

FOLK ARTS-CULTURAL TREASURES CS

1023 Callowhill St

Schoolwide Title 1 Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

"Giving meaning to the lives of our children in the present while preparing them to become active citizens in a democratic society," the Folk Arts – Cultural Treasures Charter School will provide children with an exemplary education that utilizes traditional arts and cultures found within their own and neighboring communities as the catalyst for critical inquiry and community engagement. The Folk Arts – Cultural Treasures Charter School will provide children with an education which has high academic standards, is truly community based, incorporates and respects the lives of students and their families, engages students in understanding their own cultures and communities, and engages students in understanding their role as active participants in working for a just society.

VISION STATEMENT

FACTS strengthens our local communities and helps transform society by teaching and nurturing our students to be active and engaged participants in working for a just society. A FACTS education prepares students to be the 21st Century leaders we need -- leaders who are able to navigate and address the rapidly changing challenges that confront their generation while being mindful of the needs of future generations. FACTS students will be equipped with: * Skills (critical thinking, creative problem solving, teamwork) * Character (compassion, courage to stand up for what is right, ability to see the full humanity of those different from oneself), * Habits-of-mind (reflection, listening deeply, openness to others' points of view, seeing elders and other community members as sources of knowledge and wisdom), and * Sense-of-self (pride in and knowledge of oneself and where one comes from, confidence in one's own worth, awareness of one's strengths and areas for growth). FACTS students will be able to walk comfortably in the world of their cultural origins, in the diverse city in which they live, and in academic and professional worlds. FACTS will impact the field of education by modeling, advocating for, inspiring, and collaborating with others to enact this transformative vision of what K-12 schooling can be.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

FACTS' shared values are incorporated in the curriculum and school environment. At FACTS, we believe adults have a responsibility to model and practice these principles. We have written our shared values into a school pledge that is taught to students, shared with parents, and reaffirmed on a regular basis in settings such as morning gatherings, class meetings, and class activities. School Pledge • We care for one another and learn together. • There is no limit to what we can learn. • Our families and our elders know important things and we take time to learn from them. • We learn to help ourselves and our community. • We learn to be strong and act with courage. • All people have a right to use their own languages and to honor their own cultures. • Creative expression is part of our lives and part of our school. • We work to build a fair and peaceful world. • The earth is our home and we must take care of it.

STAFF

FACTS' shared values are incorporated in the curriculum and school environment. At FACTS, we believe students of all ages have the capacity to practice these principles. We have written our shared values into a school pledge that is taught to students, shared with parents, and reaffirmed on a regular basis in settings such as morning gatherings, class meetings, and class activities. School Pledge • We care for one another and learn together. • There is no limit to what we can learn. • Our families and our elders know important things and we take time to learn from them. • We learn to help ourselves and our community. • We learn to be strong and act with courage. • All people have a right to use their own languages and to honor their own cultures. • Creative expression is part of our lives and part of our school. • We work to build a fair and peaceful world. • The earth is our home and we must take care of it.

ADMINISTRATION

FACTS Who We Are Statement: The Folk Arts–Cultural Treasures Charter School comes out of a history of struggle: • for equity and justice for Asian American students and immigrant and refugee students of all races in the public schools; • for public investment and public space in the under-served Chinatown community; • & for public schooling that engages children as active participants in working for a just society. After a decade and a half of public school advocacy and organizing, Asian Americans United decided to start a school that would address the

