

Context for Board:

- In October, the board approved our 23-24 CSI Annual Plan which the YB program team has been executing in collaboration with our PDE support person
- In February, the board approved our 21-24 CSI Comprehensive Plan after PDE reached out to let us know there were some elements that were not completed in 2021 that needed to be submitted and approved
- In collaboration with our PDE support person, we modeled our 24-27 CSI Comprehensive Plan after the 23-24 CSI Annual Plan which the board will vote to approve today
- Context on the CSI process shared at previous board meetings
 - Schools with 4 or 5 year graduation cohort graduation rates (percentage of students who graduate within 4 or 5 years of starting high school) of below 68% are designated Comprehensive Support and Improvement (CSI) schools.
 - CSI schools get \$75,000 in additional funding, a paired with someone from PDE to support in planning for improvement, and are required to submit board-approved school improvement plans to the state each year consisting of strategies that are backed by research in similar settings
 - Due to the unique mission of our school, many students enroll with us after more than 4 or 5 years in high school which means that our graduation rate and the 4 and 5 year cohort graduation rates used for CSI designation don't always neatly align, but the plan outlined below aims to increase both student attendance and graduation rates this year and moving forward

Proposal: That the board approve our Comprehensive Plan, including our Professional Development and Induction Plan.

The Comprehensive Plan

Our Comprehensive Plan is an extensive document that contains assessments of our strengths and needs, as well as action plans, in a variety of areas. An outline of the Plan's sections is below. The full Plan is attached.

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The Professional Development Plan

Our Professional Development Plan provides professional staff with:

- A description of the professional-education needs of the School, including those of diverse learners, and how professional-development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- The goals of the Plan are to: enhance YB educator's content knowledge in the area of the educator's certification or assignment; increase the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students; and provide educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- A variety of opportunities for the professional development of YB educators are provided, including graduate-level coursework; obtaining a professionally-related master's degree; curriculum-development work; and attendance at professional conferences.
- The full Professional Development Plan is attached.

The Induction Plan

The PDE requires that all first-year educators undergo an induction program. Successful completion of an Educator Induction Program is a requirement for educators to move from a Level-1 certification to a Level-2 certification. Moreover, experienced educators who are new to Pennsylvania public schools are required to undergo an induction program to earn their Level-2 certification as well.

The YB Induction Plan includes:

- An assessment of the induction needs of the educator
- A listing of Induction Plan topic areas
- Induction activities that focus on teaching diverse learners in inclusive settings, and
- The establishment of a mentor relationship for the educator
- The full Induction Plan is attached.

Profile and Plan Essentials

LEA Type		AUN
Charter School		126512870
Address 1		
1231 N Broad St		
Address 2		
5th Floor		
City	State	Zip Code
Philadelphia	PA	19122
Chief School Administrator		Chief School Administrator Email
Mr Le'Yondo Dunn		ldunn@youthbuildphilly.org
Single Point of Contact Name		
Taylor Uyehara		
Single Point of Contact Email		
tuyehara@youthbuildphilly.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
267-262-2126		
Principal Name		
Kazmir Davis		
Principal Email		
kdavis@youthbuildphilly.org		
Principal Phone Number		Principal Extension
215-433-4661		
School Improvement Facilitator Name		School Improvement Facilitator Email
Michael Imburgia		michael_imburgia@iu13.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kiley Smith Kelly	Board Member	YouthBuild Philly	Kiley-board@youthbuildphilly.org
Le'Yondo Dunn	Chief School Administrator	YouthBuild Philly	ldunn@youthbuildphilly.org
Kazmir Davis	Principal	YouthBuild Philly	kdavis@youthbuildphilly.org
Frederick Bader	Director of Compliance	YouthBuild Philly	fbader@youthbuildphilly.org
Fatimah Johnson	Assoc Director of Specialized Services	YouthBuild Philly	fjohnson@youthbuildphilly.org
Taylor Uyehara	District Level Leaders	YouthBuild Philly	tuyehara@youthbuildphilly.org
Tamara Dockery	Student	YouthBuild Philly	tdockery24@youthbuildphilly.org
Rich Chalme	Staff Member	YouthBuild Philly	rchalme@youthbuildphilly.org
Samantha Cranford	Staff Member	YouthBuild Philly	scanford@youthbuildphilly.org
Donheen Boone	Staff Member	YouthBuild Philly	dboone@youthbuildphilly.org
Shawana Cooks	Parent	YouthBuild Philly Parent	shawana1976@icloud.com
Catie Wolfgang	Community Member	Pew Charitable Trusts	cwolfgang@pewtrusts.org

LEA Profile

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.

