ALLIANCE FOR PROGRESS CS

1821-39 Cecil B Moore Ave

TSI Title 1 Comprehensive Plan | 2021 - 2024

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stacey Scott	Chief Executive Officer	AFPCS	sscott@afpcs.org
Christine Brown	Community Representative	Beech Interplex	cbrown@beechinterplex.com
Brian Cameron	Principal	AFPCS	bcameron@afpcs.org
Larry Griffin	Board Member	AFPCS	lgriffin@beechinterplex.com
William Bazemore	Climate Director	AFPCS	wbazemore@afpcs.org
Kimberly Hensinger	Business Representative	OmniVest Management Inc.	khensinger@omnivestllc.com
Irvin Hoskins	Parent	AFPCS	
Melinda Kellogg	Middle School Teacher	AFPCS	mkellogg@afpcs.org
Kerry Porter	Director of Technology	AFPCS	kporter@afpcs.org
Donald Moore	Community Member	AFPCS	
Mark Gindraw, Sr.	Parent	AFPCS	Mgindraw72@yahoo.com
Tahiana Lamb	Staff Member	AFPCS	TLamb@afpcs.org
Shakina Thomas	Parent	AFPCS	Kinaboots27@gmail.com
Jayminn Sanford DeShields	Board Member	AFPCS	Jsanford@Temple.edu
Dawan Williams	Community Member	AFPCS	Williams.Dawan@yahoo.com
Shawn Headen	Parent	AFPCS	Sheaden6170@gmail.com

LEA Profile

The Alliance for Progress administrative structure emphasizes team leadership. Led by CEO Stacey Scott, the leadership team, identified Board members, teachers, parents, and educational partners meet formally and informally throughout the year to develop and implement strategic improvements to the school; to develop this comprehensive plan; and to prepare the annual report. Throughout the Spring and Summer of 2021 the group also met regularly to create and submit a charter renewal application to our charter authorizer, the School District of Philadelphia. During the application process the team performed a complete analysis of current programs, polices, and activities were completed, including parent and community involvement.

Mission and Vision

Mission

Like it's founding organization, the Women's Christian Alliance, the Alliance for Progress Charter School believes in the value of community and educational opportunities to enhance every child's potential. Our mission is to teach children to use rapidly changing technologies to improve themselves and positively impact the world. We work to model a caring community focusing on shared decision making, communication, and mutual respect.

Vision

Our Vision is to continuously engage students in real-life academic challenges that build upon basic information and skills. We utilize research-based teaching strategies and a variety of innovative approaches to determine what students have learned and where they need additional support. We recognize the importance of peace, acceptances and respect combined with the ability to analyze and problem solve as being essential for learning more about ourselves, our communities and our world.

Educational Value Statements

Students

Student will fully engage in the learning process by using advance technology and research -based strategies to meet and/or exceed annual learning goals. Students will participate in small group instruction that will address specific student deficiencies to help us achieve our Mission and Vision.

Staff

Educators will provide students with a rigorous standards-based and data driven education. Educators will challenge students to be critical thinkers and independent learners. Staff will implement small group instruction to address specific individual needs of our students to help us achieve our Mission and Vision.

Administration

Administration will hire and supervise qualified educators to help fulfill the goal of providing students with a rigorous, standards-based education. Admin will provide educators with continuous research-based training and development in order to advance teacher effectiveness. Administration will support, coach and evaluate staff to help us achieve our Mission and Vision.

Parents

Parents will commit to bringing students to school daily, hold students accountable for learning and completing assignments, and partner with educators in order to maximize student success. Parents will be active member of our Parent Advisory Board.

Community

Community will partner with the school, offer targeted training, support student/parent events, and assist the school with building capacity within the community. The Community will also support AFPCS with fundraising.