particular needs of Asian American immigrant and refugee students, with an emphasis on the Chinatown community, and create the kinds of changes we had been advocating. FACTS is designed to provide expertise and knowledge regarding the needs of Asian American and immigrant students; to bridge the gulf of isolation, unfamiliarity with institutions, and language barriers that prevent parents and community members from playing active roles in the education of their children; and to provide our students with the character, skills, and sense-of-self they need to thrive in this world. FACTS has a special commitment and responsibility to Chinatown. We located FACTS in Chinatown because there was a lack of public investment and a lack of public space in Chinatown. Chinatown also serves as a social and spiritual hub for many Chinese immigrants and Asian Americans of all ethnicities. AAU's history of parent and youth education organizing in Chinatown also created a special commitment to this neighborhood. FACTS teaches Mandarin Chinese because it is the language of the neighborhood where FACTS is located. We want to teach students how to engage in a respectful way, how to be responsible for, how to contribute to, and how to learn from the community of which we are a part. In addition, FACTS students – whether heritage speakers who are afforded an opportunity to retain and strengthen their bilingual skills, or non-heritage speakers who are introduced to an important world language – benefit from understanding the value of language diversity. Although FACTS is designed to address the needs of Asian American and Asian immigrant students, FACTS' founders sought to create a deliberately multi-racial/ multi-ethnic school. Such a school best embodies a model of anti-racist education that not only values diversity but also addresses inequalities and promotes justice. FACTS is committed to helping children work cooperatively in a diverse, multicultural society. Folk arts are the unifying thread across this diverse school body, and AAU partnered with the Philadelphia Folklore Project in the creation and ongoing nurturing of the school. Folk arts teach students and adults to value knowledge that resides in the school community and in the families and communities of our students; to recognize the contributions of ordinary people as artistic beings and culture makers; to understand and embrace their own cultural identities; and to respect and appreciate the cultures of others. Folk arts strengthen children's spirits and their communities. Goals for the school are to provide students with an educational experience that:

- Raises their academic achievement and ability to think critically and creatively;
- Affirms language, traditional arts, and culture;
- Nurtures values of compassion and kindness;
- Instills a commitment to taking responsibility for themselves and their communities;
- Recognizes parents, elders, and community members as a constant presence in the lives of students; and
- Inspires a vision of justice and fairness and the courage to pursue them.

PARENTS

FACTS' shared values are incorporated in the curriculum and school environment. At FACTS, we believe adults have a responsibility to model and practice these principles. We have written our shared values into a school pledge that is taught to students, shared with parents, and

reaffirmed on a regular basis in settings such as morning gatherings, class meetings, and class activities. School Pledge • We care for one another and learn together. • There is no limit to what we can learn. • Our families and our elders know important things and we take time to learn from them. • We learn to help ourselves and our community. • We learn to be strong and act with courage. • All people have a right to use their own languages and to honor their own cultures. • Creative expression is part of our lives and part of our school. • We work to build a fair and peaceful world. • The earth is our home and we must take care of it.

COMMUNITY

FACTS' shared values are incorporated in the curriculum and school environment. At FACTS, we believe adults have a responsibility to model and practice these principles. We have written our shared values into a school pledge that is taught to students, shared with parents, and reaffirmed on a regular basis in settings such as morning gatherings, class meetings, and class activities. School Pledge • We care for one another and learn together. • There is no limit to what we can learn. • Our families and our elders know important things and we take time to learn from them. • We learn to help ourselves and our community. • We learn to be strong and act with courage. • All people have a right to use their own languages and to honor their own cultures. • Creative expression is part of our lives and part of our school. • We work to build a fair and peaceful world. • The earth is our home and we must take care of it.

OTHER (OPTIONAL)

STEERING COMMITTEE

| Name | Position | Building/Group |
|-------------------|--|------------------------|
| Pheng Lim | Administrator/Principal and Parent | FACT Charter School |
| Ellen Somekawa | Administrator/Executive Director | FACT Charter School |
| Ricque Porter | Administrator/Associate Director | FACT Charter School |
| David Brown | Administrator/Finance Director | FACT Charter School |
| Jacquelyn Griffin | Administrator/Director of School Culture Upper School and Parent | FACT Charter School |
| Patricia Morris | Administrator/Director of School Culture Lower School | FACT Charter School |
| Lisa Pankey | Administrator/Special Education Supervisor | FACT Charter School |
| Mikki Schrodel | Administrator/School Counselor and Parent | FACT Charter School |
| Pratima Agrawal | Accountability Manager | FACT Charter School |
| Galen Fitzpatrick | Special Education Teacher and Parent | FACT Charter School |
| Neeta Patel | Board Member | Asian Americans United |
| Lily Cavanagh | Staff Member | FACT Charter School |
| Michelle Barton | Staff Member | FACT Charter School |

