

Folk Arts-Cultural Treasures CS

TSI Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Folk Arts Cultural-Treasures Charter School		126510021
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1023 Callowhill Street		
Address 2		
City	State	Zip Code
Philadelphia	PA	19123
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Michelle Barton		
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Single Point of Contact Phone Number		Single Point of Contact Extension
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Principal Name		
Pheng Lim		
Principal Email		
plim@factschool.org		
Principal Phone Number		Principal Extension
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School Improvement Facilitator Name		School Improvement Facilitator Email
N/A		N/A

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Pheng Lim	Principal	FACT Charter School	plim@factschool.org
Ellen Somekawa	Chief School Administrator	FACT Charter School	esomekawa@factschool.org
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Leana Cabral	Parent	FACTS Parent	lc3272@tc.columbia.edu
Xu Lin	Community Member	Bubblefish Restaurant	xulinsunraiser@gmail.com
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LEA Profile

The Folk Arts–Cultural Treasures Charter School (FACTS) is a K-8 public charter school in Philadelphia’s Chinatown. FACTS offers a high quality, free public education to students in Philadelphia, the city with the highest poverty rate of the ten largest US cities. The US Department of Education named FACTS a 2016 National Blue-Ribbon School (as an Achievement Gap Closing School). In 2018 the Pennsylvania Department of Education named FACTS a Title I Distinguished School.

FACTS was founded in 2005 by two Philadelphia community organizations, Asian Americans United (AAU) and the Philadelphia Folklore Project (PFP), specifically in response to the needs of immigrant and refugee English Learners. After 18 years of advocating and organizing to address the particular needs of Asian immigrant and refugee students and English Learners in Philadelphia public schools, Asian Americans United turned to the strategy of institution-building. By starting a charter school, AAU sought to model how to provide high quality services to Asian immigrant and refugee students and English Learners more generally. AAU aimed to design a school that could bridge the gulf of isolation, unfamiliarity with institutions, and language barriers that prevent some parents from playing active roles in the education of their children – and a school that could nurture students to develop the character, skills, and sense-of-self they need to thrive in this world

AAU felt a particular responsibility to start a school that serves the needs of Chinese immigrant children since working with its own Chinatown Parents’ Association helped lead AAU to the point of starting a school. But because our society is so often fractured along lines of race, ethnicity and language, AAU also wanted to build bridges between and among immigrant and non-immigrant communities. Therefore, the founders sought to design the school to be multiracial and multiethnic, and a mix of native English speakers and English Learners. The founders believed that a critical 21st Century skill is for our students to be able to find commonalities across race, language, culture, immigrant status, and other differences and to learn to work and grow with individuals who are different from themselves. Therefore, AAU reached out to its longtime ally, the Philadelphia Folklore Project, to partner in founding the school. The founders’ shared vision was to create a deliberately multiracial/ multi-ethnic school, by adopting a folk arts approach that welcomes the knowledge, wisdom, and traditions of all our families into our school. FACTS has a diverse student body (69% Asian, 15% African American, 5% Latino, 4% White, 7% Multiracial, 70% children with home languages other than English).

FACTS drives success by making connections with the diverse cultural communities in our school and reducing the home/school divide. We do this by paying attention to and valuing students’ home cultures as part of our regular teaching practice and whole school culture. Our school seeks to educate and give children necessary linguistic and social skills for becoming successful students in America, while at the same time affirming their home cultures. Allowing families to secure a physically and psychologically safe space for the acquisition of linguistic and social skills will give children and families both a base, and the confidence, necessary to exercise their responsibilities as members of a democratic civil society.

FACTS is located in Philadelphia’s Chinatown North, both to serve the particular needs of the Chinatown community and because of the neighborhood’s central location as a welcoming place for diverse immigrant and refugee populations. Chinatown is a 150-year old residential

neighborhood, a spiritual and cultural hub for Asian Americans in the Delaware Valley, and a vibrant economic enclave; however, FACTS is one of the few public spaces and public institutions serving this often-neglected neighborhood.

