

Single Entity Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	YouthBuild Philadelphia Charter School	School/Branch	NA
Address 1	1231 North Broad Street		
Address 2	3 rd and 5 th Floor		
City	Philadelphia	State	PA
		Zip Code	19122
Director of Curriculum & Instruction Name	Sarah Burgess		
Director C&I Email	sburgess@youthbuildphilly.org		
Director C&I Phone Number	267-237-6029	Ext	
Superintendent/Chief Executive Officer Name	Scott Emerick		
Superintendent/Chief Executive Officer Email	semerick@youthbuildphilly.org		
School Improvement Facilitator Name	Lakeala Jones		
School Improvement Facilitator Email	ljones@massinsight.org		

B. Steering Committee

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Or ganization	Email
Scott Emerick	Executive Director	YB Philly	semerick@youthbuildphilly.org
Ebony Hatter	Principal	YB Philly	ehatter@youthbuildphilly.org
Sarah Burgess	Director of Curriculum & Instruction	YB Philly	sburgess@youthbuildphilly.org
Melissa Jackson	Director of Workforce Development	YB Philly	mjackson@youthbuildphilly.org
Zuri Stone	Director of Student Life	YB Philly	zstone@youthbuildphilly.org
Allison Predjulek	Controller	YB Philly	apedjulek@youthbuildphilly.org
Ted Molloy	Individual Giving Manager	YB Philly	tmolloy@youthbuildphilly.org
Francis Rocchi	Literacy Specialist	YB Philly	frocchi@youthbuildphilly.org
Shannon Caldwell	Special Education Teacher	YB Philly	scaldwell@youthbuildphilly.org

Imeerah Tinsely Summer VISTA 1	Student - Class of 2022 - Summer VISTA (student intern who is helping with recruitment for % 2023)	YB Philly	imeerahtinsely21@ybphilly.org
Angelica Velez Summer VISTA 2	Student - Class of 2022 - Summer VISTA (student intern who is helping with recruitment for % 2023)	YB Philly	angelicavelez21@ybphilly.org
Shamina Ackridge Summer VISTA 3	Student - Class of 2022 - Summer VISTA (student intern who is helping with recruitment for % 2023)	YB Philly	shaminaackridge21@ybphilly.org

C. LEA Profile

Write a brief description of your LEA profile (e.g., demographics of student and personnel, types of programs and types of communities served.)

YB Philly provides young adults with the opportunity to earn a high school diploma and develop meaningful job skills through an innovative and comprehensive approach to learning. The program blends a rigorous academic curriculum with hands-on, industry-recognized vocational training and preparation through community service. Proactive and comprehensive case management support services and one full year of follow-up transition support ensures that our students and graduates are personally and professionally ready for success.

All students are 17-20 years old when they start YouthBuild. All students are residents of the City of Philadelphia. And all students previously left or were pushed out of high school. Students bring unique talents and challenges into our program. On average (during most program years), ~40% are parents; ~30% are court-involved; ~18% are youth aging out of foster care; ~10% are experiencing housing insecurity; and ~10% have diagnosed learning differences. Most importantly, 100% of the young adults we serve are tremendously talented young people, motivated to change the trajectory of their lives. YB Philly's nurturing family atmosphere, positive climate and supportive staff create a safe space for youth who were not successful in traditional school environments to develop and achieve their potential. Our unique blend of high expectations and high support creates a climate and culture that builds trust and creates an environment where young people feel successful, supported and engaged.

D. Mission and Vision

Mission- What is your LEA’s mission? (i.e., What do you do? For whom? And for what benefit?)

YouthBuild Philadelphia Charter School's mission is to empower young adults (17-20 year-olds) to develop skills and connect to opportunities by fostering an environment of love, support, and respect for their whole person. Students graduate high school and successfully transition to college and career as critically conscious leaders, committed to positive change for themselves and their communities.

Vision- What is your LEA’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

Young people in Philadelphia who were previously disconnected from school and work will build skills and access resources and opportunities to achieve *economic stability* and *personal development*, and become *critically conscious* leaders within their communities.

E. Educational Values

What does your LEA believe is vital to successful attainment of the mission and vision?

Students and Alumni	Young adults practice resilience, re-engage in and reconnect with their education, and continue developing as leaders. Young people can immediately feel an environment of love and respect as soon as they set foot in our building and/or learn and engage within our community. Students consistently experience and engage with high expectations and high support in ways that prepare them to lead in college, career, and community pathways with critical consciousness in life after YouthBuild.
Staff	All staff members have the will and skill to support and empower young leaders to learn and lead in meaningful career, college & community leadership pathways. All staff members demonstrate highly competent levels of racial literacy and demonstrate consistent commitment to justice to help students develop critical consciousness. Community agreements, schoolwide responsibilities and school priorities are modeled and experienced by all staff members. All staff members benefit from meaningful relationships with supervisors, staff, students, alumni and partners.
Administration	Senior Leadership Team (SLT) members (3 with pending hire) and all other supervisors (14) consistently lead and model our core values (Respect-Excellence-and Perseverance). The leadership and supervision team models and leads restorative practices and social identities priorities. The leadership and supervision team models a learning culture and proactive data use to improve impact. The leadership and supervision team proactively and consistently connects with learners, staff, and partners to set and maintain direction toward our mission. The leadership and supervision team effectively supervises, supports, and leads staff and students toward the best version of themselves within a clear vision for achieving our school’s mission.

Parents	Parents, guardians and family members support, advocate for and champion the development of students toward meaningful career and postsecondary pathways. Family members and supporters feel welcome in and engage with our school community in ways that improve climate, culture and outcomes for young people.
Community	Community, employer, postsecondary, and service partners understand the ability and make sustained commitments to support the development and success of YouthBuild students and alumni. Partners consistently prioritize efforts in their organizations and spaces to improve their racial literacy and their commitment to justice.
Other (optional)	Not applicable

II. Set- Complete a Needs Assessment

A. *Future Ready PA Index:*

Review of the School Level Performance

Strengths

Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
*Note that because of the unique nature of our school model working with Opportunity Youth who previously left high school, YouthBuild students do not take PSSA, Keystone, NOCTI or other state assessment tests prioritized by Future Ready PA Index. Instead, we co-create our own key indicators with the Charter School Office, YouthBuild USA and other partners. These performance measures focus primarily on graduation rates, placement rates, and retention of placement - along with attainment of vocational certification and community service hours.	
Postsecondary Transition to Career	<p>Over the last two pandemic years, strong connections with employment partners have been complicated by the challenge of virtual engagement within our school community and for many of our employer partners. We are re-engaging with employers directly connected to YB students' vocational training pathways and interests. However, we have started to re-engage with many existing and new career partners in the 2021-2022 school year and plan to expand these partnership efforts back to pre-pandemic levels and beyond to support the post YB success of our graduates.</p> <p>Graduate placement and retention in career pathways represents an ongoing priority for our community and an area of re-engagement currently (see CTE section of plan for placement outcome details).</p>