Other (Optional)

The School's Board of Trustees will support the school with governance, policy, and fundraising.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Our focus on collecting and analyzing data, coupled with new instructional tools in I-Ready allow us to provide more targeted intervention to each individual student. In the coming year, we will improve on the process with more professional development in the use of I-Ready tools.	Yes
AFPCS is committed to addressing the needs of all Special Education students. We have hired additional staff that enables us to provide more targeted services for our most needy students. This allows and assists with providing quality education to the students with disabilities along with following the IEP Plan.	No
Through the use of tools such as Study Island for progress monitoring, as well as purchasing an updated Science curriculum, we look forward to continued improvement in our Science scores.	No
Decreased the number of students in 8th grade performing 2 grades below grade level by 19% according to I-Ready data	No
Increased the number of students in 1st grade performing at or above grade level by 27% according to I-Ready data	No
Progress Monitor for all subgroups	Yes
Data Driven decision making	Yes
Targeted small group instruction	Yes
Based on the Kuder program for Career Readiness, all 55 Fifth graders met the standard for Career Readiness. In 8th grade 40 students met the standard while 5 did not.	No
We have scheduled classes and hired additional staff in order to provide small group, targeted intervention and instruction. To address this we created an after school tutoring program as well as a summer enrichment program offered to all students. We will continue to offer the tutoring programing in the 2021-2022 school year.	Yes
AFPCS also uses a combination of the Danielson and Sky Rocket teacher evaluation programs to inform our individual teacher coaching.	Yes
AFPCS also uses a combination of the Danielson and Sky Rocket teacher evaluation programs to inform our individual teacher coaching.	No
Decreased the number of students in 4th grade performing 2 grades below grade level by 17% according to I-Ready data	No
Collectively shape the vision for continuous improvement of teaching and learning	No

AFPCS provides regular Professional Development in Small Group Instruction, Instructional Practice, Instructional Rigor and other topics including Social Emotional Learning.	No

Challenges

Challenge	Consideration In Plan
The percentage of students in 8th grade performing above grade level fell from 5 % to 0% according to I-Ready data. It is noteworthy that this data was gathered during the Pandemic while students were either remote on in Hybrid Learning.	Yes
According to I-Ready data, no students in 6th, 7th or 8th grade are performing "above" grade level according to I-Ready data. It is noteworthy that this data was gathered during the Pandemic while students were either remote on in Hybrid Learning.	Yes
Only 6% of students in 4th grade are performing at or above grade level according to I-Ready data. It is noteworthy that this data was gathered during the Pandemic while students were either remote on in Hybrid Learning.	No
Our upper grade Reading scores are not at the standard we expect at Alliance. We are addressing this by creating a schedule and hiring additional staff that will allow us to provide small group instruction more targeted intervention. We have also hired additional teacher coaches to provide more consistent and regular instructional coaching.	Yes
We are meeting the challenges presented but the current environment of safety and health as described earlier.	No
ACPCS has not identified any of the concerns in this section as "Not Yet Evident" or "Emerging"	Yes
	No
	No
Covid certainly created several challenges as we were forced to provide full online learning, however, we were eventually able to bring a number of students back into the school beginning in January of 2021. While overall attendance was positive, there were several students who had consistent attendance issues which clearly affected their performance, primarily in the 7th and 8th grades. To address this we created an after school tutoring program as well as a summer enrichment program offered to all students. We will continue to offer the tutoring programing in the 2021-2022 school year.	No
Secure progress monitor and assessment systems to support students with disabilities	Yes
Progress monitoring and a greater focus on skills and standards.	Yes

We have scheduled classes and hired additional staff in order to provide small group, targeted intervention and instruction.	Yes

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Our focus on collecting and analyzing data, coupled with new instructional tools in I-Ready allow us to provide more targeted intervention to each individual student. In the coming year, we will improve on the process with more professional development in the use of I-Ready tools.	
Progress Monitor for all subgroups	
Data Driven decision making	
Targeted small group instruction	
We have scheduled classes and hired additional staff in order to provide small group, targeted intervention and instruction. To address this we created an after school tutoring program as well as a summer enrichment program offered to all students. We will continue to offer the tutoring programing in the 2021-2022 school year.	
AFPCS also uses a combination of the Danielson and Sky Rocket teacher evaluation programs to inform our individual teacher coaching.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The percentage of students in 8th grade performing above grade level fell from 5 % to 0% according to I-Ready data. It is noteworthy that this data was gathered during the Pandemic while students were either remote on in Hybrid Learning.		Yes	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
According to I-Ready data, no students in 6th, 7th or 8th grade are performing "above" grade level according to I-Ready data. It is noteworthy that this data was gathered during the Pandemic while students were either remote on in Hybrid Learning.		Yes	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Closely progress Monitor student performance using various sources of data. Use Benchmark data to drive instruction and planning Ensure that