Mission and Vision

Mission

"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

FACTS will be known for its commitment to a curriculum, school culture and program that value different cultures and reflect the school's signature emphasis on folk arts. FACTS will attract a culturally and racially diverse body of students and staff from across the City of Philadelphia. Diverse languages and heritages will be present and celebrated, and immigrant and refugee children and their families in particular will value the safe, respectful, and inclusive environment both within and outside the classroom. Students from varied backgrounds will achieve at high levels and will have their choice of high schools, for which they will be well prepared. Educators will continue to be inspired by FACTS's success in enabling English Language Learners to thrive and succeed, and the FACTS model will improve or influence progress in ELD in other schools in Philadelphia. FACTS will maintain stability and consistency while continuing to be open to improvement and change. Teachers will be supported in professional development, and teachers and staff will be trained in effective communication in a multicultural/multilingual and racially diverse environment. Board and administration will work collaboratively together and with teachers, using effective and efficient communication and decision-making processes. Diverse groups of parents will participate in the school, meeting with teachers and other parents and keeping up-to-date on their children's progress. Parents will also take advantage of offerings for their own benefit. The Chinatown community will see FACTS as a good neighbor, and both school and community will benefit from the relationship. The school will be able to draw on increased and more diverse financial resources and will have the indoor and outdoor capacity to provide children with physical activity in safe and inviting surroundings.

Educational Values

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 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.

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)

Omit selected.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
FACTS's post COVID assessment scores have returned to proficiency levels in line with Pre-COVID proficiencies.	However, the school takes seriously that not all subgroups have recovered to pre-COVID proficiency levels.
FACTS is meeting the state standards for growth of in English Language Arts, Mathematics, and Science for all grades.	
FACTS English Learners are about twice as likely to be proficient in ELA, Math, and Science compared to statewide averages.	FACTS makes significant investments in our ELD program, including the hiring of ELD teachers, structuring the schedule in a way that increases time for small group supports, and training of staff in best practices in ELD teaching (such as SIOP turn around training for all instructional staff).
FACTS students scored 81.9% proficient or advanced in the area of science on the PSSAs.	FACTS significantly outperformed the statewide average of 66%.

Challenges

Indicator	Comments/Notable Observations
There has been an increase in the number of chronically truant students at FACTS. High attendance had been a strength of FACTS. However, the percentage of FACTS students attending more than 95% of instructional days has decreased from 78% in 2021-22 to 69.4% in 2022-23.	FACTS is going to make consistent attendance a major emphasis in the coming years through clear and consistent messaging to parents, clarifying our messaging about staying home when sick in the post COVID era, and consistent and timely enforcement of our policies.
56.8% of FACTS students scored proficient or advanced in	Our students have strong numeracy skills but struggle with the heavy

Mathematics on the PSSAs. The Statewide 2030 goal is 71.8%.	focus on multi step word problems and complex math vocabulary on the PSSA Our large population of English Language Learners particularly struggles with the language comprehension required for the math PSSA.
FACTS did not meet growth targets for English Learners towards English proficiency for Students with IEPs	51% of FACTS SPED students are also English Learners. 63% of our SPED students who are also English Learners have a speech or language impairment. Growth towards English proficiency will, by definition, be slower for students with a speech or language impairment. Although FACTS dedicates considerable resources to our ELD Program, this is a difficult metric to move.
FACTS's third grade ELA scores dropped from 2021-22 to 2022-23 and from 2022-23 to 2023-24.	There was a decline in test scores for the grades that tested electronically. FACTS third grade students do not have very much experience with using Chromebooks and Chromebook use was not reinforced throughout the school year. The complexity of navigating to different sections of the reading portion of the PSSA might have led to students struggling with the test.

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

Strengths

Indicator FACTS English Learners are about twice as likely to be proficient in ELA, Math, and Science compared to statewide averages. ESSA Student Subgroups English Learners	Comments/Notable Observations FACTS invests considerable resources in our ELD program through our hiring of ELD teachers, investing in training, and having our ELD staff conduct turn around training in best practices such as Sheltered Instruction Observation Protocol® (SIOP®) for all instructional staff.
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator In ELA, 68.9% of all FACTS students scored proficient or advanced, but only 52% of black students scored proficient or advanced. In math 56% of all FACTS students scored proficient or advanced, but only 19% of Black students students scored proficient or advanced.	Comments/Notable Observations There is a gap in achievement between black students and Asian, white, and multiracial student groups. The small size of our African American subgroup amplifies the effect of individual student achievement, making meaningful statements about the group as a whole particularly difficult. Targeted small group instruction for students who are below grade level as
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<p>ESSA Student Subgroups African-American/Black</p>	<p>well as regular anti-bias training and the creation of a multiracial learning environment remain key strategies for addressing this issue.</p>
<p>Indicator There was a decrease in the percentage of third grade students who scored proficient in reading on the PSSAs. ESSA Student Subgroups</p>	<p>Comments/Notable Observations There was a decline in test scores for the grades that tested electronically. FACTS third grade students do not have very much experience with using Chromebooks and Chromebook use was not reinforced throughout the school year. The complexity of navigating to different sections of the reading portion of the PSSA might have led to students struggling with the test.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>FACTS English Learners are about twice as likely to be proficient in ELA, Math, and Science compared to statewide averages.</p>
<p>FACTS is meeting the state standards for growth of in English Language Arts, Mathematics, and Science for all grades.</p>