Work-based Learning Experiences	YouthBuild students report participating in strong work-based learning experiences in the construction building trades, business administration, healthcare, and childcare. Students report strong experiences based on the strength of our instructors, the relevancy of our career pathways and the considerable time (half the program year) spent in these CTE training spaces (see CTE section of plan for placement outcome details).
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Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
*Note that because of the unique nature of our school model working with Opportunity Youth who previously left high school, YouthBuild students do not take PSSA, Keystone, NOCTI or other state assessment tests prioritized by Future Ready PA Index.	
Attendance	Attendance continues to be a considerable challenge for our students, many of whom face many personal barriers that make it hard for them to come to school every day. The COVID-19 pandemic accelerated these attendance challenges. We have been working to revise, update and tighten our lateness and attendance policy to normalize expectations more consistently across our programming. We continue working to provide support and resources to reduce obstacles students face to attend school and to incentivize school attendance.
Graduation Rate	While our official graduation rate is calculated by PDE in a way that does not reflect our actual numbers (based on 6 year cohorts, while we are only a one year program with students of various ages), we are not satisfied with our graduation rate. In the last two years, we have been developing more intentional strategies to improve students’ retention and graduation rates. We are continuing our focus on developing more engaging instruction, improving school connectedness, targeting instructor professional development and expanding the positive impact of our restorative practices. The COVID-19 pandemic, virtual learning experiences and health & safety interruptions to learning made retention and graduation rates more challenging.

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

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
YouthBuild Philadelphia is a 12th grade only school for young people who are 17-20 years old (at entry) and who previously left high school without a diploma. Students earn a diploma during their year at YouthBuild (followed by a year of programming as they transition into college and career pathways). Consequently, we do not have multiple grade levels. Approximately 98 percent of our student population identifies as young people of color and 94 percent identify as Black. All students experience the strength of our transition to college/career programming and work-based learning programming with a consistent and equitable approach.		
Postsecondary Transition to Career	NA	NA - see above
Work-based Learning Experiences	NA	NA - see above

Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
YouthBuild Philadelphia is a 12th grade only school for young people who are 17-20 years old (at entry) and previously left high school without a diploma. Students earn a diploma during their year at YouthBuild (followed by a year of programming as they transition into college and career pathways). Consequently, we do not have multiple grade levels. Approximately 98 percent of our student population identifies as young people of color and 94 percent identify as Black. Students identified for Special Education Services have actually performed better on attendance and graduation challenges than the general student population in recent years.		
Attendance and Graduation	SPED student group: Dr. Bader updating SPED enrollment and retention rates relative to the rest of YB student population by 5/12.	Historically, a greater percentage of Special Education students graduate, as compared with their General Education peers. We attribute this to (1) the deep relationships that our Special Education staff develop with their students, (2) how we deliver services, by collaborating with the students and giving them the respect they deserve as young adults, and (3) the high caliber and professionalism of our Special Education Team. .

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.

Stepping off the elevator at YBPhilly, everyone should immediately feel the environment of love and respect. Students often talk about the “YouthBuild Way;” a commitment that students and staff respect, support and care for one another. We are continuing to increase our commitment to developing staff members’ skills for implementing restorative practices to proactively maintain and improve this strength of our school community in ways that can improve attendance, retention, and graduation rates.

We have put many supports and resources in place to support students. We employ three in-house counselors and an in-house school psychologist to address students’ mental health needs and provide multiple sources of intensive support. In addition, we have partnerships with ECP and ELECT to provide personalized support with the ~40% of students who are pregnant or parenting, and with Covenant House for students who are housing insecure (~10-20%). While our students are motivated to re-engage with their education, many continue to face significant life barriers. Because of this reality, we employ six full-time staff who serve as case managers (internally known as Success Coordinators) with students and alumni. We establish partnerships with an explicit plan for supporting youth throughout the school year.

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.

The COVID-19 pandemic has created significant challenges for educational institutions and for students and alumni. Philadelphia’s community transmission rates, especially in zipcodes where our school enrolls high numbers of students, have been substantial for the bulk of the academic year, forcing YouthBuild to primarily offer virtual instruction. Even in returning to in-person learning for much of the 2021-2022 school year, we experienced multiple interruptions of in-person learning, requiring hybrid learning based on transmission rates in October 2021 and January 2022.

YouthBuild students, who have previously disconnected from traditional learning institutions, have had a hard time adjusting to virtual learning and adapting to the technology that is required to do well. Additionally, the feelings of isolation, loss, grief, anxiety, among others has raised a heightened need for mental health support and crisis management that has continued to be challenging for YouthBuild staff, students, alumni and partners. The trauma of gun violence in our community has also had an intense and lasting impact on our school community.

Over the last several years, the graduation rate for the school district has been increasing. There are additional programs attempting to provide workforce and education programming for Opportunity Youth. And enrollment in school with older students no longer legally required to attend school based on compulsory age statute has been increasingly difficult through the pandemic. Collectively, this has meant that there are fewer applicants seeking programs like ours.

Some students who are enrolling have more complex personal/behavioral/academic challenges. In response to this shift, we have drastically increased our specialized support team (adding a behavioral specialist, two counselors, two special education teachers and a reading specialist) and provided increased professional

development in areas of behavioral health, motivational interviewing, and restorative practices.

In recent years, the economy and the job market has been strong. Many of our students have financial responsibilities and an urgency to work which has an impact on our program retention. In exit surveys, many students list “need to work” as a reason for leaving. Jobs are more accessible, even without a high school diploma, than was the case many years ago. and some students enter our program with motivation and desire to complete the full year, but ultimately need to leave our school for financial reasons. This trend has also made postsecondary education pathways less likely for our students/graduates.

B. Future Ready PA Academics

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
	Due to the unique nature of our school model working with Opportunity Youth who previously left/were pushed out of high school, YouthBuild students do not take PSSA, Keystone, NOCTI, or other state assessment tests prioritized by Future Ready PA Index. All students experience the strengths and challenges described herein equally across our program model.
	Strengths- Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.
	Due to the unique nature of our school model working with Opportunity Youth who previously left high school, YouthBuild students do not take PSSA, Keystone, NOCTI or other state assessment tests prioritized by Future Ready PA Index. All students experience the strengths and challenges described herein equally across our program model.
	Challenges - Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.
	Due to the unique nature of our school model working with Opportunity Youth who previously left high school, YouthBuild students do not take PSSA, Keystone, NOCTI or other state assessment tests prioritized by Future Ready PA Index. All students experience the strengths and challenges described herein equally across our program model.

