Teacher	People for People Charter School
Kimberly McCarthy	Teacher	People for People Charter School
Darryl Seaford	Parent Representative	People for People Charter School
Donavan West	Community Representative	Business Owner
Michelle Tatom	Staff Member	PFPCS Counselor
Keith Harris	Board Member	Board Chair
Jamie Shroy	Teacher	Special Education Teacher

**Name**

**Position**

**Building/Group**

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# ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Beginning with the earliest grades, reading, writing, and literature will be a priority taught throughout all grade levels and subjects. Using teacher and student feedback, continuous professional development, and interventions for struggling students.	English Language Arts
Math will be emphasized at every grade level. Teachers will be trained with not only effective teaching strategies, but will receive training on how to support struggling students. Research backed curriculum will use to engage students.	Mathematics
Improving our science program will require equipping staff with training and curriculum that aligns with the STEM needs of our students.	
Developing, retaining and hiring highly qualified teachers. Creating a system for teacher development and collaboration.	Essential Practices 4: Foster Quality Professional Learning  Essential Practices 1: Focus on Continuous Improvement of Instruction

# ACTION PLAN AND STEPS

Evidence-based Strategy
English PD

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Literature PSSA proficiency	English/Language Arts PSSA test score proficiency for All students at PFPCS will reach 40%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development that focuses on effective methods for teaching K-8 reading and writing.	2023-09-01 - 2026-06-06	Building principal	Professional development coaches, training materials.
Train teachers on literacy curriculum materials	2023-09-01 - 2026-06-06	Building principal	ELA curriculum, training on curriculum, coaches to support teachers
Identify Mentor Teachers to model lessons in PLCs. Create a structure for ensuring that teachers are able to observe lessons and provide takeaways and next steps for their classrooms. Implement a targeted Professional Development plan for the year. Establish PLCs that meet weekly.	2023-09-01 - 2026-06-06	Building principal	PLC calendars; agendas; instructional data.

## Anticipated Outcome

Math PSSA proficiency will increase each year of the comprehensive plan.

## Monitoring/Evaluation

Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all English teachers at least once per month.

Evidence-based Strategy

Math PD

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math PSSA test score proficiency

Math PSSA test score proficiency for All students at PFPCS will reach 20%

Action Step

Anticipated  
Start/Completion

Lead  
Person/Position

Materials/Resources/Supports Needed

Provide training for math curriculum and materials

2023-09-01 - 2026-06-06

Building principals

Math coaches

Train teachers on math curriculum materials

2023-09-01 - 2026-06-06

Building principals

Math curriculum, training on curriculum, coaches to support teachers

Anticipated Outcome

Math PSSA proficiency will increase each year of the comprehensive plan.



Monitoring/Evaluation

Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.

Evidence-based Strategy

Science PD

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Science PSSA test score  
Science PSSA test score proficiency for All students at PFPCS will reach 40% proficiency

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

PD for Science teachers

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Building principals

Science coaches, PD

Anticipated Outcome

Science PSSA proficiency will increase each year of the comprehensive plan.

Monitoring/Evaluation

Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.

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### Evidence-based Strategy

Implement an evidence-based RTI/MTSS Program

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Math PSSA test score proficiency

Math PSSA test score proficiency for All students at PFPCS will reach 20%

Science PSSA test score proficiency

Science PSSA test score proficiency for All students at PFPCS will reach 40%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Purchase and teach staff the Math and ELA intervention curricula, and present the intervention block structure and expectations for the classes. Ensure that the intervention block is being implemented with consistency and fidelity. Ensure the timely and accurate collection of data on each student, and the process of providing responsive, evidence-based support to students.