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

<p>FACTS did not meet proficiency goals for 3rd grade ELA</p>
<p>FACTS did not meet growth targets for English Learners towards English proficiency for Students with IEPs</p>
<p>56.8% of FACTS students scored proficient or advanced in Mathematics on the PSSAs. The Statewide 2030 goal is 71.8%.</p>
<p>There has been an increase in the number of chronically truant students at FACTS.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Developmental Reading Assessment (DRA)	Using the Developmental Reading Assessment (DRA), 68% of students at the end of 2nd grade were reading on grade level.
iReady, DRA 3	Triangulated data will be used to assess students.
Acadience	Acadience is used as a diagnostic for reading for 3-8 graders.

English Language Arts Summary

Strengths

Since the last Comprehensive Plan, FACTS strengthened its intervention programs by dedicating time in the student schedule, hiring Intervention Teachers and a full time Intervention Coordinator and providing training for staff. We will continue our commitment to using data driven targeted small group instruction for students who are not meeting grade level expectations.

FACTS increased the amount of instructional time and focus for professional development on teaching phonics in grades K-2. Two years ago, FACTS changed to a new phonics curriculum, Reading Horizons. We do not yet have enough data to draw conclusions about the impact of these curricular changes. The data team and the ELA team feel that it is important to continue to implement the new phonics approach and investment in teacher training on implementing this curriculum.

Challenges

Third Grade PSSA test scores for ELA have declined over the past two years. A working hypothesis is that the online test taking is challenging to our third grade students who do not have a strong foundation in the use of their Chromebooks for complex tasks such as taking the reading portion of the PSSAs. The format of the online PSSA is difficult to navigate, requiring students to jump back and forth between different screens in order to answer questions; this is particularly difficult for younger students who are still developing the executive function necessary for those tasks.

Mathematics

Data	Comments/Notable Observations
IXL	IXL is not used for the purposes of norming; it is used for the purposes of determining interventions and small group support placements.

Mathematics Summary

Strengths

FACTS students have strong numeracy skills.

Challenges

FACTS students are struggling with the heavy focus on multi step word problems and complex math vocabulary on the PSSA . Our large population of English Language Learners particularly struggles with the language comprehension required for the math PSSA. FACTS will place an increased emphasis on solving complex word problems and on training teachers in a universal problem solving methodology in order to try to address this challenge.

Among non-Special Education and English Learner students, 70% of FACTS students scored proficient on the math PSSAs. The data team believes that focusing additional supports on strengthening the literacy skills of the SPED and ELD subgroups is necessary in order to make progress on increasing math proficiency as measured by the PSSAs.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
FACTS does not use a local assessment to assess grade level proficiency in science.	FACTS students scored 81.9% proficient or advanced in the area of science on the PSSAs. FACTS significantly outperformed the statewide average of 66%.

Science, Technology, and Engineering Education Summary

Strengths

FACTS students scored 81.9% proficient or advanced in the area of science on the PSSAs. FACTS significantly outperformed the statewide average of 66%.

Challenges

FACTS is rolling out a new science curriculum aligned with the new STEELS standards. This requires a heavy investment in teaching resources and professional development time for science teachers to acquaint themselves with the new standards and curriculum.

Related Academics

Career Readiness

Data	Comments/Notable Observations
FACTS uses the Career standards benchmark to assess students' career readiness.	FACTS improved our systems for tracking students' career readiness artifacts in order to come into compliance with Career Ready Standards.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

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

Since the last Comprehensive Plan, FACTS improved its system for collecting, tracking, documenting and uploading evidence of student participation in career readiness to ensure that FACTS can meet PA state standards in career readiness.

Challenges

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

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

In ELA, Math, and Science, all student groups met or exceeded standard demonstrating growth.

FACTS English Learners are about twice as likely to be proficient in ELA, Math, and Science compared to statewide averages. FACTS makes significant investments in our ELD program, including the hiring of ELD teachers, structuring the schedule in a way that increases time for

small group supports, and training of staff in best practices in ELD teaching (such as SIOP turn around training for all instructional staff).