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
	Due to the unique nature of our school model working with Opportunity Youth who previously left high school, YouthBuild students do not take PSSA, Keystone, NOCTI or other state assessment tests prioritized by Future Ready PA Index. All students experience the strengths and challenges described herein equally across our program model.

Strengths- Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

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Challenges- Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

Due to the unique nature of our school model working with Opportunity Youth who previously left high school, YouthBuild students do not take PSSA, Keystone, NOCTI or other state assessment measures prioritized by Future Ready PA Index. All students experience the strengths and challenges described herein equally across our program model.

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
	Due to the unique nature of our school model working with Opportunity Youth who previously left high school, YouthBuild students do not take PSSA, Keystone, NOCTI or other state assessment measures prioritized by Future Ready PA Index. All students experience the strengths and challenges described herein equally across our program model.
Strengths- Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.	
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Challenges- Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.	
	Due to the unique nature of our school model working with Opportunity Youth who previously left high school, YouthBuild students do not take PSSA, Keystone, NOCTI or other state assessment measures prioritized by Future Ready PA Index. All students experience the strengths and challenges described herein equally across our program model.

C. Related Academics

Career Readiness (Please enter one Data source per line)

Graduation Year	Retention in Placement
Class of 2021	50% and additional placements in process
Class of 2020	50% (COVID impact)
Class of 2019	30% (COVID impact)
Class of 2018	70%
Class of 2017	81%
Class of 2016	84%

Career and Technical Education Programs (Required if School offers PDE approved CTE programs)

(Please enter one Data source per line)

Graduation Year	Placement of <i>Graduates</i> 0-6 months	Retention in Placement
Class of 2021	not yet fully applicable	not yet fully applicable
Class of 2020	51% (pandemic has made this challenging)	50% (pandemic has made this challenging)
Class of 2019	55.4% (pandemic has made this challenging)	29.7% (pandemic has made this challenging)
Class of 2018	82%	70%
Class of 2017	90%	81%

Class of 2016	93%	84%
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Arts and Humanities (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
NA	NA

Environment and Ecology (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
NA	NA

Family and Consumer Sciences (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
NA	NA

Health, Safety and Physical Education (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
NA	NA

Social Studies (Civics and Government, Economics, Geography, History) - (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
	Due to the unique nature of our school model working with Opportunity Youth who previously left high school, YouthBuild students do not take PSSA, Keystone, NOCTI or other state assessment measures prioritized by Future Ready PA Index. All students experience the strengths and challenges described herein equally across our program model.

Summary

Strengths- Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

Stepping off the elevator at YBPhilly, everyone should immediately feel the environment of love and respect. Students often talk about the “YouthBuild Way;” a commitment that students and staff respect, support and care for one another. We are continuing to increase our commitment to developing staff members’ skills for implementing restorative practices and to proactively maintain and improve this strength of our school community in ways that can improve attendance, retention, and graduation rates.

We have put many supports and resources in place to support students. We employ three in-house counselors and an in-house school psychologist to address students’ mental health needs and provide multiple sources of intensive support. In addition, we have partnerships with ECP and ELECT to provide personalized support with the ~40% of students who are pregnant or parenting, and with Covenant House for students who are housing insecure (~10-20%). While our students are motivated to re-engage with their education, many continue to face significant life barriers. Because of this reality, we employ six full-time staff who serve as case managers (internally known as Success Coordinators) with students and alumni. We establish partnerships with an explicit plan for supporting youth throughout the school year.

Challenges- Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

In the last year, we have been developing more intentional strategies to improve retention and graduation, by focusing on developing more engaging instruction, improving school connectedness, targeting professional development and expanding the positive impact of our restorative practices with all staff across the school. Virtual learning and student engagement has been the focus of much of the professional development over the last year due to challenges from the COVID-19 pandemic.

Over the last several years, the graduation rate for the school district has been increasing. There are additional programs attempting to provide workforce and education programming for Opportunity Youth. And enrollment in school with older students no longer legally required to attend school based on compulsory age statute has been increasingly difficult through the pandemic. Collectively, this has meant that there are fewer applicants seeking programs like ours.

Some students who are enrolling have more complex personal/behavioral/academic challenges. In response to this shift, we have drastically increased our specialized support team (adding a behavioral specialist, two counselors, two special education teachers and a reading specialist) and provided increased professional development in areas of behavioral health, motivational interviewing, and restorative practices.

In recent years, the economy and the job market has been strong. Many of our students have financial responsibilities and an urgency to work which has an impact on our program retention. In exit surveys, many students list “need to work” as a reason for leaving. Jobs are more accessible, even without a high school diploma, than was the case many years ago. and some students enter our program with motivation and desire to complete the full year, but ultimately need to leave our school for financial reasons. This trend has also made postsecondary education pathways less likely for our students/graduates.

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
<p>Over the previous four years, we have maintained nearly a 100% graduation rate for our English Learners.</p> <p>This trend is continuing this year as 89% of English Learners (8 of 9) have been retained so far this year.</p> <p>Our school has a smaller population of English Learners compared with the District average</p>	<p>Current EL programming is strong but focused on a very small student population of English Learners. Our EL Coordinator has been working closely with our recruitment staff. We have increased our outreach in multilingual communities through partnerships with community-based organizations that serve Latinx and Asian-American communities. We have also sought opportunities to build awareness of the opportunities at YBPhilly in communities that are less familiar with the school through in-person events, flyers, and on-site presentations. In addition to building these partnerships, we have invested more heavily in Spanish-language translation of outreach materials, Spanish-language SEPTA ads, and advertisements in a local bilingual magazine. We have enlisted the support of multilingual staff to enhance the engagement of applicants at our information sessions and in individual meetings. Additionally, we have redirected resources to provide individualized support for prospective students to complete application materials, retrieve personal identification documents, and reduce the barriers of social navigation.</p>