| Name | Position | Building/Group |
|-------------------------|------------------|--------------------------|
| Heather Davis Jones | Parent | FACT Charter School |
| Xu Lin Sun | Community Member | Community Business Owner |
| Jill Benowitz | Staff Member | FACT Charter School |
| Janice Fan | Staff Member | FACT Charter School |
| Lucinda Megill-Legendre | Staff Member | FACT Charter School |
| Judy Huynh | Staff Member | FACT Charter School |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| <p>FACTS has implemented the following to address the needs of students who are not reading at grade level expectations according to the DRA: employ a full-time Literacy coordinator, continue the process of implementing a more robust phonics program for all K-2 students, with continued word study and grammar lessons in grades 3-5, continue to have a dedicated block of time in the schedule for intervention (WIN), and employ four certified intervention teachers to work with targeted small groups of students needing additional small group support in the area of ELA. FACTS is also employing an additional ELD teacher in grades K-2 in 2021-2022.</p> | Early Literacy |
| <p>FACTS continued work towards its goals in the area of ELA will help address this mathematics challenge. General education, ELD, and Special Education teachers are implementing strategies for teaching more sophisticated math vocabulary. Several members of our teaching staff have completed SLOP (Sheltered Instruction Observation Protocol) training. This research based instructional model is proven effective in addressing the academic needs of English learners throughout the United States. FACTS has implemented the following to address the needs of students who are not meeting grade level expectations in mathematics according to the PSSA: employ a full-time math coordinator, purchase and utilize IXL software for intervention, employ four certified intervention teachers to work with targeted small groups of students needing additional small group support in the area of mathematics. FACTS is also planning to reach out to high performing high schools in Philadelphia who accept a number of FACTS students to survey them about the preparedness of FACTS students in the area of mathematics for high school. We are hoping to learn more about our program strengths and any gaps that we can work to improve.</p> | Mathematics |
| <p>FACTS created a block of time in the schedule for intervention (WIN) in 2020-2021. This block will continue in 2021-2022. Additionally, grade levels will have this block staggered throughout the day to maximize Intervention, ELD, and Special Education small group support. FACTS will employ four certified intervention teachers in 2021-2022 (This is an increase from 0 in 2019-2020 and 2 in 2020-2021) to work with targeted small groups of students needing additional small group</p> | Essential Practices 3: Provide Student- |

Priority Statement

Outcome Category

support. Students are identified using our ELA and Math screeners which are administered to the whole school several times a year.

Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy

Small Group Intervention

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math65

FACTS will move from 56% to 65% of students scoring proficient or advanced on the Mathematics PSSA.

WINandRtl

FACTS will have a school-wide systematic approach for collecting and analyzing local data sources in the areas of mathematics, ELA and science to drive student progress.

3rdGradeReading

By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment.

Action Step

Anticipated

Start/Completion

Lead

Person/Position

Materials/Resources/Supports

Needed

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|-------------------------------|---|
| Intervention and Rtl team will create a uniform system for organizing, storing, and sharing assessment data and Rtl documents on the shared Google Drive. The data will be used to identify students in need of additional supports and to coordinate with grade level and content teams to provide such supports. This data will be used in conjunction with PSSA data and other local assessments to assess schoolwide and cohort strengths and challenges. | 2021-08-23 - 2022-06-22 | Rtl Coordinator & Coach | Continued training on data analysis and google suite. |

Anticipated Outcome

FACTS hired four certified teachers and scheduled a schoolwide intervention block (WIN) to boost our ability to provide small group intervention support to students in grades K to 8. Our intervention teachers anchor our Rtl program. General Education, ELD, and Special Education teachers will continue to play a crucial role providing small group instruction in the Rtl process.

Monitoring/Evaluation

FACTS full time literacy and math coordinators will work closely with the intervention team to analyze data and establish expectations. The Principal, Associate Director, Special Education Supervisor and Accountability Manager will also meet with this team to dissect student performance data and assist in adjusting goals as needed.

Evidence-based Strategy

Improve Language and Literacy Acquisition for All Students

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

3rdGradeReading

By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

FACTS teachers will participate in professional development aimed at improving language and literacy acquisition for all students. Examples include: SIOP, Teacher's College Phonics Institute, ELA department trainings

2021-08-23 -
2022-06-21

Literacy
Coordinator &
Coach

DRA kits, SIOP and/or
Teacher's College led
Professional Development
sessions

Anticipated Outcome

Principal and Literacy Coordinator & Coach will look for evidence of teachers implementing techniques and strategies taught in professional development sessions during their classroom observations.