Challenges

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

In ELA, not all student groups (including economically disadvantaged, black, English Learners, students with disabilities, and students with combined ethnicity) met the interim goal/improvement target.
The small size of our African American and Hispanic subgroups are too small for PVAAS to give us growth data. The small group size amplifies the effect of individual student achievement. When the subgroups get as small as ours, making meaningful statements about the group as a whole becomes particularly difficult.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA
Attendance	It is a major concern that regular attendance (the percentage of students attending 95% or more of instructional days) has been decreasing and chronic absenteeism (defined as the percentage of students attending 90% or fewer of instructional days) has been increasing.

Strengths

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

FACTS has a history of high attendance and low truancy. While FACTS has recovered on many metrics to prepandemic levels, our attendance statistics have not improved and have been declining.

Many members of the FACTS parent and family community seek to be actively engaged in their children's education.

Challenges

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

FACTS needs to shift its messaging to parents and families about the importance of regular attendance. The pandemic era messages emphasized the importance of staying home when sick. FACTS needs to shift to the post pandemic messaging recommended by the CDC, with a return to prepandemic criteria for when students should stay home due to illness.

FACTS needs to create a stronger organizational infrastructure to improve student attendance including the clarification of responsibilities and a clear lead for the attendance team.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

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

Summary

Strengths

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

FACTS is exemplary in practice 4: "Identify and address individual student learning needs." FACTS' teachers and staff use DRA scores, IXL scores, PSSA scores, as well as other student work to differentiate instruction to address all students' needs. Teachers and staff meet to plan lessons and assessments to support all students' needs. This has a great impact on the academic growth of students who benefit from small group intervention.

FACTS is exemplary in practice 9: "Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community." FACTS' utilizes master schedule, master staff assignments, and protocols for assigning teachers and students to classes. School leaders analyze the school budget and make changes based on the needs of students and staff members.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Practice 13: "Implement a multi-tiered system of supports for academics and behavior" is an essential practice that is operational for FACTS. We are improving our multi-tiered system of supports (MTSS) for behavior. We already have an MTSS in place for academics.

Practice 14: "Implement evidence-based strategies to engage families to support learning" is an essential practice that is operational for FACTS, though we are continuing to make improvements. FACTS is surveying families about what workshops they want to see offered, and which they feel most beneficial to home-school partnerships.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
FACTS English Learners are about twice as likely to be proficient in ELA, Math, and Science compared to statewide averages.	False
FACTS is meeting the state standards for growth of in English Language Arts, Mathematics, and Science for all grades.	False
Since the last Comprehensive Plan, FACTS strengthened its intervention programs by dedicating time in the student schedule, hiring Intervention Teachers and a full time Intervention Coordinator and providing training for staff. We will continue our commitment to using data driven targeted small group instruction for students who are not meeting grade level expectations.	True
FACTS students scored 81.9% proficient or advanced in the area of science on the PSSAs. FACTS significantly outperformed the statewide average of 66%.	False
Since the last Comprehensive Plan, FACTS improved its system for collecting, tracking, documenting and uploading evidence of student participation in career readiness to ensure that FACTS can meet PA state standards in career readiness.	False
FACTS increased the amount of instructional time and focus for professional development on teaching phonics in grades K-2. Two years ago, FACTS changed to a new phonics curriculum, Reading Horizons. We do not yet have enough data to draw conclusions about the impact of these curricular changes. The data team and the ELA team feel that it is important to continue to implement the new phonics approach and investment in teacher training on implementing this curriculum.	True
In ELA, Math, and Science, all student groups met or exceeded standard demonstrating growth.	False
FACTS English Learners are about twice as likely to be proficient in ELA, Math, and Science compared to statewide averages. FACTS makes significant investments in our ELD program, including the hiring of ELD teachers, structuring the schedule in a way that increases time for small group supports, and training of staff in best practices in ELD teaching (such as SIOP turn around training for all instructional staff).	False
FACTS is exemplary in practice 4: "Identify and address individual student learning needs." FACTS' teachers and staff use DRA scores, IXL scores, PSSA scores, as well as other student work to differentiate instruction to address all students' needs. Teachers and staff meet to plan lessons and assessments to support all students'	True