Mission and Vision

Mission

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

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.

Educational Values

Students

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 whenever they set foot in our building and/or learn and engage within our community from distance. 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 (4) 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 in 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 improve their organizations to improve their racial literacy and their commitment to justice.

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Transition to Career & Postsecondary	Over the last few 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 and plan to expand these partnership efforts back to pre-pandemic levels and beyond to support the post YB success of our graduates. Graduate placement and retention in career pathways represents an ongoing priority for our community and an area of re-engagement currently.
Industry-Based Learning	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 vocational training spaces.

Challenges

Indicator	Comments/Notable Observations
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 Rates	While our official graduation rate is calculated by PDE in a way that does not reflect our actual numbers (based on 4/5 year cohorts, while we are only a one year program with students of various ages who are often enrolling after more than 4 or 5 years in high school), we are not satisfied with our graduation rate. 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

Indicator Industry-Based Learning ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Overall percent of graduates meeting industry-based learning metric was significantly above the statewide average at 94.1% in 22-23 with economically disadvantaged graduates and students with disabilities at that same rate and black graduates at 93.2%. Other student groups had insufficient sample sizes.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Attendance ESSA Student Subgroups	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. Students identified for Special Education Services have actually performed better on attendance and graduation challenges than the general student population in recent years. At 0% meeting the regular attendance metric for 21-22 (the most recent data) we were far below the state average. 0% of black students, 0% of economically disadvantaged students, and 0% of students with disabilities met the regular attendance metric. Other student groups had insufficient sample sizes for reporting.
Indicator Graduation Rates ESSA Student Subgroups	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. Students identified for Special Education Services have actually performed better on attendance and graduation challenges than the general student population in recent years. 61.2% four year graduation rate for all students fell below the statewide average. Subgroups that had sufficient sample sizes to report were black students (62.2%) and economically disadvantaged students (61.2%) and combined ethnicity (60.4%).

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.

Transition to Career & Postsecondary
Industry Based Learning

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.

Attendance
Graduation Rates

Local Assessment

English Language Arts

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.	

English Language Arts Summary

Strengths

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 counselors, social workers, student advisors and an in-house school psychologist 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 full-time staff who serve as case managers (internally known as Student Advisors) to help eliminate barriers and connect students to resources and partnerships. We establish partnerships with an explicit plan for supporting youth throughout the school year.

Challenges

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 challenging for our students/graduates.
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Mathematics

Data	Comments/Notable Observations
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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.	
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Mathematics Summary

Strengths

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.
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Challenges

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 challenging for our students/graduates.
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Science, Technology, and Engineering Education

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.	

Science, Technology, and Engineering Education Summary

Strengths

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.
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Challenges

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 challenging for our students/graduates.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Overall percent of graduates meeting industry-based learning metric was significantly above the statewide average at 94.1% in 22-23 with economically disadvantaged graduates at that same rate and black graduates and graduates with disabilities even higher at 79.2% and 79.5% respectively. Other student groups had insufficient sample sizes.	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Community College of Philadelphia

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

Summary

Strengths

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

YB students as a whole completed industry based learning at much higher rates than the rest of the school.
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Black students and students with disabilities completed industry based learning at even higher rates than the rest of the school
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Challenges

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

We need to expand articulation agreements so that students have more opportunities to get college credit
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Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
At 0% meeting the regular attendance metric we were far below the state average. 0% of black students, 0% of economically disadvantaged students, and 0% of students with disabilities met the regular attendance metric. Other student groups had insufficient sample sizes for reporting.	Students with disabilities attended regularly at the same rate as the school as a whole.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
At 0% meeting the regular attendance metric we were far below the state average. 0% of black students, 0% of economically disadvantaged students, and 0% of students with disabilities met the regular attendance metric. Other student groups had insufficient sample sizes for reporting.	Students considered economically disadvantaged attended regularly at the same rate as the school as a whole.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
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Black	At 0% meeting the regular attendance metric we were far below the state average. 0% of black students, 0% of economically disadvantaged students, and 0% of students with disabilities met the regular attendance metric. Other student groups had insufficient sample sizes for reporting. Black students attended regularly the same rate as the rest of the school and made up the vast majority of the student body. Overall percent of graduates meeting industry-based learning metric was significantly above the statewide average at 94.1% in 22-23 with economically disadvantaged graduates and students with disabilities at that same rate and black graduates at 93.2%. Other student groups had insufficient sample sizes. 61.2% four year graduation rate for all students fell below the statewide average. Subgroups that had sufficient sample sizes to report were black students (62.2%) and economically disadvantaged students (61.2%) and combined ethnicity (60.4%).
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Summary