Monitoring/Evaluation

Professional development agendas, sign-in sheets, and course completion certificates will be used for monitoring.

Evidence-based Strategy

Teach Diverse Learners in an Inclusive Setting

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math65

FACTS will move from 56% to 65% of students scoring proficient or advanced on the Mathematics PSSA.

WINandRtl

FACTS will have a school-wide systematic approach for collecting and analyzing local data sources in the areas of mathematics, ELA and science to drive student progress.

3rdGradeReading

By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

FACTS will provide professional development for all teaching staff on equity, differentiation and inclusion. Common planning time will be established for general education, ELD, and Special Education teachers to meet, plan, and implement best practices for diverse learners.

2021-08-23 -
2022-06-21

Principal

Professional development sessions led by partners including CHOP and Innovageous.

Anticipated Outcome

FACTS Admin Team and partner organizations will deliver professional development on topics including anti-bias education, ableism, gender and sexuality (LGBTQ+) to educate staff on educating a diverse group of learners.

Monitoring/Evaluation

Professional development agendas and sign-in sheets.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--------------------------|---|----------------------|
| FACTS will move from 56% to 65% of students scoring proficient or advanced on the Mathematics PSSA. (Math65) | Small Group Intervention | Intervention and Rtl team will | 08/23/2021 - |
| FACTS will have a school-wide systematic approach for collecting and analyzing local data sources in the areas of mathematics, ELA and science to drive student progress. (WINandRtl) | | create a uniform system for organizing, storing, and sharing | 06/22/2022 |
| By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment. (3rdGradeReading) | | assessment data and Rtl documents on the shared Google Drive. The data will be used to identify students in need of additional supports and to coordinate with grade level and content teams to provide such supports. This | |

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

data will be used
in conjunction
with PSSA data
and other local
assessments to
assess schoolwide
and cohort
strengths and
challenges.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|--|
| <p>By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment. (3rdGradeReading)</p> | <p>Improve Language and Literacy Acquisition for All Students</p> | <p>FACTS teachers will participate in professional development aimed at improving language and literacy acquisition for all students. Examples include: SIOP, Teacher's College Phonics Institute, ELA department trainings</p> | <p>08/23/2021 - 06/21/2022</p> |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|----------------------------------|---|----------------------|
| FACTS will move from 56% to 65% of students scoring proficient or advanced on the Mathematics PSSA. (Math65) | Teach | FACTS will | 08/23/2021 |
| By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment. (3rdGradeReading) | Diverse | provide | - |
| FACTS will have a school-wide systematic approach for collecting and analyzing local data sources in the areas of mathematics, ELA and science to drive student progress. (WINandRtl) | Learners in an Inclusive Setting | professional development for all teaching staff on equity, differentiation and inclusion. Common planning time will be established for general education, ELD, and Special Education teachers to meet, plan, and implement best practices for diverse learners. | 06/21/2022 |

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.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

100% of FACTS seventh graders successfully completed a culminating folk arts project, demonstrating knowledge, skills, and insights accumulated about a specific folk arts discipline, question or concept by presenting to a group of peers and teachers.

Each student in grades K-8 adds at least two folk arts learning reflections per year to their portfolio based on a series of ritual calendar events, school wide residencies, grade level artist residencies and/or folk arts ensembles.

FACTS promotes and sustains a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. FACTS administrative and curriculum council members gave FACTS the following score: · 81.8% exemplary · 18.2% operational

Attendance - FACTS percent regular attendance is 94.9%. FACTS exceeds the statewide average and has already achieved the statewide 2030 goal of 94.1%.

English Learners - FACTS was able to give the WIDA model screener in-person to the 2020-2021 Kindergarten and new students in other grade levels during the summer of 2021. FACTS

Challenges

FACTS Folk Arts Education Specialist is currently revising many of these in-person art residencies and ensembles to create meaningful experiences based on limited in-person experiences due to the COVID-19 pandemic.