needs. This has a great impact on the academic growth of students who benefit from small group intervention.	
FACTS is exemplary in practice 9: "Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community." FACTS' utilizes master schedule, master staff assignments, and protocols for assigning teachers and students to classes. School leaders analyze the school budget and make changes based on the needs of students and staff members.	False
FACTS has a history of high attendance and low truancy. While FACTS has recovered on many metrics to pre-pandemic levels, our attendance statistics have not improved and have been declining.	False
Many members of the FACTS parent and family community seek to be actively engaged in their children's education.	True
FACTS students have strong numeracy skills.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
56.8% of FACTS students scored proficient or advanced in Mathematics on the PSSAs. The Statewide 2030 goal is 71.8%.	True
FACTS did not meet proficiency goals for 3rd grade ELA	True
FACTS did not meet growth targets for English Learners towards English proficiency for Students with IEPs	False
FACTS is rolling out a new science curriculum aligned with the new STEELS standards. This requires a heavy investment in teaching resources and professional development time for science teachers to acquaint themselves with the new standards and curriculum.	False
FACTS students are struggling with the heavy focus on multi step word problems and complex math vocabulary on the PSSA . Our large population of English Language Learners particularly struggles with the language comprehension required for the math PSSA. FACTS will place an increased emphasis on solving complex word problems and on training teachers in a universal problem solving methodology in order to try to address this challenge.	False
Among non-Special Education and English Learner students, 70% of FACTS students scored proficient on the math PSSAs. The data team believes that focusing additional supports on strengthening the literacy skills of the SPED and ELD subgroups is necessary in order to make progress on increasing math proficiency as measured by the PSSAs.	False

In ELA, not all student groups (including economically disadvantaged, black, English Learners, students with disabilities, and students with combined ethnicity) met the interim goal/improvement target.	False
The small size of our African American and Hispanic subgroups are too small for PVAAS to give us growth data. The small group size amplifies the effect of individual student achievement. When the subgroups get as small as ours, making meaningful statements about the group as a whole becomes particularly difficult.	False
Practice 13: "Implement a multi-tiered system of supports for academics and behavior" is an essential practice that is operational for FACTS. We are improving our multi-tiered system of supports (MTSS) for behavior. We already have an MTSS in place for academics.	False
Practice 14: "Implement evidence-based strategies to engage families to support learning" is an essential practice that is operational for FACTS, though we are continuing to make improvements. FACTS is surveying families about what workshops they want to see offered, and which they feel most beneficial to home-school partnerships.	False
Third Grade PSSA test scores for ELA have declined over the past two years. A working hypothesis is that the online test taking is challenging to our third grade students who do not have a strong foundation in the use of their Chromebooks for complex tasks such as taking the reading portion of the PSSAs. The format of the online PSSA is difficult to navigate, requiring students to jump back and forth between different screens in order to answer questions; this is particularly difficult for younger students who are still developing the executive function necessary for those tasks.	False
FACTS needs to shift its messaging to parents and families about the importance of regular attendance. The pandemic era messages emphasized the importance of staying home when sick. FACTS needs to shift to the post pandemic messaging recommended by the CDC, with a return to prepandemic criteria for when students should stay home due to illness.	False
FACTS needs to create a stronger organizational infrastructure to improve student attendance including the clarification of responsibilities and a clear lead for the attendance team.	False
There has been an increase in the number of chronically truant students at FACTS.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
56.8% of FACTS students scored proficient or advanced in Mathematics on the PSSAs. The Statewide 2030 goal is 71.8%.	Our students have strong numeracy skills but struggle with the heavy focus on multistep word problems and complex math vocabulary on the PSSA. Our large population of English Language Learners particularly struggles with the language comprehension required for the math PSSA. Therefore we will teach and reinforce a math problem-solving methodology and strategy that students can use when approaching complex word problems. A weekly math enrichment block will be used for group problem solving using this methodology and strategy to solve word problems of a comparable level of complexity to those used in the math PSSA. Observations and coaching will focus on supporting teachers in implementing this methodology and strategy.	True
FACTS did not meet proficiency goals for 3rd grade ELA	We need to strengthen phonics skills in K-2 so that students have the baseline skills necessary to focus on reading comprehension in grade 3 and up. In addition, scores dropped in grades that took the ELA PSSA digitally; we hypothesize that we need to improve third graders' comfort with typing written work, reading and responding to digital passages, and flipping back and forth between screens.	True
There has been an increase in the number of chronically truant students at FACTS.	We need to be clear and consistent with our messaging to families and emphasize the importance of students being in school every day. We also need to strengthen our infrastructure for the consistent and timely enforcement of our existing attendance policy	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Since the last Comprehensive Plan, FACTS strengthened its intervention programs by dedicating time in the student schedule, hiring Intervention Teachers and a full time Intervention Coordinator and providing training for staff. We will continue our commitment to using data driven targeted small group instruction for students who are not meeting grade level expectations.	Our working hypothesis is that strengthening targeted small group instruction has contributed to our post pandemic recovery in academic growth and achievement.
FACTS is exemplary in practice 4: "Identify and address individual	