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
<p>SPED student group: As of December 1, 2021, 25% of our total enrollment had an IEP (45 of 183 students). Of the 45 students processed with IEPs in SY 2021-2022, most (53%) required some combination of Emotional and Behavioral Supports (20 with an emotional disturbance and 4 students with ADHD), while the others (47%) required Learning-Support services (21 students were identified as learning-disabled).</p> <p>Over the five-month period between December 1, 2021 and May 1, 2022, 82% (37) of those 45 Special-Education students are still enrolled,</p>	<p>We are proud of our Special Education program. Historically, a greater percentage of Special Education students graduate, as compared with their General Education peers. Students with IEPs are showing up, retained, and graduating at rates about 10% higher than students without IEPs. We attribute this to (1) the deep relationships that our Special Education staff develop with their students, (2) how we deliver services, by collaborating with the students and giving them the respect they deserve as young adults, and (3) the high caliber and professionalism of our Special Education Team.</p>

compared with 64% of their General-Education peers.	
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Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations
<p>More than 90 percent of our students are considered low or very low-income. <u>100 percent of our students are talented and motivated and more than capable of leading the change our communities need to create a more just society.</u></p>	<p><u>100 percent of our students are talented and motivated.</u> 100 percent are over-aged and under-credited when they start our school. More than 90 percent are considered low-income or very low-income. On an average each year, 40% of our students are parents; 48% have been arrested; 26% have spent time in a juvenile or adult correctional facility; 30% have an incarcerated parent; 18% have been in foster care; 15% are homeless, and 40% of our students live in unstable housing. We collect and report these data because funders and government institutions consistently ask us to; however, these data have never been and will never be the right data with which to consider learners. Private, corporate, federal, state and local funders and institutional partners would do well to prioritize more data conversations that recognize young people as assets and as problem solvers instead of problems to be solved. We are more than happy to discuss this pressing moral imperative with anyone at PDE at any point.</p>

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations
<p>99 percent of students identify as being a person of color and 83 percent identify as Black people. Hispanic - 8.37% Mixed Race - 6.17% Asian - 1.32% Caucasian - 0.88%</p>	<p>Outside of Black students, other racial/ethnic groups do not enroll in our school in sufficient numbers for statistically significant outcome data.</p>

Summary

<p>Strengths- Identify the strengths that are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.</p>
<p>Stepping off the elevator at YBPhilly, everyone should immediately feel the environment of love and respect. Students often talk about the “YouthBuild Way;” a commitment that students and staff respect, support and care for one another. We are continuing to increase our commitment to and skills for implementing restorative practices to proactively maintain and improve this strength of our school community in ways that can improve attendance, retention, and graduation rates.</p>

We have put many supports and resources in place to support students. We employ three in-house counselors and an in-house school psychologist to address students' mental health needs and provide multiple sources of intensive support. In addition, we have partnerships with ECP and ELECT to provide personalized support to the ~40% of students who are pregnant or parenting, and with Covenant House for students who are or become homeless (~10-20%). While our students are motivated to re-engage with their education, many continue to face significant life barriers. Because of this reality, we employ four full-time staff who serve as case managers (internally known as Success Coordinators) with students. We establish partnerships with an explicit plan for supporting youth throughout the school year.

Challenges- Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

In the last year, we have been developing more intentional strategies to improve retention and graduation, by focusing on developing more engaging instruction, improving school connectedness, targeting professional development and expanding the positive impact of our restorative practices with all staff across the school. Much of our professional development over the last year has been focused on virtual learning and student engagement due to challenges caused by the COVID-19 Pandemic.

Over the last several years, the graduation rate for the school district has been increasing. There are additional programs attempting to provide workforce and education programming for Opportunity Youth. And enrollment in school with older students no longer legally required to attend school based on compulsory age statute has been increasingly difficult through the pandemic. Collectively, this has meant that there are fewer applicants seeking programs like ours.

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E. Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA - SPED details are described above in the strengths and challenges sections and there is not a broader LEA SPED initiative relevant to the comprehensive plan beyond what we have described above and herein.
Title I Plan	NA
Student Services	NA - Student services details are described above in the strengths and challenges sections and there is not a broader student services initiative relevant to the comprehensive plan beyond what we have described above and herein.
K-12 Guidance Plans (339 Plans)	NA

Technology (PATI)	NA
English Language Development Program	NA - Work with English Learners is described above in the strengths and challenges sections and there is not a broader EL services initiative relevant to the comprehensive plan beyond what we have described above and herein.

F. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards		X		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based			X	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		X		
Identify and address individual student learning needs				X
Provide frequent, timely, and systematic feedback and support on instructional practices		X		
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members		X		
Collectively shape the vision for continuous improvement of teaching and learning		X		
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		X		
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community				X
Continuously monitor implementation of the school improvement plan and adjust as needed			X	

Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically			X	
Implement an evidence-based system of schoolwide positive behavior interventions and supports			X	
Implement a multi-tiered system of supports for academics and behavior			X	
Implement evidence-based strategies to engage families to support learning	X			
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA			X	
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data		X		
Use multiple professional learning designs to support the learning needs of staff			X	
Monitor and evaluate the impact of professional learning on staff practices and student learning		X		

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges? Please enter one strength statement in each line.

Identify and address individual student learning needs

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA

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 vision for learning and Future Ready PA Index

interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Foster a culture of high expectations for success for all students, educators, families, and community members

G. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of your vision for learning and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges? Please enter one strength statement in each line.
Stepping off the elevator at YBPhilly, everyone should immediately feel the environment of love and respect. Students often talk about the “YouthBuild Way;” a commitment that students and staff respect, support and care for one another. We are continuing to increase our commitment to and skills for implementing restorative practices to proactively maintain and improve this strength of our school community in ways that can improve attendance, retention, and graduation rates.
We have put many supports and resources in place to support students. We employ three in-house counselors and an in-house school psychologist to address students’ mental health needs and provide multiple sources of intensive support. In addition, we have partnerships with ECP and ELECT to provide personalized support to the ~40% of students who are pregnant or parenting, and with Covenant House for students who are or become homeless (~10-20%). While our students are motivated to re-engage with their education, many continue to face significant life barriers. Because of this reality, we employ four full-time staff who serve as case managers (internally known as Success Coordinators) with students. We establish partnerships with an explicit plan for supporting youth throughout the school year.
Challenges- Thinking about all of the most pressing challenges identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your vision for learning and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
In the last year, we have been developing more intentional strategies to improve retention and graduation, by focusing on developing more engaging instruction, improving school connectedness, targeting professional development and expanding the positive impact of our restorative practices with all staff across the school.
Over the last several years, the graduation rate for the school district has been increasing. There are additional programs attempting to provide workforce and education programming for Opportunity Youth. And enrollment in school with older students no longer legally required to attend school based on compulsory age statute has been increasingly difficult through the pandemic. Collectively, this has meant that there are fewer applicants seeking programs like ours.
Some students who are enrolling have more complex personal/behavioral/academic challenges. In response to this shift, we have drastically increased our specialized support team (adding a behavioral specialist, two counselors, two special education teachers and a reading specialist) and provided increased professional development in areas of behavioral health, motivational interviewing, and restorative practices.
In recent years, the economy and the job market has been strong. Many of our students have financial responsibilities and an urgency to work which has an impact on our program retention. In exit surveys, many

students list “need to work” as a reason for leaving. Jobs are more accessible, even without a high school diploma, than was the case many years ago. and some students enter our program with motivation and desire to complete the full year, but ultimately need to leave our school for financial reasons. This trend has also made postsecondary education pathways less likely for our students/graduates.