FACTS implements a multi-tiered system of supports for academics and behavior. FACTS administrative and curriculum council members gave FACTS the following score: · 36.4% exemplary · 54.5% operational · 9.1% emerging

FACTS implements evidence-based strategies to engage families to support learning. FACTS administrative and curriculum council members gave FACTS the following score: · 9.1% exemplary · 72.7% operational · 18.2% emerging

English Language Growth and Attainment - 35.5% of FACTS English Learners met their interim growth toward, or attainment level , of English language proficiency as measured by the ACCESS for ELLs. The statewide goal for 2030 is 70.3%. FACTS did not meet growth targets in this area.

Mathematics (Black Student Group) - While 56.6% of all FACTS students scored proficient or advanced in mathematics on the

Strengths

will give the screener to all 2021-2022 new students in the fall of 2021.

FACTS collectively shapes the vision for continuous improvement of teaching and learning. FACTS administrative and curriculum council members gave FACTS the following score: · 81.8% exemplary · 18.2% operational

FACTS fosters a culture of high expectations for success for all students, educators, families, and community members. FACTS administrative and curriculum council members gave FACTS the following score: · 72.7% exemplary · 27.3% operational

Science - FACTS developed an inquiry-based science curriculum where students are encouraged to ask questions, to conduct experiments, and to learn important concepts and skills rather than merely to remember a lot of detailed information. The goal is depth of understanding over breadth with each grade level working through 4-6 units per year.

Science/Biology - FACTS students scored 80.9% proficient or advanced in the area of science/biology on the PSSAs. FACTS significantly outperformed the statewide average of 66% and is close to achieving the 2030 statewide goal of 83% proficient or advanced.

Meeting Annual Academic Growth Expectations- FACTS is

Challenges

PSSAs, only 22.7% of Black students scored proficient or advanced.

FACTS monitors and evaluates the impact of professional learning on staff practices and student learning. FACTS administrative and curriculum council members gave FACTS the following score: · 36.4% exemplary · 45.5% operational · 18.2% emerging

ELA - Based on the June 2021 DRA testing, several cohorts are performing below expectations. Just 38% of the 7th grade students, 52% of the 5th grade students, 46% of the 4th grade students and 59% of the 1st grade students are reading above, on or within one level of independent grade level reading expectations.

Math - While the overall average score was over 85% in all grade levels, 20 students scored below 60% on the June 2021 screener.

Mathematics - 56.6% of FACTS students scored proficient or advanced in Mathematics on the PSSAs. The Statewide 2030 goal is 71.8%.

English Learners - FACTS does not have WIDA ACCESS data for 2020-2021. All FACTS ELD students will take the WIDA ACCESS in the spring of 2022.

Economically Disadvantaged - While the majority of students met their Rtl goal, 26 students did not make progress.

Strengths

meeting the PVAAS standards for growth of 70.0 in English Language Arts (98.0), Mathematics (84.0), and Science/Biology (81.5)

Math - On the Universal Math Screener given in June 2021, the average score was over 85% in all grade levels.

Economically Disadvantaged - FACTS made significant progress is collecting and organizing Rtl progress monitoring, mathematics and ELA assessment data in 2020-2021. We plan to continue to improve this effort moving forward.

ELA - Based on June 2021 DRA testing, at least 80% of students are reading above, on or within one level of independent grade level expectation in Second (84%) and Sixth (80%) grades.

Challenges

Science - FACTS is working to develop a calendar to routinely analyze and share science student performance data across grades to improve overall practice.

Most Notable Observations/Patterns

FACTS has noted that there is need to increase the frequency and depth of our analysis of assessment data, particularly our own benchmark assessments, in the areas of English Language Arts, Mathematics, and Science to improve student outcomes. FACTS observed that there is a need for continued and intensive small group instruction for students not making adequate progress.