<p>student learning needs." FACTS' teachers and staff use DRA scores, IXL scores, PSSA scores, as well as other student work to differentiate instruction to address all students' needs. Teachers and staff meet to plan lessons and assessments to support all students' needs. This has a great impact on the academic growth of students who benefit from small group intervention.</p>	
<p>Many members of the FACTS parent and family community seek to be actively engaged in their children's education.</p>	<p>FACTS is working to rebuild parent and family engagement which suffered when we reduced the amount of in person meetings and gatherings during the period of pandemic closures and post pandemic recovery. In particular, we seek to strengthen the partnership with parents and caregivers to increase regular attendance.</p>
<p>FACTS increased the amount of instructional time and focus for professional development on teaching phonics in grades K-2. Two years ago, FACTS changed to a new phonics curriculum, Reading Horizons. We do not yet have enough data to draw conclusions about the impact of these curricular changes. The data team and the ELA team feel that it is important to continue to implement the new phonics approach and investment in teacher training on implementing this curriculum.</p>	<p>We do not yet have enough data to draw conclusions about the impact of the curricular changes to phonics instruction. The data team and the ELA team feel that it is important to continue to implement the new phonics approach and investment in teacher training on implementing this curriculum.</p>

Priority Challenges

<p>Analyzing Priority Challenges</p>	<p>Priority Statements</p>
	<p>Our students have strong numeracy skills but struggle with the heavy focus on multistep word problems and complex math vocabulary on the PSSA. Our large population of English Language Learners particularly struggles with the language comprehension required for the math PSSA. Therefore we will teach and reinforce a math problem-solving methodology and strategy that students can use when approaching complex word problems. A weekly math enrichment block will be used for group problem solving using this methodology and strategy to solve word problems of a comparable level of complexity to those used in the math PSSA. Observations and coaching will focus on supporting teachers in implementing this methodology and strategy. The goal is for students to be able to independently and appropriately apply this problem solving methodology and strategy.</p>
	<p>We need to strengthen phonics skills in K-2 so that students have the baseline skills necessary to focus on reading comprehension in grade 3 and up. In addition, scores dropped in grades that took the ELA PSSA digitally; we hypothesize</p>

	that we need to improve third graders' comfort with typing written work, reading and responding to digital passages, and flipping back and forth between screens.
	We need to be clear and consistent with our messaging to families and emphasize the importance of students being in school every day. We also need to strengthen our infrastructure for the consistent and timely enforcement of our existing attendance policy

Goal Setting

Priority: Our students have strong numeracy skills but struggle with the heavy focus on multistep word problems and complex math vocabulary on the PSSA. Our large population of English Language Learners particularly struggles with the language comprehension required for the math PSSA. Therefore we will teach and reinforce a math problem-solving methodology and strategy that students can use when approaching complex word problems. A weekly math enrichment block will be used for group problem solving using this methodology and strategy to solve word problems of a comparable level of complexity to those used in the math PSSA.

Observations and coaching will focus on supporting teachers in implementing this methodology and strategy. The goal is for students to be able to independently and appropriately apply this problem solving methodology and strategy.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
62% of FACTS students (grades 3-8) will score proficient on the Math PSSA.			
Measurable Goal Nickname (35 Character Max)			
Math Proficiency			
Target Year 1	Target Year 2	Target Year 3	
58% of FACTS students (grades 3-8) will score proficient on the Math PSSA.	60% of FACTS students (grades 3-8) will score proficient on the Math PSSA.	62% of FACTS students (grades 3-8) will score proficient on the Math PSSA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of FACTS students (grades 3-8) will score on grade level using the IXL screening tool	35% of FACTS students (grades 3-8) will score on grade level using the IXL screening tool	45% of FACTS students (grades 3-8) will score on grade level using the IXL screening tool	58% of FACTS students (grades 3-8) will score proficient on the Math PSSA.

Priority: We need to strengthen phonics skills in K-2 so that students have the baseline skills necessary to focus on reading comprehension in grade 3 and up. In addition, scores dropped in grades that took the ELA PSSA digitally; we hypothesize that we need to improve third graders' comfort with typing written work, reading and responding to digital passages, and flipping back and forth between screens.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
70% of FACTS third grade students will score proficient on the ELA PSSA.