2023-09-01 -  
2026-06-06

Building  
principal

Math and ELA Intervention curricular materials, teacher coaches. The Federal funds support the Data manager (\$104,525) who assists with overseeing AIMSWeb and managing and tracking student assessment platforms

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			to provide information to teachers of which students need Math and/or ELA intervention.
<b>Anticipated Outcome</b>			
Growth in student scores.			
<b>Monitoring/Evaluation</b>			
RTI Committee meets regularly to review data.			
<b>Evidence-based Strategy</b>			
Ongoing Teacher Coaching			
<b>Measurable Goals</b>			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Teacher Development - PLCs	Grade teams will have two formal meetings per week for 40 minutes for professional learning communities, as well as 1 hour and 45 minutes of professional development per week.		
Teacher Development Framework	Based on Danielson Framework, teachers that are “Ineffective” or “Developing” receive a minimum of three coaching touchpoints with their instructional coach per week, “Effective” teachers receive one coaching		

Goal Nickname	Measurable Goal Statement (Smart Goal)
	touchpoint per week, and “Highly Effective” Teachers receive one touchpoint bi-weekly. By end of the year, the teaching staff would only have “Effective” and “Highly Effective” Teachers on Staff.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to use the Danielson Framework 2023-09-01 - and coaching model to teachers. Conduct 2026-06-06 weekly observations of teachers. Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.		Building principal	Danielson Framework; survey/self-evaluations for staff; lesson planning expectations and templates. Federal Funds will support the Assistant Principal (\$32,964) who conducts weekly observations and provides feedback and support and conducts professional development to improve staff instruction. The Federal funds also support the PBIS Director and School Assessment Coordinator (\$65,853) who supports the teachers in reviewing benchmarking and PSSA testing to provide coaching.

### Anticipated Outcome

Growth in student scores; teacher survey results.

### Monitoring/Evaluation

Senior Management Team meets regularly to evaluate PLC effectiveness

## Evidence-based Strategy

Ongoing Teacher Coaching

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Teacher Development - PLCs

Grade teams will have two formal meetings per week for 40 minutes for professional learning communities, as well as 1 hour and 45 minutes of professional development per week.

Teacher Development Framework

Based on Danielson Framework, teachers that are “Ineffective” or “Developing” receive a minimum of three coaching touchpoints with their instructional coach per week, “Effective” teachers receive one coaching touchpoint per week, and “Highly Effective” Teachers receive one touchpoint bi-weekly. By end of the year, the teaching staff would only have “Effective” and “Highly Effective” Teachers on Staff.

### Action Step

### Anticipated

### Start/Completion Person/Position

### Lead

### Materials/Resources/Supports Needed

Continue to use the Danielson Framework 2023-09-01 - and coaching model to teachers. Conduct 2026-06-06 weekly observations of teachers. Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.

Building  
principal

Danielson Framework; survey/self-evaluations for staff; lesson planning expectations and templates. Federal Funds will support the Assistant Principal (\$32,964) who conducts weekly observations and provides feedback and support and conducts professional development to improve staff instruction. The Federal funds also support the PBIS Director and School Assessment Coordinator (\$65,853) who supports the teachers in reviewing benchmarking and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			PSSA testing to provide coaching.
<b>Anticipated Outcome</b>			
Improvement in teacher effectiveness.			
<b>Monitoring/Evaluation</b>			
Instructional Coaching evaluations; Senior Management Team walkthroughs.			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Professional Name	Development Step	Anticipated Timeline
English/Language Arts PSSA test score proficiency for All students at PFPCS will reach 40% (English Literature PSSA proficiency)	English PD	Provide professional development that focuses on effective methods for teaching K-8 reading and writing.	09/01/2023 - 06/06/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
English/Language Arts PSSA test score proficiency for All students at PFPCS will reach 40% (English Literature PSSA proficiency)	English PD	Train teachers on literacy curriculum	09/01/2023
		materials	06/06/2026



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Professional Name	Development Step	Anticipated Timeline
English/Language Arts PSSA test score proficiency for All students at PFPCS will reach English PD Identify Mentor 40% (English Literature PSSA proficiency)		Teachers to model lessons in PLCs.	09/01/2023
		Create a structure for ensuring that teachers are able to observe lessons and provide takeaways and next steps for their classrooms. Implement a targeted Professional Development plan for the year. Establish PLCs that meet weekly.	- 06/06/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Professional Name	Development Step	Anticipated Timeline
Math PSSA test score proficiency for All students at PFPCS will reach 20% (Math PSSA Math PD test score proficiency)		Provide training for math	09/01/2023
		curriculum and materials	06/06/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Professional Name	Development Step	Anticipated Timeline
Math PSSA test score proficiency for All students at PFPCS will reach 20% (Math PSSA Math PD test score proficiency)		Train teachers on math curriculum	09/01/2023
		materials	06/06/2026