Strengths

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

Students with disabilities and students considered economically disadvantaged attended regularly at the same rate of the school as a whole
Black students had a 4 year graduation rate higher than that of the school as a whole.
Economically disadvantaged students and students with disabilities met industry-based learning metrics at the same rate as the rest of the school.

Challenges

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

Black students met industry-based learning at a slightly (1.1%) lower rate than the school as a whole.
Economically disadvantaged students' four year graduation rate was slightly lower than that of the rest of the school. This is also affected by the fact that many students arrive at YB after having been in high school for longer than 4 or 5 years.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	NA
Student Services	
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	
English Language Development Programs	

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

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

Summary

Strengths

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

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 mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Test

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Transition to Career & Postsecondary	False
Industry Based Learning	False
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.	True
We have put many supports and resources in place to support students. We employ counselors, social workers, student advisors and an in-house school psychologist 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 full-time staff who serve as case managers (internally known as Student Advisors) to help eliminate barriers and connect students to resources and partnerships. We establish partnerships with an explicit plan for supporting youth throughout the school year.	False
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.	False
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.	False
Identify and address individual student learning needs	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	False
Students with disabilities and students considered economically disadvantaged attended regularly at the same rate of the school as a whole	False
Black students had a 4 year graduation rate higher than that of the school as a whole.	False
Economically disadvantaged students and students with disabilities met industry-based learning metrics at the same rate as the rest of the school.	False
YB students as a whole completed industry based learning at much higher rates than the rest of the school.	False
Black students and students with disabilities completed industry based learning at even higher rates than the rest of the school	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	False

Challenges

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

Strength	Check for Consideration in Plan
Attendance	True
Graduation Rates	True
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 challenging for our students/graduates.	False
We need to expand articulation agreements so that students have more opportunities to get college credit	False
Black students met industry-based learning at a slightly (1.1%) lower rate than the school as a whole.	False
Economically disadvantaged students' four year graduation rate was slightly lower than that of the rest of the school. This is also affected by the fact that many students arrive at YB after having been in high school for longer than 4 or 5 years.	False
Test	False
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	False

need to leave our school for financial reasons. This trend has also made postsecondary education pathways challenging for our students/graduates.	
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 challenging for our students/graduates.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance	Attendance continues to be a considerable challenge for our students, many of whom face many personal barriers that prevent them from coming to school every day. The root cause for each student is different, but some of the most common root causes are barriers outside of school, missed opportunities for us to ensure that programming feels connected to student futures, and opportunities for us to increase capacity for and systems around gathering and responding to data on student attendance and engagement.	True
Graduation Rates	Our official PDE graduation rate numbers that are calculated based on 4 and 5 year graduation rates do not adequately reflect our student outcomes as many of our students enroll at YouthBuild after more than 4 or 5 years in high school and we are a 1 year program. That being said, improving graduation rates is a priority for us. We have found that there is a significant correlation between student attendance and graduation rates and students who attend at least 80% of school days over the course of the year are very likely to graduate.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
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.	YouthBuild staff members remain student-centered. We have sufficient staffing to identify and respond to most student learning needs. 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 positive school climate & culture every day. We have room for growth.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In order to increase attendance we need to engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and monitor student engagement to target interventions
	In order to increase graduation rates we need to increase attendance rates as students who attend school consistently graduate at much higher rates.