Measurable Goal Nickname (35 Character Max)			
Early Literacy			
Target Year 1	Target Year 2	Target Year 3	
60% of FACTS third grade students will score proficient on the ELA PSSA.	65% of FACTS third grade students will score proficient on the ELA PSSA.	70% of FACTS third grade students will score proficient on the ELA PSSA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
50% of FACTS third grade students will read on grade level using the DRA.	60% of FACTS third grade students will read on grade level using the DRA.	65% of FACTS third grade students will read on grade level using the DRA.	60% of FACTS third grade students will score proficient on the ELA PSSA.

Priority: We need to be clear and consistent with our messaging to families and emphasize the importance of students being in school every day. We also need to strengthen our infrastructure for the consistent and timely enforcement of our existing attendance policy

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By Year 3, 85% of students will attend greater than 95% of instructional days.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target Year 1	Target Year 2	Target Year 3	
By Year 1, 75% of students will attend greater than 95% of instructional days.	By Year 2, 80% of students will attend greater than 95% of instructional days.	By Year 3, 85% of students will attend greater than 95% of instructional days.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
75% of students will attend greater than 95% of instructional days in the quarter.	75% of students will attend greater than 95% of instructional days in the quarter.	75% of students will attend greater than 95% of instructional days in the quarter.	By the end of Year 1, 75% of students will attend greater than 95% of instructional days.

Action Plan

Measurable Goals

Math Proficiency	Early Literacy
Regular Attendance	

Action Plan For: Math Problem Solving Methodology

Measurable Goals:
<ul style="list-style-type: none"> 62% of FACTS students (grades 3-8) will score proficient on the Math PSSA.

Action Step		Anticipated Start/Completion Date	
All Math teachers will use the Math enrichment block for teaching the problem solving methodology and strategy and for students to practice applying it to solving complex word problems similar to those drawn from PSSA released items.		2024-09-02	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Janice Fan, Math Coordinator and Coach	Coaching time; Math enrichment block built into the school schedule; support by Principal Pheng	Yes	No
Action Step		Anticipated Start/Completion Date	
All math, ELD and SPED teachers will be trained on a math problem-solving methodology and strategy. The training will be reinforced with observations and a coaching focus on this methodology.		2024-08-26	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Janice Fan, Math Coordinator	Math Coordinator; support by Principal Pheng (ELD methodology); PD time	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of Math Teachers routinely (weekly) teach students and allow students to practice how to solve complex word problems using a group problem solving methodology.	Observations at least monthly by the Math Coordinator, with more frequent support for new teachers and teachers who are struggling to implement the method.

Action Plan For: Phonics Instruction

Measurable Goals:
<ul style="list-style-type: none"> 70% of FACTS third grade students will score proficient on the ELA PSSA.

Action Step		Anticipated Start/Completion Date	
Continuing focus on systematic phonics instruction in Grades K-2, with a dedicated block of time for phonics and the use of Reading Horizons Curriculum		2024-08-26	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jill Benowitz, ELA Coordinator	Reading Horizons K-2 Curriculum; PD training time; scheduled time for phonics instruction for Grades K-2	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of K-2 ELA teachers implement phonics program with fidelity.	Observations at least monthly by the ELA Coordinator, with more frequent support for new teachers and teachers who are struggling to implement the method.

Action Plan For: Preparation for Electronic Test Taking

Measurable Goals:
<ul style="list-style-type: none"> 70% of FACTS third grade students will score proficient on the ELA PSSA.

Action Step		Anticipated Start/Completion Date	
Increase third grade students' regular use of Chromebooks in order to improve comfort with typing written work, reading and responding to digital passages, and flipping between screens.		2024-09-02	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com

			Step?
Jill Benowitz, ELA Coordinator and Coach	1:1 Chromebooks; technology support; communication of expectations for and purpose of the routine use of Chromebooks for third grade teachers; new strategies for ELA PSSA test taking that are not reliant on pen and paper	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Third Grade students are more skilled at using Chromebooks and are able to navigate the electronic ELA PSSA test.	ELA Coordinator and third grade teachers meet at least quarterly to discuss how they are engaging students in the use of Chromebooks for literacy based tasks similar to what they will be required to do on PSSA tests.

Action Plan For: Clear, consistent communication with families

Measurable Goals:
<ul style="list-style-type: none"> By Year 3, 85% of students will attend greater than 95% of instructional days.