**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Professional NameDevelopment Step	Anticipated Timeline
Science PSSA test score proficiency for All students at PFPCS will reach 40% (Science PSSA test score proficiency)	Science PD PD for Science teachers	01/01/0001 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Math PSSA test score proficiency for All students at PFPCS will reach 20% (Math PSSA test score proficiency)	Implement an evidence-based RTI/MTSS Program	Purchase and teach staff the	09/01/2023
Science PSSA test score proficiency for All students at PFPCS will reach 40% (Science PSSA test score proficiency)		Math and ELA intervention curricula, and present the intervention block structure and expectations for the classes. Ensure that the intervention block is being implemented with consistency and fidelity. Ensure the timely and accurate collection of data on each student, and the process of providing	- 06/06/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		responsive, evidence-based support to students.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Professional Name	Development Step	Anticipated Timeline
Grade teams will have two formal meetings per week for 40 minutes for professional learning communities, as well as 1 hour and 45 minutes of professional development per week. (Teacher Development - PLCs)	Ongoing Teacher Coaching	Continue to use the Danielson Framework and coaching model to teachers. Conduct weekly observations of teachers. Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.	09/01/2023 - 06/06/2026
Based on Danielson Framework, teachers that are “Ineffective” or “Developing” receive a minimum of three coaching touchpoints with their instructional coach per week, “Effective” teachers receive one coaching touchpoint per week, and “Highly Effective” Teachers receive one touchpoint bi-weekly. By end of the year, the teaching staff would only have “Effective” and “Highly Effective” Teachers on Staff. (Teacher Development Framework)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Professional Name	Development Step	Anticipated Timeline
Grade teams will have two formal meetings per week for 40 minutes for professional learning communities, as well as 1 hour and 45 minutes of professional development per week. (Teacher Development - PLCs)	Ongoing Teacher Coaching	Continue to use the Danielson Framework and coaching model to teachers. Conduct weekly observations of teachers. Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.	09/01/2023 - 06/06/2026
Based on Danielson Framework, teachers that are “Ineffective” or “Developing” receive a minimum of three coaching touchpoints with their instructional coach per week, “Effective” teachers receive one coaching touchpoint per week, and “Highly Effective” Teachers receive one touchpoint bi-weekly. By end of the year, the teaching staff would only have “Effective” and “Highly Effective” Teachers on Staff. (Teacher Development Framework)			



## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.**

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

Chief School Administrator	Pri Seebadri	2023-09-01
School Improvement Facilitator Signature	Anthony Fratanduono	2023-09-01
Building Principal Signature	Anthony Fratanduono	2023-09-01

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Black, economically disadvantaged, and students with disabilities achieved growth on the Pennsylvania Value-Added Assessment System (PVAAS) in both Math and Science

All students group were 100% in Career Standards Benchmark in 2021-22

Some English performance progress was seen for Students with Disabilities.

All students have rigorous career preparation coursework.

All students group reached 100% on the career standards benchmark in 2022.

Disciplinary incidents have been reduced dramatically from 2019 and 2020 to 2022

Growth of Math skills for all subgroups of students was very high

Growth of Math skills for all subgroups of students was very high

Science proficiency is beginning to improve after a big decline.

### Challenges

Percent of students with regular attendance was below statewide average in 2021-22 (51% PFPCS compared to 82% statewide average)

All Student Group was far below the state average proficiency in English in 2021-22.

All Student Group was far below the state average proficiency in Math in 2021-22.

All Student Group was far below the state average proficiency in Science in 2021-22.

Four-year cohort graduation was below the statewide average in 2020-21 (70% PFPCS compared to 87% statewide average)

English skill growth during the school year was low for all subgroups of students

English skill growth during the school year was low for the whole group of students

English achievement in the school is very low

## Strengths

Black students achieved top PVAAS growth levels in 2022 (100.0)

SWD achieved above average PVAAS growth in Math in 2022

Economically Disadvantaged students' math PVAAS scores grew extremely well in 2022.

The Student Support system provides support for student progress through the MTSS system.

The technology plan supports access to high quality tools for teaching and learning, for students assessment and for data tracking.

The guidance plan and team provide a large amount of Positive Behavior training and counseling to keep student behavior issues from being highly disruptive to learning.