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.

Given the reality that most of the assessment measures prioritized by the PA Ready Index do not apply to our school model or assessment approach, we believe the findings of the essential practices assessment process prove much more relevant for purposes of establishing the priorities of our comprehensive plan. The findings from our essential practices assessment are fairly consistent with findings from Year 1-3 of comprehensive school improvement efforts at YouthBuild. We also believe there is value in staying the course toward a longer term implementation focus on the priorities we have been working on as a school community, with some improvements around our practices and measures, but consistency in overall content focus of priorities from previous years of CSI implementation.

III. Goals

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Implement evidence-based strategies to engage families to support learning	Family engagement is important and something YB can improve. However, working with a population of 17-21 year old students, the vast majority of whom are attending school as adults complicates this work considerably.	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Momentum and progress on this challenge over the last year, but opportunity for greater coordination and alignment for instruction in classroom, on worksites and in whole school spaces	Yes
Foster a culture of high expectations for success for all students, educators, families, and community members	Momentum and progress on this challenge over the last year, with greater clarity regarding staff responsibilities and commitments in whole school spaces, but opportunity for more growth and clarity across our entire school community	Yes

Strengths (Please enter one strength statement in each line.)		
Strengths	Discussion Points	
Identify and address individual student learning needs	YouthBuild staff members remain student-centered. We have sufficient staffing to identify and respond to most student learning needs.	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	We have improved fiscal and operational systems. We have improved budget planning with department directors. And we are prioritizing HR improvements.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially,	We prioritize school climate and culture with students, with staff, with alumni and with partners. Positive school environment work aligns with our restorative practices priority and with our social identity priority work. In many ways this work represents a strength of YB. In other ways, we always need to monitor, improve and commit to a positive school climate & culture every day. We have both strengths to build from and als room for growth.	

emotionally, intellectually, and physically	
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Compared to most schools, partnerships with partners (employers, postsecondary institutions, and social service agencies), is more central to the YB program model. Students, staff and alumni spend more time with partners than most other traditional comprehensive HS models. We also have an active partnerships committee helping to document processes and assessment efforts with external partners. We have also articulated our social identity goals with our most important partners.

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	If YouthBuild Philly creates a PLC structure for a non-traditional setting that appropriately engages all types of educators and experience levels, then all staff will be invested and able to improve instructional practices, and students will increase learning engagement and skill development.
Foster a culture of high expectations for success for all students, educators, families, and community members	If YouthBuild Philly defines clear outcomes and a shared system for monitoring progress toward our goals for restorative practices with all departments, then all departments and all staff will more effectively work toward those outcomes and student attendance and retention will improve.

B. Goal Setting

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority 1: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Outcome Category

Choose an item.

Measurable Goal Statement (Smart Goal)

By the end of 2022-2023, 90% of staff rate every PLC meeting at a 3 or above on a 4 point scale that represents how much the PLC meeting provided concrete action steps instructors could take to improve their practice, as it relates to [expectations for instructors](#), or as it relates to the PPR and writing across the curriculum.

Measurable Goal Nickname (35 Character Max)

Meaningful PLCs

Target Year 1	Target Year 2	Target Year 3	Target Year 4
Reported and discussed at end of year 1, with significant COVID impact for building closure from March through end of school year.	By the end of 2020-2021, 80% of instructional staff rate PLC meetings at a 3 or above on a 4 point scale indicating that the PLC time was meaningful and positively impacted their practice both generally, and specifically as it relates to the student outcome of competent written reflection as measured by a common school wide rubric	By the end of 2021-2022 80% of staff rate every PLC meeting at a 3 or above on a 4 point scale that represents how much the PLC meeting provided concrete action steps instructors could take to improve their practice, as it relates to expectations for instructors , or as it relates to the PPR and writing across the curriculum.	By the end of 2022-2023, 90% of staff rate every PLC meeting at a 3 or above on a 4 point scale that represents how much the PLC meeting provided concrete action steps instructors could take to improve their practice, as it relates to expectations for instructors , or as it relates to the PPR and writing across the curriculum.

*Target for year 4 should be your measurable goal

Schools categorized as CSI, A-TSI or Title I Schoolwide Program for the upcoming school year should develop quarterly targets that are back mapped from the respective target year.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
70% of instructional staff rate PLC meetings at a 3 or above on a 4 point scale.	75% of instructional staff rate PLC meetings at a 3 or above on a 4 point scale.	85% of instructional staff rate PLC meetings at a 3 or above on a 4 point scale.	90% of instructional staff rate PLC meetings at a 3 or above on a 4 point scale.

Outcome Category

Choose an item.

Measurable Goal Statement (Smart Goal)

a) By the end of Session 4, the number of students who score competent or above on their PPR submissions has risen by 25% since Session 2.

Measurable Goal Nickname (35 Character Max)

Strong Engagement and Skill Development

Target Year 1	Target Year 2	Target Year 3	Target Year 4
<p>a) Reported and discussed at end of year 1, with significant COVID impact for building closure from March through end of school year.</p> <p>b) 70% of students are on time completers</p>	<p>By the end of Session 4 (March, 2021), 100% active students will have submitted at least 6 out of 8 end-of-session reflections, with at least one on academics and workforce respectively rated competent as measured by a common school wide rubric.</p>	<p>a) By the end of Session 4, the number of students who score competent or above on their PPR submissions has risen by 20%.</p> <p>b) “On time” academic and workforce requirement completion increases by 10% for each GPS for Sessions 1 - 4.</p>	<p>a) By the end of Session 4, the number of students who score competent or above on their PPR submissions has risen by 25%.</p>

after Sessions 1/2.			
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*Target for year 4 should be your measurable goal

Schools categorized as CSI, A-TSI or Title I Schoolwide Program for the upcoming school year should develop quarterly targets that are back mapped from the respective target year.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
100% of Instructional staff receive training on effective implementation of PPR. 100% of staff implement the PPR and we establish a baseline of PPR quality.	Competent PPR submissions have risen by 10%.	Competent PPR submissions have risen by 20%.	Competent PPR submissions have risen by 25%

* Copy and paste the Target Year goal for the upcoming school year into the space for Target 4th Quarter

Priority 2: Foster a culture of high expectations for success for all students, educators, families, and community members

Outcome Category

Choose an item.