| Challenges | Discussion Point | Priority for Planning |
|--|---|-----------------------|
| <p>English Language Growth and Attainment - 35.5% of FACTS English Learners met their interim growth toward, or attainment level , of English language proficiency as measured by the ACCESS for ELLs. The statewide goal for 2030 is 70.3%. FACTS did not meet growth targets in this area.</p> | <p>In 2017-18, FACTS met the ELD interim growth goal with 39% of FACTS English Learners meeting their interim growth target of English language proficiency as measured by the ACCESS for ELLs; this compares to 35.5% in 2018-19 when FACTS did not meet our ELD growth goal. The FACTS ELD team will use this ability to calculate growth toward interim goals on the way toward the long-term goal of English proficiency in targeting interventions and supports.</p> | |
| <p>Mathematics (Black Student Group) - While 56.6% of all FACTS students scored proficient or advanced in mathematics on the PSSAs, only 22.7% of Black students scored proficient or advanced.</p> | <p>FACTS has been analyzing our approach to students who are not meeting grade level expectation. We believe these students need additional small group instruction by certified teachers and FACTS has hired four certified intervention teachers to work with students in the areas of ELA and Mathematics.</p> | |
| <p>Mathematics - 56.6% of FACTS students scored proficient or advanced in Mathematics on the PSSAs. The Statewide 2030 goal is 71.8%.</p> | <p>FACTS working hypothesis is that in order to score proficient or advanced on the current mathematics PSSA assessment students must have high level reading comprehension strategies and a robust knowledge of mathematics vocabulary. Students with strong computation and mental math skills aren't likely to score proficient unless they also have above grade level ELA skills. Our hypothesis is based on an analysis of the old and new PSSAs using the Flesch-Kincaid Readability</p> | |

| Challenges | Discussion Point | Priority for Planning |
|---|---|-----------------------|
| <p>Math - While the overall average score was over 85% in all grade levels, 20 students scored below 60% on the June 2021 screener.</p> | <p>Index and the fact that, in the year that the PSSA test was redesigned, the proficiency of FACTS's ELD students went from 84% proficient on Math to 24%. FACTS will be utilizing the mathematics IXL diagnostic in 2021-2022 to determine student needs.</p> | |
| <p>FACTS implements a multi-tiered system of supports for academics and behavior. FACTS administrative and curriculum council members gave FACTS the following score: · 36.4% exemplary · 54.5% operational · 9.1% emerging</p> | | |
| <p>FACTS implements evidence-based strategies to engage families to support learning. FACTS administrative and curriculum council members gave FACTS the following</p> | <p>FACTS plans to utilize the zoom platform this year to hold multiple meetings for families, in their preferred language, on how they can support student learning.</p> | |

Challenges

Discussion Point

Priority for Planning

score: · 9.1% exemplary · 72.7% operational · 18.2% emerging

FACTS monitors and evaluates the impact of professional learning on staff practices and student learning. FACTS administrative and curriculum council members gave FACTS the following score: · 36.4% exemplary · 45.5% operational · 18.2% emerging

FACTS will conduct a series of trainings for staff this year on instructional best practices in a virtual setting. FACTS is working with a third party consulting group to develop and effectively evaluate each training session provided.

ELA - Based on the June 2021 DRA testing, several cohorts are performing below expectations. Just 38% of the 7th grade students, 52% of the 5th grade students, 46% of the 4th grade students and 59% of the 1st grade students are reading above, on or within one level of independent grade level reading expectations.

FACTS working hypothesis is that some students require a more systematic approach to standards aligned phonics instruction and targeted small group support by certified teachers. FACTS hired two certified intervention teachers in 2020 and two more in 2021 (4 total), rather than hiring teaching assistants as we have in the past, to offer additional targeted instructional support. FACTS purchased and conducted professional development for ELA teachers on the Teacher College Phonics Program beginning in 2019. Additional training was given in the summer of 2021. In addition, we believe we must address students' reading challenges at the youngest grades, recognizing that it is difficult for students to catch up or to achieve at high levels in any subject area if their reading proficiency is below grade level.

English Learners - FACTS does

In 2019-20, there 16 students with one transferring out and five students were dual

| Challenges | Discussion Point | Priority for Planning |
|--|---|------------------------------|
| not have WIDA ACCESS data for 2020-2021. All FACTS ELD students will take the WIDA ACCESS in the spring of 2022. | identified. 8 out of the 16 were not meeting or exceeding their growth targets. An action plan for the ELD team is to use the English Language Proficiency Indicator to calculate the growth measurement of individual students and skill strengths and gaps that will be used to target instruction. | |
| Economically Disadvantaged - While the majority of students met their Rtl goal, 26 students did not make progress. | FACTS hired 2 intervention teachers in 2020-2021 and an additional 2 intervention teachers in 2021-2022, for a total of four to provide ELA and Mathematics intervention support for students not making progress. | |

ADDENDUM B: ACTION PLAN

Action Plan: Small Group Intervention

Action Steps**Anticipated Start/Completion Date**

Intervention and Rtl team will create a uniform system for organizing, storing, and sharing assessment data and Rtl documents on the shared Google Drive. The data will be used to identify students in need of additional supports and to coordinate with grade level and content teams to provide such supports. This data will be used in conjunction with PSSA data and other local assessments to assess schoolwide and cohort strengths and challenges.