			there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
Our upper grade Reading scores are not at the standard we expect at Alliance. We are addressing this by creating a schedule and hiring additional staff that will allow us to provide small group instruction more targeted intervention. We have also hired additional teacher coaches to provide more consistent and regular instructional coaching.		No	
ACPCS has not identified any of the concerns in this section as "Not Yet Evident" or "Emerging"		No	
Secure progress monitor and assessment systems to support students with disabilities		No	
Progress monitoring and a greater focus on skills and standards.		Yes	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
We have scheduled classes and hired additional staff in order to provide small group, targeted intervention and instruction.		Yes	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Closely progress Monitor student performance using various sources of data. Use Benchmark data to drive instruction and planning Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Goal Setting

Priority: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching									
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**	**Target 1st Quarter**	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Essential Practices 1: Focus on Continuous Improvement of Instruction	Achieve Continuous Improvement of Instruction through a focus on Small Group Instruction and teacher coaching	Improvement of instruction	Establish a schedule that permits time for small group instruction	Provide data that shows the effectiveness of Small Group Instruction.	Achieve Continuous Improvement of Instruction through a focus on Small Group Instruction and teacher coaching	Utilize I-Ready data to create targeted small groups	Provide data that shows improvement of all subgroups	Provide data that shows improvement of all subgroups	Establish a schedule that permits time for small group instruction

Priority: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Closely progress Monitor student performance using various sources of data. Use Benchmark data to drive instruction and planning Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	By Target Year three 3rd through 8th grade students will achieve 60% Proficiency on PSSA assessments. This will be measured obviously by PSSA performance. The goal is achievable through fidelity to our curriculum, regular benchmark assessments, data analysis and and a focus on Small Group Instruction in all grades.	Improve Reading Scores	Students in grades 3 through will achieve 49% proficiency on PSSA assessments.	Students in grades 6, 7 and 8 will achieve 55% proficiency on PSSA assessments.	By Target Year three 3rd through 8th grade students will achieve 60% Proficiency on PSSA assessments. This will be measured obviously by PSSA performance. The goal is achievable through fidelity to our curriculum, regular benchmark assessments, data analysis and and a focus on Small Group Instruction in all grades.	10 % of students in grades 3-8 will perform at or above grade level on I-Ready Benchmark assessments	20% of students in grades 3 though 8 will perform at or above grade level on I-Ready assessments.	30 % of students in grades 3 through 8 will perform at or above grade level on I-Ready assessments.	50% of Students in grades 3 thought 8 will perform at or above grade level on I-Ready assessments.

Priority: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching									
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Social emotional learning	Create programs and provide services for students, parents and staff to ensure that SEL needs are addressed and resolved.	SEL	Establish programs and services for students, parents and staff.	Ensure that our school is viewed as a resource for SEL needs of our community.	Create programs and provide services for students, parents and staff to ensure that SEL needs are addressed and resolved.	Establish programs and services for students, parents and staff.	Establish a regular schedule of Parent meetings to address SEL needs.	Establish programs and services for students, parents and staff.	Establish programs and services for students, parents and staff.