Measurable Goal Statement (Smart Goal)

95% of veteran staff will be at least Competent in the school wide responsibilities at both formal evaluation periods (Mid-Year and Year-End). 85% of new* staff will show growth in the school wide responsibilities between the formal evaluation periods (Mid-Year and Year-End).

**New staff defined as someone who has worked at YouthBuild for less than 24 months.*

Measurable Goal Nickname (35 Character Max)

Priority 2A- Schoolwide Responsibilities

Target Year 1	Target Year 2	Target Year 3	Target Year 4
Reported and discussed at end of year 1, with significant COVID impact for building closure from March through end of school year.	90% of veteran staff will be at least Competent in the school wide responsibilities at both formal evaluation periods (Mid-Year and Year-End). 80% of new staff will show growth in the school wide responsibilities between the formal evaluation periods (Mid-Year and Year-End).	90% of veteran staff will be at least Competent in the school wide responsibilities at both formal evaluation periods (Mid-Year and Year-End). 80% of new staff will show growth in the school wide responsibilities between the formal evaluation periods (Mid-Year and Year-End).	95% of veteran staff will be at least Competent in the school wide responsibilities at both formal evaluation periods (Mid-Year and Year-End). 85% of new staff will show growth in the school wide responsibilities between the formal evaluation periods (Mid-Year and Year-End).

*Target for year 4 should be your measurable goal

Schools categorized as CSI, A-TSI or Title I Schoolwide Program for the upcoming school year should develop quarterly targets that are back mapped from the respective target year.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
By the end of September, 90% of veteran staff and 80% of new* staff will report that they have a clear understanding of what it means to be competent & highly competent in the schoolwide responsibilities. Measured by: self assessment in late September	By the end of December, 100% of Supervisors and 90% of staff will be trained on giving and receiving feedback. Measured by: attendance at internal trainings and results of Q3 Mid Year evaluations and staff survey	N/A	95% of veteran staff will be at least Competent in the school wide responsibilities at both formal evaluation periods. 85% of new staff will show growth in the school wide responsibilities between the formal evaluation periods. Measured by: HR & SWL reviewing eval forms submitted

*New staff defined as someone who has worked at YouthBuild for less than 24 months.

C. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school. The same Evidence-based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
Professional Learning Communities (Priority 1 - Coherent Instruction)	By the end of 2022-2023, 90% of staff rate every PLC meeting at a 3 or above on a 4 point scale that represents how much the PLC meeting provided concrete action steps instructors could take to improve their practice, as it relates to expectations for instructors , or as it relates to the PPR and writing across the curriculum.
Professional Learning Communities Writing as key indicator for improved literacy (Priority 1 - Coherent Instruction)	a) By the end of Session 4, the number of students who score competent or above on their PPR submissions has risen by 25%. b) “On time” academic and workforce requirement completion reaches 65% by end of Session 4.
Restorative Practices (Priority 2A- Schoolwide Responsibilities)	95% of veteran staff will be at least Competent in the school wide responsibilities at both formal evaluation periods (Mid-Year and Year-End). 85% of new staff will show growth in the school wide responsibilities between the formal evaluation periods (Mid-Year and Year-End).

D. Action Plan

Create an Action Plan for each Evidenced-based Strategy

(If you need more than the number of tables provided please copy and paste more into the document)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goals
Professional Learning Communities (Priority 1 - Coherent Instruction)	By the end of 2022-2023, 90% of staff rate every PLC meeting at a 3 or above on a 4 point scale that represents how much the PLC meeting provided concrete action steps instructors could take to improve their practice, as it relates to expectations for instructors , or as it relates to the PPR and writing across the curriculum.

Action Step	Anticipated Start	Completion Date
Design scope and sequence for the PLC meetings that will occur across the year. Design should consider: staff needs and engagement, alignment to written reflection outcome for students, relevance given the timing in the year.	5/24/22	8/9/22
Lead Person/Position	Material/Resources/Supports Needed	
Director of Curriculum and Instruction, Sarah Burgess	PLC Leadership Team weekly collaboration Models of PLCs from other schools Background research about effective PLCs Consultation from professionals with PLC expertise Feedback from instructional staff	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
Implement 4 PLCs in Sessions 1 and 2 that lead staff through a process of setting goals, collaborating to identify and implement strategies, reflecting, and analyzing student work related to teaching writing skills. Regularly ask for and analyze staff feedback. Provide support and make adjustments to ensure we're meeting the goal.	9/22/22	11/10/22
Lead Person/Position	Material/Resources/Supports Needed	
PLC Leadership Team	PLC leadership team collaboration Feedback from PLC consultants	

Prof Development Step Choose an item.	Best practices in writing instruction across all content areas Data tracking and analysis system and practice Providing resources and supports to individual PLCs to ensure high quality implementation across groups
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Action Step	Anticipated Start	Completion Date
Provide PLC groups with updated templates for a) continuing writing skill work from Sessions 1 and 2 or b) choosing their own focus of inquiry for Sessions 3 and 4. Implement 5 PLCs for these two sessions in which staff groups have more choice in direction but are guided by a standardized process of inquiry, action and reflection.	12/8/22	2/23/23
Lead Person/Position	Material/Resources/Supports Needed	
PLC Leadership Team	Further training and consultation on effective PLC needs Information from PLC group reflections, staff surveys and focus groups	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
Implement reflective and future focused planning PLCs in Sessions 5 and 6 that guide PLC groups towards making goals for next year based on learnings from the past year. Implement 5 PLCs for these two sessions that encourage staff feedback and initiative towards direction for the next year.	3/23/23	5/25/23
Lead Person/Position	Material/Resources/Supports Needed	
PLC Leadership Team	Effective collaborative goal setting techniques	

Action Step	Anticipated Start	Completion Date
Reflect on, evaluate and refine PLC model for following year. Consider staff feedback and data related to CSI goals # 1 and #2.	6/4/2022	8/15/2022
Lead Person/Position	Material/Resources/Supports Needed	
PLC Leadership Team	Further training and consultation on effective PLC needs Information from PLC group reflections, staff surveys and focus groups	

Anticipated Output	Monitoring/Evaluation
100% of PLC groups document through agenda notes their effective use of the guided process to implement writing instruction in Sessions 1 and	Through weekly meetings, the PLC leadership team reviews data from

2 and an inquiry of their choice (or extension of writing instruction) in Sessions 3 and 4. In Sessions 5 and 6, 100% of PLC groups submit an action plan for 2022-2023 that demonstrates alignment and coherence of instruction and is reviewed by the PLC leadership team.	PLC groups and feedback from staff related to PLC experience. The leadership team provides feedback to groups and designs revisions to the process based on feedback.
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Evidence-based Strategy Name	Measurable Goals
Professional Learning Communities Writing as key indicator for improved literacy	a) By the end of Session 4, the number of students who score competent or above on their PPR submissions has risen by 25% since Session 2.