08/23/2021 - 06/22/2022

Monitoring/Evaluation**Anticipated Output**

FACTS full time literacy and math coordinators will work closely with the intervention team to analyze data and establish expectations. The Principal, Associate Director, Special Education Supervisor and Accountability Manager will also meet with this team to dissect student performance data and assist in adjusting goals as needed.

FACTS hired four certified teachers and scheduled a schoolwide intervention block (WIN) to boost our ability to provide small group intervention support to students in grades K to 8. Our intervention teachers anchor our Rtl program. General Education, ELD, and Special Education teachers will continue to play a crucial role providing small group instruction in the Rtl process.

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

Continued training on data analysis and google suite.

yes

yes



Action Plan: Improve Language and Literacy Acquisition for All Students

| Action Steps | Anticipated Start/Completion Date |
|--|--|
| FACTS teachers will participate in professional development aimed at improving language and literacy acquisition for all students. Examples include: SIOP, Teacher's College Phonics Institute, ELA department trainings | 08/23/2021 - 06/21/2022 |

| Monitoring/Evaluation | Anticipated Output |
|---|---|
| Professional development agendas, sign-in sheets, and course completion certificates will be used for monitoring. | Principal and Literacy Coordinator & Coach will look for evidence of teachers implementing techniques and strategies taught in professional development sessions during their classroom observations. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|---|----------------|------------------|
| DRA kits, SIOP and/or Teacher's College led Professional Development sessions | yes | no |

Action Plan: Teach Diverse Learners in an Inclusive Setting

| Action Steps | Anticipated Start/Completion Date |
|--|-----------------------------------|
| FACTS will provide professional development for all teaching staff on equity, differentiation and inclusion. Common planning time will be established for general education, ELD, and Special Education teachers to meet, plan, and implement best practices for diverse learners. | 08/23/2021 - 06/21/2022 |

| Monitoring/Evaluation | Anticipated Output |
|--|---|
| Professional development agendas and sign-in sheets. | FACTS Admin Team and partner organizations will deliver professional development on topics including anti-bias education, ableism, gender and sexuality (LGBTQ+) to educate staff on educating a diverse group of learners. |

| Material/Resources/Supports Needed | PD Step | Comm Step |
|---|---------|-----------|
| Professional development sessions led by partners including CHOP and Innovageous. | yes | no |



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--------------------------|---|----------------------|
| FACTS will move from 56% to 65% of students scoring proficient or advanced on the Mathematics PSSA. (Math65) | Small Group Intervention | Intervention and Rtl team will | 08/23/2021 - |
| FACTS will have a school-wide systematic approach for collecting and analyzing local data sources in the areas of mathematics, ELA and science to drive student progress. (WINandRtl) | | create a uniform system for organizing, storing, and sharing | 06/22/2022 |
| By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment. (3rdGradeReading) | | assessment data and Rtl documents on the shared Google Drive. The data will be used to identify students in need of additional supports and to coordinate with grade level and content teams to provide such supports. This | |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--|--|-------------------------|
| | | data will be used in conjunction with PSSA data and other local assessments to assess schoolwide and cohort strengths and challenges. | |
| By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment. (3rdGradeReading) | Improve Language and Literacy Acquisition for All Students | FACTS teachers will participate in professional development aimed at improving language and literacy acquisition for all students. Examples include: SIOP, Teacher's College Phonics Institute, ELA department trainings | 08/23/2021 - 06/21/2022 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|--|--|-------------------------------|
| FACTS will move from 56% to 65% of students scoring proficient or advanced on the Mathematics PSSA. (Math65) | Teach Diverse Learners in an Inclusive Setting | FACTS will provide professional development for all teaching staff on equity, differentiation and inclusion. Common planning time will be established for general education, ELD, and Special Education teachers to meet, plan, and implement best practices for diverse learners. | 08/23/2021 - 06/21/2022 |
| FACTS will have a school-wide systematic approach for collecting and analyzing local data sources in the areas of mathematics, ELA and science to drive student progress. (WINandRtl) | | | |
| By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment. (3rdGradeReading) | | | |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|-------------------------|--|
| Small Group Intervention | All Instructional Staff | Rtl process, Screeners and Benchmark Assessments available at FACTS, Data Analysis and Progress Monitoring |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--|-------------------------|---------------------------|
| Teachers will be asked to complete reflections and/or surveys at the end of professional development sessions. Teachers will also evaluate student growth during each Rtl cycle. | 08/23/2021 - 06/21/2022 | Rtl Coordinator and Coach |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| 1f: Designing Student Assessments | |
| 3d: Using Assessment in Instruction | |