The school has fostered a vision and culture of high expectations for success for all students, educators, and families. The cohesive understanding of the vision and culture of the school is now firmly in place. The school can now improve upon this by analyzing each program, system, and policy that is in place and ensuring that they reflect the pillars within the vision and mission. This will enable the school to remove and replace the aspects that conflict with the set vision and mission and build upon the aspects that are aligned.

## Challenges

Math achievement has declined in the school since before the pandemic

Economically Disadvantaged students' Science PSSA proficiency scores were far below the state averages in 202

Economically Disadvantaged students' Math PSSA proficiency scores were far below the state averages in 202

Economically Disadvantaged students' English PSSA proficiency scores were far below the state averages in 2022

SWD achieved below the ALL students group in English by 7%

SWD achieved below the ALL students group in Math by 7%

Suspensions for violence and property issues increased from 2020 and 2021

Regular attendance at PFPCS was far below the state level in 2022

Math achievement in the school is very low

Science performance on the PSSA tests has declined since before the pandemic

Science skill growth during the school year was low for all

## Strengths

Through a variety of technological platforms (class dojo, think wave, email blasts, phone blasts) as well as traditional means of communication such as hard copy letters and phone calls, constant communication with stakeholders is a priority for the school. Two-way communication with stakeholders can be leveraged to sustain shared responsibility for student learning in the school.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence. By creating an infrastructure of coaching, professional development, and collaboration, the foundation is set for teacher improvement. It now becomes vital to build upon the capacity and operational piece, transforming it into a systematic, cohesive program that consistently supports teacher development, rooting all decision making in data and evidence.

## Challenges

subgroups of students

Science skill growth during the school year was low for the whole group of students

Science achievement in the school is very low

The MTSS system, supported in part by the Student Services team including special education, faces many challenges and could use a more articulated implementation framework.

The guidance program is strong, but student behavior will require additional support and resources in order reduce disruptions.

Because almost all of the students in the school are from low income families with very few resources, the Title I funds are stretched thin for all of the needs that the students and their families have.

Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers. While we have set teachers in specific grades that are highly qualified, fully certified, experienced educators, there are a number of relatively inexperienced staff members that need to be further instructionally developed. Furthermore, as the school recruits educators, it is imperative that they have experience, so that we build upon the knowledge and expertise within the building.

### Challenges

The school needs to further support the development and professional learning of central office and school-based staff in alignment with school mission, vision, goals, and priorities. Rooting every teacher development initiative in how it aligns to the overall mission and vision of the school will allow for the entire staff and administration to ensure that the why and how are always in accordance with the intention and plan. The school needs to ensure that the central office and coaches are fully trained to convey and maintain focus on the school's goals and how they relate to testing and infrastructure.

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

### Most Notable Observations/Patterns

PSSA growth, as identified in PVAAS, was high in all subjects in 2021. However, Proficiency was low in all subjects. PFPCS will focus on bringing more students up to the grade level standard in all subjects- particularly math- in 2022-23.

### Challenges

### Discussion Point

### Priority for Planning

Challenges	Discussion Point	Priority for Planning
Percent of students with regular attendance was below statewide average in 2021-22 (51% PFPCS compared to 82% statewide average)	Student attendance is crucial for student success and learning. We will continue to create, implement, and review current plans that will support student attendance.	
All Student Group was far below the state average proficiency in English in 2021-22.	Learning loss that occurred due to Covid negatively impacted students' proficiency rates in English. Since the return to in-person learning, PFPCS has focused on supporting student learning that was lost, and addressing areas of significant weakness.	/
All Student Group was far below the state average proficiency in Math in 2021-22.	Learning loss that occurred due to Covid negatively impacted students' proficiency rates in Math. Since the return to in-person learning, PFPCS has focused on supporting student learning that was lost, and addressing areas of significant weakness.	✓