Action Step	Anticipated Start	Completion Date
Refine school wide written reflection assignment and common school wide rubric for evaluation.	5/1/2022	8/9/2022
Lead Person/Position	Material/Resources/Supports Needed	
Literacy Specialist - Frandis Rocchi Prof Development Step Choose an item.	<ul style="list-style-type: none"> • Collaboration and Feedback from numerous stakeholders across the school - administration, teachers, student culture, and Year 2 Staff • Models of portfolio reflection assignments that would dovetail with our current instructional model 	

Action Step	Anticipated Start	Completion Date
Provide professional development to all instructional staff focus on writing instruction across content areas	8/25/22	8/25/22
Lead Person/Position	Material/Resources/Supports Needed	
Literacy Specialist - Frandis Rocchi + Language Arts Team (Jody Cohen and 2nd ELA instructor TBD) Prof Development Step Choose an item.	<ul style="list-style-type: none"> • Best practices in writing instruction across content areas • Clear expectations from LA team about writing skills focus • Resources for staff to reference (cheat sheets, anchor charts, etc.) 	

Action Step	Anticipated Start	Completion Date
Implement 4 PLCs that focus on writing skills, instructional strategies and analysis of student work.	9/22/22	11/10/22
Lead Person/Position	Material/Resources/Supports Needed	
Literacy Specialist - Frandis Rocchi	<ul style="list-style-type: none"> ● Templates/process designed by PLC leadership team for PLC space ● Menu of instructional strategies tied to building writing skills ● Plan for peer observations/sharing of examples from student work ● Looking At Student Work Protocol and staff who have been trained to facilitate 	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
Implement the school wide written reflection assignment, using the common rubric and looking at student work protocols to evaluate student performance and make instructional choices.	8/13/2022.	3/10/2023
Lead Person/Position	Material/Resources/Supports Needed	
Literacy Specialist - Frandis Rocchi	<ul style="list-style-type: none"> ● Streamlining administration and staff support through dedicated PLC time before the first session. ● Collaborative grading and LASW protocol for each round of reflections for the purposes of: <ul style="list-style-type: none"> ○ Looking for trends ○ Making plans for improvement in the next session ○ Spotlighting teacher and student best practices 	
Prof Development Step Choose an item.		

Action Step	Anticipated Start	Completion Date
Reflection on the logistical and educational experience of the school-wide reflection for the purposes of refining the process and making it more reliable and useful as a measure of student skill and learning.	4/09/2022	8/10/2022
Lead Person/Position	Material/Resources/Supports Needed	
Literacy Specialist - Francis Rocchi	<ul style="list-style-type: none"> ● Dedicated PLC time to: <ul style="list-style-type: none"> ○ Reflect on the written reflection work, analyze overall data in 	
Prof Development Step Choose an item.		

	<p>comparison to the goals that were set, and propose revisions for greater effectiveness next year.</p> <ul style="list-style-type: none"> • Staff Surveys throughout the testing process. • New model roll out prior to Staff Mental Toughness for the 2022-2023 school year.
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Anticipated Output	Monitoring/Evaluation
<p>100% of Instructional staff receive training on effective implementation of PPR and on effective writing instruction across content areas.</p> <p>100% of staff implement the PPR and we establish a baseline of PPR quality.</p>	<p>Feedback from Staff Mental Toughness professional development around writing instruction.</p> <p>Monitoring of PPR submissions by teacher.</p>

Evidence-based Strategy Name	Measurable Goals
<p>Restorative Practices (Priority 2A- Schoolwide Responsibilities)</p>	<p>95% of veteran staff will be at least Competent in the school wide responsibilities at both formal evaluation periods (Mid-Year and Year-End). 85% of new staff will show growth in the school wide responsibilities between the formal evaluation periods (Mid-Year and Year-End).</p>

Action Step- Target 1st Quarter	Anticipated Start	Completion Date
<p>During Staff Mental Toughness,</p> <ul style="list-style-type: none"> • CSI subcommittee & HR will ground this work in our Community Agreements of Grow & Learn and Accountability. • staff will review the schoolwide responsibilities rubric to make expectations clear and identify what implementation will look like. • The plan for how we are collecting 360 feedback will be reviewed <p>In department meetings held in mid-late September, staff will review the rubric checklist and complete a brief self-assessment.</p> <p>In October, supervisors will review self-assessments with staff during regular check-ins.</p>	<p>Prep over the summer, Staff MTT starts in August 2022</p>	<p>October 2022</p>
Lead Person/Position	Material/Resources/Supports Needed	
<p>CSI 2A Subcommittee, HR, & Directors who lead each of the areas included in the schoolwide responsibilities</p>	<p>School Wide Expectations Rubric- need to create simplified checklist</p>	

GPS & Mentoring- Ana Climate & Culture- Zuri Data & Admin- Allison	Staff MTT presentations Plan for 360 feedback Self Assessment
Prof Development Step Choose an item.	

Action Step- Target 3rd Quarter	Anticipated Start	Completion Date
<p>Ongoing feedback loops- leaders & supervisors are consistently modeling how to give and receive feedback</p> <p>In mid-late January, all staff give feedback about their supervisors, colleagues in their department, and colleagues in their GPS.</p> <p>As part of the Mid-Year Performance Evaluation process, all staff complete a self assessment on the schoolwide responsibilities using the checklist (simplified version of the rubric).</p> <p>During Mid-Year conversations, supervisors share peer feedback with staff.</p> <p>After the Mid Year Evaluation Period (late Feb), 80% of staff will report that they have received helpful feedback about their performance in the schoolwide responsibilities from their supervisor & from their peers.</p> <p>At the March Schoolwide Leadership (SWL) meeting, staff survey results are discussed and response/s planned (include context data of how schoolwide responsibilities were assessed on Mid Year forms).</p> <p>In late March-early April, supervisors follow up with their team (individually & collectively) about how things are going.</p>	September 2022	March 31, 2023

Lead Person/Position	Material/Resources/Supports Needed
CSI 2A subcommittee, HR, Supervisors	<p>Staff meeting time or PLC time to complete feedback forms/answer questions</p> <p>Way to track 360 feedback (in order to understand who is/isn't giving or receiving feedback)</p> <p>School Wide Expectations Rubric (separate self-assessment or just use the rubric/checklist?)</p> <p>Survey- part of longer staff engagement survey or separate questions?</p> <p>Time at March SWL meeting</p>
Prof Development Step Choose an item.	