Action Step		Anticipated Start/Completion Date	
Proactive communication to families about attendance policies multiple times per year (including parent meetings)		2024-09-02	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Coordinator	Parent/guardian letters on the importance of regular attendance; interpreters/translators; Attendance Team; zoom/remote conferencing; Talking Points texting platform; Plus Portals email platform.	No	Yes
Action Step		Anticipated Start/Completion Date	
Strengthen school infrastructure to rigorously enforce attendance policies		2025-08-26	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance	School Attendance Team regular meetings; school secretary; postage; email and text	No	Yes

Coordinator	platforms		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Parents receive timely, frequent, and consistent messaging about student absences including verbal and written notification of student absences; warning letters; formal letters regarding consequences of chronic truancy, and invitations to attendance conferences.	Attendance Team: weekly meetings

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Math Problem Solving Methodology Phonics Instruction Preparation for Electronic Test Taking 	Salaries for teaching assistant, folk arts education specialist, English Language Development teacher, literacy coordinator and coach, and benefits for Title I staff.	261725
Other Expenditures	<ul style="list-style-type: none"> Math Problem Solving Methodology Phonics Instruction Preparation for Electronic Test Taking Clear, consistent communication with families 	Salary for full time school counselor, 3 Instructional Building Substitutes, and 3 School Culture Assistants	227000
Other Expenditures	<ul style="list-style-type: none"> Math Problem Solving Methodology Phonics Instruction 	Professional development: 1 staff member attending PATTAN or other Conference	1000
Other Expenditures	<ul style="list-style-type: none"> Clear, consistent 	Other support services:	2000

	communication with families	homeless liaison stipend and homeless support for families	
Other Expenditures	<ul style="list-style-type: none"> • Clear, consistent communication with families 	Community services: parent and family engagement set aside	5591
Other Expenditures	<ul style="list-style-type: none"> • Math Problem Solving Methodology • Phonics Instruction • Preparation for Electronic Test Taking • Clear, consistent communication with families 	Benefits for Support Services Staff	22154
Total Expenditures			519470

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math Problem Solving Methodology	All math, ELD and SPED teachers will be trained on a math problem-solving methodology and strategy. The training will be reinforced with observations and a coaching focus on this methodology.
Math Problem Solving Methodology	All Math teachers will use the Math enrichment block for teaching the problem solving methodology and strategy and for students to practice applying it to solving complex word problems similar to those drawn from PSSA released items.
Phonics Instruction	Continuing focus on systematic phonics instruction in Grades K-2, with a dedicated block of time for phonics and the use of Reading Horizons Curriculum

Math Problem Solving Methodology

Action Step		
<ul style="list-style-type: none"> All math, ELD and SPED teachers will be trained on a math problem-solving methodology and strategy. The training will be reinforced with observations and a coaching focus on this methodology. 		
Audience		
FACTS Math Teachers, ELD Teachers and SPED Teachers		
Topics to be Included		
Teachers will be trained on a math problem-solving methodology and strategy for solving complex word problems. The training will be reinforced with observations and a coaching focus on this methodology.		
Evidence of Learning		
The Math Coordinator and Coach will observe teachers implementing the methodology during the Math Enrichment Block which will be focused on solving complex word problems.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Math Coordinator	2024-08-26	2027-06-18

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

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Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least monthly, with more focus on new teachers and teachers who are struggling with the methodology.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

Phonics Instruction

Action Step		
<ul style="list-style-type: none"> Continuing focus on systematic phonics instruction in Grades K-2, with a dedicated block of time for phonics and the use of Reading Horizons Curriculum 		
Audience		
K-2 ELA, SPED, and ELD teachers		
Topics to be Included		
Teaching phonics for early literacy, implementation of Reading Horizons curriculum		
Evidence of Learning		
The ELA Coordinator and Coach will observe teachers implementing the Reading Horizons curriculum and approach during the Phonics Block		
Lead Person/Position	Anticipated Start	Anticipated Completion
ELA Coordinator	2024-08-26	2027-06-11

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least monthly, with more focus on new teachers and teachers who are struggling with the methodology.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Lesson studies	Annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

Preparation for Electronic Test Taking					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Third grade teachers	Inform teachers of the need and reasons for increasing the regularity of third grade students' Chromebook use in preparation for the ELA PSSAs	ELA Coordinator	08/28/2024	06/18/2027
Communications					
Type of Communication			Frequency		
Email			Annually		
Other			Quarterly check ins		