Challenges	Discussion Point	Priority for Planning
All Student Group was far below the state average proficiency in Science in 2021-22.	Learning loss that occurred due to Covid negatively impacted students' proficiency rates in Science. Since the return to in-person learning, PFPCS has focused on supporting student learning that was lost, and addressing areas of significant weakness.	/
Four-year cohort graduation was below the statewide average in 2020-21 (70% PFPCS compared to 87% statewide average)	Student graduation rates are below the statewide average. Supporting a student's path to graduation involves the collaboration between families, faculty, the community, and the student.	
Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers. While we have set teachers in specific grades that are highly qualified, fully certified, experienced educators, there are a number of relatively inexperienced staff members that need to be further instructionally developed. Furthermore, as the school recruits educators, it is imperative that they have experience, so that we build upon the knowledge and expertise within the building.	Educating all teachers regarding how best to use the core curricula and supplements to address individual and group needs should be foremost on the school's PD agenda.	/

The school needs to further support the development and professional learning of Educating all teachers regarding



**Challenges**

central office and school-based staff in alignment with school mission, vision, goals, and priorities. Rooting every teacher development initiative in how it aligns to the overall mission and vision of the school will allow for the entire staff and administration to ensure that the why and how are always in accordance with the intention and plan. The school needs to ensure that the central office and coaches are fully trained to convey and maintain focus on the school's goals and how they relate to testing and infrastructure.

**Discussion Point**

how best to use the core curricula and supplements to address individual and group needs should be foremost on the school's PD agenda.

**Priority for Planning**

ADDENDUM B: ACTION PLAN

Action Plan: English PD

Action Steps		Anticipated Start/Completion Date	
Provide professional development that focuses on effective methods for teaching K-8 reading and writing.		09/01/2023 - 06/06/2026	
Monitoring/Evaluation		Anticipated Output	
Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all English teachers at least once per month.		Math PSSA proficiency will increase each year of the comprehensive plan.	
Material/Resources/Supports Needed		PD Step	Comm Step
Professional development coaches, training materials.		yes	no

Action Steps	Anticipated Start/Completion Date
Train teachers on literacy curriculum materials	09/01/2023 - 06/06/2026

Monitoring/Evaluation	Anticipated Output
Teachers include more assessment results in lesson Math PSSA proficiency will increase each year of the comprehensive plan, plans and are observed tailoring lessons to student needs. Coaches meet with all English teachers at least once per month.	

Material/Resources/Supports Needed	PD Step	Comm Step
ELA curriculum, training on curriculum, coaches to support teachers	yes	

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

Identify Mentor Teachers to model lessons in PLCs. 09/01/2023 - 06/06/2026

Create a structure for ensuring that teachers are able to observe lessons and provide takeaways and next steps for their classrooms. Implement a targeted Professional Development plan for the year. Establish PLCs that meet weekly.

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

Teachers include more assessment results in lesson Math PSSA proficiency will increase each year of the comprehensive plan, plans and are observed tailoring lessons to student needs. Coaches meet with all English teachers at least once per month.

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

PLC calendars; agendas; instructional data.

yes

yes

**Action Plan: Math PD**

Action Steps	Anticipated Start/Completion Date
Provide training for math curriculum and materials	09/01/2023 - 06/06/2026

Monitoring/Evaluation	Anticipated Output
Teachers include more assessment results in lesson Math PSSA proficiency will increase each year of the comprehensive plan . plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.	

Material/Resources/Supports Needed	PD Step	Comm Step
Math coaches	yes	no

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Action Steps	Anticipated Start/Completion Date
Train teachers on math curriculum materials	09/01/2023 - 06/06/2026

Monitoring/Evaluation	Anticipated Output
Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.	Math PSSA proficiency will increase each year of the comprehensive plan.

Material/Resources/Supports Needed	PD Step	Comm Step
Math curriculum, training on curriculum, coaches to support teachers	yes	

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Action Plan: Science PD

Action Steps	Anticipated Start/Completion Date
PD for Science teachers	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Teachers include more assessment results in lesson plans and are observed tailoring lessons to student needs. Coaches meet with all math teachers at least once per month.	Science PSSA proficiency will increase each year of the comprehensive plan.