Priority: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Closely progress Monitor student performance using various sources of data. Use Benchmark data to drive instruction and planning Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching									
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**	**Target 1st Quarter**	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Mathematics	By Target Year three students in grades 3-8 will reach 40% Proficiency on PSSA assessments. This will be measured obviously by PSSA performance. The goal is achievable through fidelity to our curriculum, regular benchmark assessments, data analysis and and a focus on Small Group Instruction in all grades.	Improve School Wide Math performance.	25% of students in grades 3-8 will reach proficiency on PSSA assessments	33% students in grades 3-5 will reach proficiency on PSSA assessments.	By Target Year three students in grades 3-8 will reach 40% Proficiency on PSSA assessments. This will be measured obviously by PSSA performance. The goal is achievable through fidelity to our curriculum, regular benchmark assessments, data analysis and and a focus on Small Group Instruction in all grades.	20% of students in grades 3-5 will score at or above grade level on I-Ready assessments	33% of students in grades 3-5 will score at or above grade level on I-Ready assessments	40% of students in grades 3-5 will score at or above grade level on I-Ready assessments	40% of students in grades 3-8 will reach proficiency on PSSA assessments

Action Plan

Action Plan for: Great Minds Curriculum and I-Ready Benchmarks						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
• Improve Reading Scores • Improve School Wide Math performance.			Meet Year One Math and Reading Goals.		I-Ready data and PSSA scores	
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Provide regular Professional Development on Curriculum, Instructional Practice, Data analysis and Small Group Instruction	08/16/2021	06/10/2022	Gregory Wright/Principal	Great Minds Curriculum, Danielson and Sky Rocket training, I-Ready data and assistance from Academic Directors.	Yes	Yes

Action Plan for: Second Step SEL Program						
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**	
			Improvement in the providing of Health and Wellness programs and improved school climate.		Data supporting an increase in supports provided and a decrease in negative student behaviors.	
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Train Staff in Second Step Program, MTSS and student centered supports. Implement programs with fidelity	08/16/2021	06/10/2022	William Bazemore	Second Step Materials, MTSS monitoring and assistance from Climate staff, Counseling staff and School Social Worker	Yes	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Great Minds Curriculum and I-Ready Benchmarks	• Provide regular Professional Development on Curriculum, Instructional Practice, Data analysis and Small Group Instruction
Second Step SEL Program	• Train Staff in Second Step Program, MTSS and student centered supports. Implement programs with fidelity

Professional Development Activities

MTSS training						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Teachers, Para-professionals, Interventionists, Coaches, and Academic Directors. Additionally, other staff will be trained in SEL programs and resources.	MTSS process, Second Step SEL training	Reduced number of students in Tier III of MTSS. Reduction of issues related to SEL in students are support and issues are addressed and resolved.	William Bazemore	08/16/2021	06/10/2024

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Inservice day	Monthly	• 2a: Creating and Environment of Respect and Rapport • 2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)

Professional Development on Curriculum and Assessment						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Teachers, Interventionists, Instructional Coaches, Academic Directors	Great Minds Curriculum and I-Ready assessment tool	Increase in the number of students performing at or above grade level	Gregory Wright	08/16/2021	06/10/2024

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Professional Learning Community (PLC)	Quarterly	• 3d: Using Assessment in Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting

Data Analysis						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Teachers, Interventionists, Special Ed Teachers, Academic Coaches	Using I-Ready tools to design small group instruction intervention groups. Also using I-Ready instructional tools to better target students deficiencies.	Improvement in I-Ready Progress and PSSA scores	Tahiana Lamb	8/16/2021	06/10/2024

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Workshop(s)	Quarterly	• 3d: Using Assessment in Instruction • 1f: Designing Student Assessments	Language and Literacy Acquisition for All Students

Communications Action Steps

Evidence-based Strategy	Action Steps
Great Minds Curriculum and I-Ready Benchmarks	• Provide regular Professional Development on Curriculum, Instructional Practice, Data analysis and Small Group Instruction

Communications Activities

Weekly Professional Development					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Teachers, Climate staff, School Social Worker, Academic Directors, Counselors, Para-Professionals.	Great Minds Curriculum, Danielson Framework, Second Step SEL program, Data Analysis training.	Gregory Wright Principal	08/16/2021	06/10/2024
Communications					
Type of Communication			**Frequency**		
Newsletter			Bi-Weekly		