Anticipated Output	Monitoring/Evaluation
<p>All staff give & receive peer to peer feedback.</p> <p>Supervisors have more objective information to share in formal performance evaluations.</p> <p>Staff self assessments & supervisor assessments in the schoolwide responsibilities are aligned 80% of the time.</p> <p>80% of staff report that the formal performance evaluation process was beneficial in their growth & development.</p> <p>90% of veteran staff will be at least Competent in the school wide responsibilities at both formal evaluation periods (Mid-Year and Year-End). 80% of new staff will show growth in the school wide responsibilities between the formal evaluation periods (Mid-Year and Year-End).</p>	<p>Ongoing feedback loops- leaders & supervisors are consistently modeling how to give and receive feedback</p> <p>In mid-late May, all staff give feedback about their supervisors, colleagues in their department, and colleagues in their GPS.</p> <p>As part of the Year-End Performance Evaluation process, all staff complete a self assessment on the schoolwide responsibilities using the checklist.</p> <p>During Year End conversations, supervisors share peer feedback with staff.</p> <p>At the School-wide Leadership (SWL) meeting, tally of how staff assessed themselves & how supervisors assessed staff are discussed.</p>

E. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Priority 1: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Professional Development Activity Name: Online Engagement Strategies		
Action Step	Identify high quality PD providers: consider Kagan, Mockingbird, Quantum Learning	
Audience	Instructional Staff	
Topics to be Included	How to develop a culture of engagement in an online space; use of digital tools to increase engagement; connection of engagement to student learning	
Evidence of Learning	Instructional practices in online environments	
Material/Resources/Supports Needed	External providers	
Lead Person/Position	PLC Leadership Team	
Anticipated Timeline	Start: 8/10/22	Completion: 11/30/22

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Frequency
Danielson Framework Component Met in this Plan *Not required for Charter Schools*	Choose an item. Choose an item.

F. Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders. **(If you need more than the number of tables provided please copy and paste more into the document)**

Communication (If you have additional types of Communication please copy and paste additional tables into the document)

Communication Activity Name: Staff Mental Toughness Orientation Introduction			
Action Step	Create all staff buy in around the value of our CSI goals by incorporating them into and naming them as our organizational goals. Share CSI goals (explain that the process has allowed us to come up with priorities that we have are fully behind as a school). Share how we are going to measure our impact. Use double teaching by explicitly naming and modeling the approaches we are prioritizing in our approach to sharing the information with students.		
Audience	All Staff		
Topics to be Included	Priorities, goals, measurement plans, approach and our “why” for these commitments		
Lead Person/Position	Leadership for PLC - Schoolwide - Restorative Practices		
Anticipated Timeline	Start: Last Week of August 2022 .	Completion:	August
Type of Communication	Presentation, Materials, & Small Group Engagement	Frequency	Multiple Days

Communication Activity Name: Student Instruction / Community Spaces and Double Teaching			
Action Step	Introduce and familiarize students to the instructional practices and restorative practices that will drive learning and program culture/relationships throughout the program year. Use double teaching by explicitly naming and modeling the approaches we are prioritizing in our approach to sharing the information with students.		
Audience	Staff and Student Class of 2023		
Topics to be Included	Create clarity with students regarding restorative practices and behavior/overall expectations for our YB community. Create understanding around instructional practices and priorities they will experience as learners across our program.		
Lead Person/Position	Instructional Staff and PLC Leads; Restorative Practices Priority Team Members and Student Life		
Anticipated Timeline	Start: September 2022	Completion:	Ongoing

Type of Communication	Large Group and Small Group Engagement	Frequency: Regular
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Communication Activity Name: Board Meetings and Conversation to Focus on CSI Priorities/Progress

Action Step	Share plan priorities with Board members and partners	
Audience	Board of Trustees, with focus on program committee	
Topics to be Included	Basic overview and updates regarding our priorities, goals, measurement plans, approach and our “why” for these commitments	
Lead Person/Position	Scott Emerick	
Anticipated Timeline	Start: August 2022 and October 2022 Board Meetings	Completion: Ongoing
Type of Communication	Presentation and Handout	Quarterly

Communication Activity Name: Regular Data Reports on CSI Progress

Action Step	Share data progress on CSI priorities during staff meetings, weekly staff newsletters and regular data reports with supervisors	
Audience	All staff members	
Topics to be Included	Measurable progress against proposed outcomes	
Lead Person/Position	PLC - Schoolwide Responsibilities - and Restorative Practices Leaders	
Anticipated Timeline	Start: Starting Quarter Two	Completion: Starting Quarter Two
Type of Communication	Written in newsletter, presentation in meetings	At least quarterly

Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step	Mode: Staff MTO, Staff Meetings
Present and engage staff during staff mental toughness orientation, during staff meetings, and via weekly staff e-newsletter	Audience: Staff
Topics of Message	Anticipated Timeline
Create all staff buy in around the value of our CSI goals by naming them as our organizational goals. Help all staff understand the rationale behind priorities, our approach for implementation and our plan to measure progress. Use double teaching by explicitly naming and modeling the approaches we are prioritizing in our approach to sharing the information with students.	Starting during the last week of August and continuing throughout the program year

Communication Step	Mode: Large group and small group conversations with students
Leverage Village Meetings; Student Mental Toughness workshops; Advisories; through mentoring relationships; Visuals in classroom/worksites spaces and hallways to communicate our priorities for instructional practices and restorative practices. Use double teaching by explicitly naming and modeling the approaches we are prioritizing in our approach to sharing the information with students.	Audience: Students
Topics of Message	Anticipated Timeline
Instructional Priorities and Restorative Practices	September through school year

Communication Step	Mode: Presentation & Handout with Highlight Priorities
Share plan details, priorities, goals and outcome measures with Board of Trustees	Audience: Board
Topics of Message	Anticipated Timeline
Why we believe these approaches will improve attendance, retention and graduation rates	August and October Board Meetings then Quarterly

Communication Step	Mode: Present and Written Updates in Weekly Newsletter
Share data progress on CSI priorities during staff meetings, weekly staff newsletters and regular data reports with supervisors	Audience: Staff
Topics of Message	Anticipated Timeline: End of August through School Year
Measurable progress toward all CSI goals	