Material/Resources/Supports Needed	PD Step	Comm Step
Science coaches, PD	yes	no

**Action Plan: Implement an evidence-based RTI/MTSS Program**

Action Steps		Anticipated Start/Completion Date	
Purchase and teach staff the Math and ELA intervention curricula, and present the intervention block structure and expectations for the classes. Ensure that the intervention block is being implemented with consistency and fidelity. Ensure the timely and accurate collection of data on each student, and the process of providing responsive, evidence-based support to students.		09/01/2023 - 06/06/2026	
Monitoring/Evaluation		Anticipated Output	
RTI Committee meets regularly to review data.		Growth in student scores.	
Material/Resources/Supports Needed		PD Step	Comm Step
Math and ELA Intervention curricular materials, teacher coaches. The Federal funds support the Data manager (\$104,525) who assists with overseeing AIMSWeb and managing and tracking student assessment platforms to provide information to teachers of which students need Math and/or ELA intervention.		yes	yes



## Action Plan: Ongoing Teacher Coaching

Action Steps		Anticipated Start/Completion Date	
Continue to use the Danielson Framework and coaching model to teachers. Conduct weekly observations of teachers. Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.		09/01/2023 - 06/06/2026	
Monitoring/Evaluation		Anticipated Output	
Senior Management Team meets regularly to evaluate PLC effectiveness		Growth in student scores; teacher survey results.	
Material/Resources/Supports Needed		PD Step	Comm Step
Danielson Framework; survey/self-evaluations for staff; lesson planning expectations and templates. Federal Funds will support the Assistant Principal (\$32,964) who conducts weekly observations and provides feedback and support and conducts professional development to improve staff instruction. The Federal funds also support the PBIS Directore and School Assessment Coordinator (\$65,853) who supports the teachers in reviewing benchmarking and PSSA testing to provide coaching.		yes	yes



**Action Plan: Ongoing Teacher Coaching**

Action Steps		Anticipated Start/Completion Date	
Continue to use the Danielson Framework and coaching model to teachers. Conduct weekly observations of teachers. Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.		09/01/2023 - 06/06/2026	
Monitoring/Evaluation		Anticipated Output	
Instructional Coaching evaluations; Senior Management Team walkthroughs.		Improvement in teacher effectiveness.	
Material/Resources/Supports Needed		PD Step	Comm Step
Danielson Framework; survey/self-evaluations for staff; lesson planning expectations and templates. Federal Funds will support the Assistant Principal (\$32,964)who conducts weekly observations and provides feedback and support and conducts professional development to improve staff instruction. The Federal funds also support the PBIS Directore and School Assessment Coordinator (\$65,853) who supports the teachers in reviewing benchmarking and PSSA testing to provide coaching.		yes	yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
English/Language Arts PSSA test score proficiency for All students at PFPCS will reach 40% (English Literature PSSA proficiency)	English PD	Provide professional development that focuses on effective methods for teaching K-8 reading and writing.	09/01/2023 06/06/2026
English/Language Arts PSSA test score proficiency for All students at PFPCS will reach 40% (English Literature PSSA proficiency)	English PD	Train teachers on literacy curriculum materials	- 09/01/2023 06/06/2026
English/Language Arts PSSA test score proficiency for All students at PFPCS will reach 40% (English Literature PSSA proficiency)	English PD	Identify Mentor Teachers to model lessons in PLCs. Create a structure for ensuring that teachers are able to observe lessons and provide takeaways and	- 09/01/2023 06/06/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		next steps for their classrooms. Implement a targeted Professional Development plan for the year. Establish PLCs that meet weekly.	
Math PSSA test score proficiency for All students at PFPCS will reach 20% (Math PSSA test score proficiency)	Math PD	Provide training for math curriculum and materials	09/01/2023 - 06/06/2026
Math PSSA test score proficiency for All students at PFPCS will reach 20% (Math PSSA test score proficiency)	Math PD	Train teachers on math curriculum materials	09/01/2023 - 06/06/2026
Science PSSA test score proficiency for All students at PFPCS will reach 40% (Science PSSA test score proficiency)	Science PD	PD for Science teachers	01/01/0001 - 01/01/0001
Math PSSA test score proficiency for All students at PFPCS will reach 20% (Math PSSA test score proficiency)	Implement an	Purchase and teach staff the	09/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Science PSSA test score proficiency for All students at PFPCS will reach 40% (Science PSSA test score proficiency)	evidence-based RTI/MTSS Program	Math and ELA intervention curricula, and present the intervention block structure and expectations for the classes. Ensure that the intervention block is being implemented with consistency and fidelity. Ensure the timely and accurate collection of data on each student, and the process of providing responsive, evidence-based support to students.	06/06/2026
Grade teams will have two formal meetings per week for 40 minutes for professional	Ongoing	Continue to use	09/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>learning communities, as well as 1 hour and 45 minutes of professional development per week. (Teacher Development - PLCs)</p> <p>Based on Danielson Framework, teachers that are “Ineffective” or “Developing” receive a minimum of three coaching touchpoints with their instructional coach per week, “Effective” teachers receive one coaching touchpoint per week, and “Highly Effective” Teachers receive one touchpoint bi-weekly. By end of the year, the teaching staff would only have “Effective” and “Highly Effective” Teachers on Staff. (Teacher Development Framework)</p>	Teacher Coaching	the Danielson Framework and coaching model to teachers. Conduct weekly observations of teachers. Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.	- 06/06/2026
<p>Grade teams will have two formal meetings per week for 40 minutes for professional learning communities, as well as 1 hour and 45 minutes of professional development per week. (Teacher Development - PLCs)</p> <p>Based on Danielson Framework, teachers that are “Ineffective” or “Developing” receive a minimum of three coaching touchpoints with their instructional coach per week, “Effective” teachers receive one coaching touchpoint per week, and “Highly Effective”</p>	Ongoing Teacher Coaching	Continue to use the Danielson Framework and coaching model to teachers. Conduct weekly observations of	09/01/2023 - 06/06/2026