| Professional Development Step | Audience | Topics of Prof. Dev |
|------------------------------------|---|--|
| Teachers College Phonics Institute | Select K-3 General Education, ELD or Special Education teachers | This institute will support the teaching of TCRWP's Units of Study in K-2 phonics. Participants will learn about the ways in which the curriculum is grounded in the research on how kids develop. Participants will learn how the phonics units allow teachers to transfer, adapt, and build upon methods of teaching that are essential to reading or writing workshop instruction so the entire language arts curriculum is more cohesive and streamlined and encourages students to apply all they learn to their writing and their reading. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--------------------------------|-------------------------|----------------------|
| Course completion certificates | 07/01/2021 - 08/31/2021 | Principal |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| 3a: Communicating with Students | Language and Literacy Acquisition for All Students |



| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|---|--|
| SIOP Training | Select K-8 General Education, ELD or Special Education teachers | The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components: Lesson Preparation Building Background Comprehensible Input Strategies Interaction Practice/Application Lesson Delivery Review & Assessment Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|-------------------------------|-------------------------|----------------------|
| Completed course certificates | 07/01/2021 - 06/21/2022 | Principal |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| 1b: Demonstrating Knowledge of Students | Language and Literacy Acquisition for All Students |



| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------------|-----------|---|
| CHOP's Gender and Sexuality Program | All staff | Trainings include information on: Understanding gender identity in the context of child development? Establishing trans-inclusive policies? Identifying ways to reduce gender-categorized classroom activities and projects Clarifying what bullying and harassment looks and sounds like for transgender students The goal will be that training participants will have an increased ability to support transgender students and improvement in overall acceptance for gender diversity in the school environment. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|----------------------------|-------------------------|----------------------|
| Agendas and sign-in sheets | 08/23/2021 - 06/21/2022 | Principal |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| | Teaching Diverse Learners in an Inclusive Setting |



ADDENDUM D: ACTION PLAN COMMUNICATION

| Measurable Goals | Action Plan Name | Communication Step | Anticipated Timeline |
|--|---------------------------------|--|--------------------------------|
| <p>FACTS will move from 56% to 65% of students scoring proficient or advanced on the Mathematics PSSA. (Math65)</p> <p>By the end of 2nd grade, 80% of FACTS students will be reading at grade level expectation independent reading level on the end of year DRA assessment. (3rdGradeReading)</p> <p>FACTS will have a school-wide systematic approach for collecting and analyzing local data sources in the areas of mathematics, ELA and science to drive student progress. (WINandRtl)</p> | <p>Small Group Intervention</p> | <p>Intervention and Rtl team will create a uniform system for organizing, storing, and sharing assessment data and Rtl documents on the shared Google Drive. The data will be used to identify students in need of additional supports and to coordinate with grade level and content teams to provide such supports. This</p> | <p>2021-08-23 - 2022-06-22</p> |

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

data will be used
in conjunction
with PSSA data
and other local
assessments to
assess schoolwide
and cohort
strengths and
challenges.

COMMUNICATIONS PLAN

| Communication Step | Audience | Topics/Message of Communication |
|-------------------------|-----------------------------------|--|
| Parent Meetings | Parents | FACTS teachers will meet with parents during parent teacher conferences and correspond via phone, Talking Points text and email as needed in regards to individual student progress. |
| Anticipated Timeframe | Frequency | Delivery Method |
| 09/08/2021 - 06/21/2022 | At least once per marking period. | Other Posting on district website |
| Lead Person/Position | | |
| FACTS Teachers | | |

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