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers receive one touchpoint bi-weekly. By end of the year, the teaching staff would only have “Effective” and “Highly Effective” Teachers on Staff. (Teacher Development Framework)		teachers. Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.	
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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Strategies	All Math teachers K-8	Math curriculum guidance, supporting low performing and struggling students, using standards and assessments to tailor instruction and plan lessons, incorporating core subjects in math instruction.
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Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Majority of teachers participating in coaching (at least 4 sessions) provide feedback of deeper understanding of techniques for teaching Math.	09/02/2023 - 06/06/2026	Building principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in Inclusive Settings
1d: Demonstrating Knowledge of Resources	
1c: Setting Instructional Outcomes	

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Professional Development Step	Audience	Topics of Prof. Dev
Math and ELA Intervention Program	All teachers	Overview of the RTI program; overview of AIMSWeb Plus; review of intervention curricula and evidence-based strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
When observed by their coaches, teachers are seen to be implementing the RTI model with fidelity. All students are universally screened, and students who fall into Tier 2 and Tier 3 are assigned interventions; their progress is tracked and reported out weekly.	09/01/2023 - 06/06/2026	Building principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Continued Lesson Modeling	All teachers	Questioning and responsiveness to student instructional needs; collecting data points in real time and responding to the data; execution of the standards- and curriculum-aligned lesson plan.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
When observed by their coaches, teachers are demonstrating the skills and strategies learned. Student data is tracked and reported out regularly.	09/01/2023 - 06/06/2026	Building principal

**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

4a: Reflecting on Teaching

Teaching Diverse Learners in Inclusive Settings

**Professional Development Step****Audience****Topics of Prof. Dev**

Target Professional Development

All teachers

Implementing the instructional outcomes, curricula, and lesson plans with fidelity. Engaging students in their ownership of learning.

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

Deliverables from PLCs and in observations/evaluations conducted by members of school administration.

09/01/2023 - 06/06/2026

Building principals

**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

1e: Designing Coherent Instruction

Teaching Diverse Learners in Inclusive Settings

1c: Setting Instructional Outcomes

Professional Development Step	Audience	Topics of Prof. Dev	
Professional Learning Communities	All teachers	Progress Monitoring; Interventions; RTI and AIMSWeb Plus; collaboration between General Education and Special Education teachers; content-area focuses in Math and ELA	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Data that demonstrate student growth and achievement. Data from exit tickets, school-based benchmarks, universal screening and progress monitoring, PVAAS, PSSA, etc.		09/01/2023 - 06/06/2026	Building Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
1b: Demonstrating Knowledge of Students		Teaching Diverse Learners in Inclusive Settings	
1c: Setting Instructional Outcomes			

## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Communication		Anticipated Timeline
	Name	Step	
English/Language Arts PSSA test score proficiency for All students at PFPCS will reach 40% (English Literature PSSA proficiency)	English PD	Identify Mentor Teachers to model lessons in PLCs. Create a structure for ensuring that teachers are able to observe lessons and provide takeaways and next steps for their classrooms. Implement a targeted Professional Development plan for the year. Establish PLCs that meet weekly.	2023-09-01 - 2026-06-06
Math PSSA test score proficiency for All students at PFPCS will reach 20% (Math PSSA test score proficiency)	Implement Purchase and an	teach staff the	2023-09-01 - 2026-

Measurable Goals	Action Plan Communication		Anticipated Timeline
	Name	Step	
Science PSSA test score proficiency for All students at PFPCS will reach 40% (Science PSSA test score proficiency)	evidence-based RTI/MTSS Program	Math and ELA intervention curricula, and present the intervention block structure and expectations for the classes. Ensure that the intervention block is being implemented with consistency and fidelity. Ensure the timely and accurate collection of data on each student, and the process of providing responsive, evidence-based support to students.	06-06
	Grade teams will have two formal meetings per week for 40 minutes for professional	Ongoing Continue to use	2023-09-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>learning communities, as well as 1 hour and 45 minutes of professional development per week. (Teacher Development - PLCs)</p> <p>Based on Danielson Framework, teachers that are “Ineffective” or “Developing” receive a minimum of three coaching touchpoints with their instructional coach per week, “Effective” teachers receive one coaching touchpoint per week, and “Highly Effective” Teachers receive one touchpoint bi-weekly. By end of the year, the teaching staff would only have “Effective” and “Highly Effective” Teachers on Staff. (Teacher Development Framework)</p>	Teacher Coaching	the Danielson Framework and coaching model to teachers. Conduct weekly observations of teachers. Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.	01 - 2026-06-06
<p>Grade teams will have two formal meetings per week for 40 minutes for professional learning communities, as well as 1 hour and 45 minutes of professional development per week. (Teacher Development - PLCs)</p> <p>Based on Danielson Framework, teachers that are “Ineffective” or “Developing” receive a minimum of three coaching touchpoints with their instructional coach per week, “Effective” teachers receive one coaching touchpoint per week, and “Highly Effective”</p>	Ongoing  Teacher Coaching	Continue to use the Danielson Framework and coaching model to teachers. Conduct weekly observations of	2023-09-01 - 2026-06-06



Measurable Goals	Action Plan Communication Name	Step	Anticipated Timeline
<p>Teachers receive one touchpoint bi-weekly. By end of the year, the teaching staff would only have “Effective” and “Highly Effective” Teachers on Staff. (Teacher Development Framework)</p>		<p>teachers Provide differentiated support to teachers - including real-time coaching, co-planning, lesson modeling, lesson execution practice, and lesson plan feedback.</p>	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Future Ready Comprehensive Plan/Schoolwide Plan Presentation to Staff	All staff	The Future Ready Comprehensive Plan/Schoolwide Plan
Anticipated Timeframe	Frequency	Delivery Method
09/01/2023 -10/01/2023	Once to explain the Comprehensive Plan; updates will be provided monthly.	Presentation
Lead Person/Position		
Building principal		

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post Comprehensive Plan for the school Community on the website	The Comprehensive Plan contains the vision for PFPCS based on identified needs and the mission of the school to inspire all students to reach for high levels of achievement.	School website	Entire school community, including staff, teachers, parents and students.	Two weeks following submission of the Comprehensive Plan.
Email to the school community about the Comprehensive Plan	The Comprehensive Plan has been completed, with input from a wide variety of members of our community. The Plan provides a vision of the school's approach to strengthening student learning through professional development and key programs over the next three years. Please review the Comprehensive Plan and feel free to ask questions about it of Mr. Seebadri or Principal Fratanduono.	email to the community	All staff members and parents of students at the school	Within 2 weeks of submitting the Comprehensive Plan in the FRCPP.
Present the key components of the Comprehensive Plan to the school's teachers and other staff members at an all	The Comprehensive Plan contains a roadmap to addressing the needs of students and providing a strong school environment for all teachers and students. The main challenges and strengths and the key elements of the Action Plan will be presented to the school's staff members.	School staff meeting presentation	All school staff	Within one month of submitting the Plan in the FRCPP.

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
school staff meeting.				