Goal Setting

Priority: In order to increase attendance we need to engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school and monitor student engagement to target interventions

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 26-27 school year 70% of active students will maintain 80% YTD attendance through the end of the year			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	Target Year 2	Target Year 3	
50% of active students maintain 80% YTD attendance through the end of the year 24-25	60% of active students maintain 80% YTD attendance through the end of the year 25-26	By the end of the 26-27 school year 70% of active students will maintain 80% YTD attendance through the end of the year	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
50% of active students maintain 80% YTD attendance through Session 1	50% of active students maintain 80% YTD attendance through Session 2	50% of active students maintain 80% YTD attendance through Session 3	50% of active students maintain 80% YTD attendance through Session 4

Priority: In order to increase graduation rates we need to increase attendance rates as students who attend school consistently graduate at much higher rates.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
By the end of the 26-27 school year 80% of the students enrolled at the start of the year graduate			
Measurable Goal Nickname (35 Character Max)			
Graduation			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 24-25 school year 70% of the students enrolled at the start of the year graduate	By the end of the 25-26 school year 75% of the students enrolled at the start of the year graduate	By the end of the 26-27 school year 80% of the students enrolled at the start of the year graduate	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

At the end of Session 1, 90% of students enrolled at the start of the year remain enrolled and have a path to graduation	At the end of Session 2, 80% of students enrolled at the start of the year remain enrolled and have a path to graduation	At the end of Session 3, 75% of students enrolled at the start of the year remain enrolled and have a path to graduation	By the end of the 23-24 school year 70% of the students enrolled at the start of the year graduate
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Action Plan

Measurable Goals

Attendance	Graduation
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Action Plan For: Engage students by offering curricula and programs that connect schoolwork with college and career success

Measurable Goals:
- By the end of the 26-27 school year 70% of active students will maintain 80% YTD attendance through the end of the year - By the end of the 26-27 school year 80% of the students enrolled at the start of the year graduate

Action Step		Anticipated Start/Completion Date	
Create comprehensive plan for when and how students will plan and prepare for life after graduation in three major stages (Career Awareness, Career Preparation, and Career Launch) in collaboration with the program leadership team, embedding these opportunities throughout a variety of classes and spaces and internships so it is clear to students that what they are doing in school is directly preparing them for what comes next.		2024-05-15	2024-08-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Taylor	Kaz, Zurrell, Sam, Director of Academics	No	No
Action Step		Anticipated Start/Completion Date	
Support staff with planning and executing the lessons and activities outlined in the plan during 1:1 meetings and through observation feedback		2024-08-28	2025-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics	Zurell, Kaz	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Completed student career portfolio checklists and postsecondary plans	Zurell shares data on student progress through checklists at the end of sessions 1, 2, 3 with the program team to plan next steps to support students in staying on track. Program team analyzes student engagement survey data (2x per year) Rich monitors attendance data to identify students hitting thresholds daily Program team analyzes attendance data at the end of each session Program team analyzes data on students still enrolled at the end of each session to gauge progress towards goal.

Action Plan For: Engage students in curricula and programs that improve students' capacity to manage challenges in and out of school

Measurable Goals:			
- By the end of the 26-27 school year 70% of active students will maintain 80% YTD attendance through the end of the year - By the end of the 26-27 school year 80% of the students enrolled at the start of the year graduate			

Action Step		Anticipated Start/Completion Date	
Train senior seminar teachers on the curriculum (SEL strategies) that all students will take		2024-08-21	2024-08-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics	Senior seminar curriculum	Yes	No
Action Step		Anticipated Start/Completion Date	
Schedule all students into restorative foundations class		2024-08-28	2024-09-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah	Aaron	No	No
Action Step		Anticipated Start/Completion Date	
Provide planning and observation feedback support to teachers teaching senior seminar to ensure quality execution		2024-09-04	2024-12-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics		No	No
Action Step		Anticipated Start/Completion Date	
Schedule all students into a homeroom block every morning.		2024-09-01	2024-09-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Academics		No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students complete senior seminar course	Program team analyzes student engagement survey data (2x per year) Program team analyzes data on students still enrolled at the end of each session to gauge progress towards goal. Rich monitors attendance data to identify students hitting thresholds daily Program team analyzes attendance data at the end of each session

Action Plan For: Monitor student engagement to target interventions

Measurable Goals:			
- By the end of the 26-27 school year 70% of active students will maintain 80% YTD attendance through the end of the year - By the end of the 26-27 school year 80% of the students enrolled at the start of the year graduate			

Action Step		Anticipated Start/Completion Date	
Set up Powerschool SIS attendance reports, attendance dashboard, attendance intervention logging system, and Parentsquare sync for personalized attendance messaging		2024-06-05	2024-08-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Taylor	Director of IT	No	No
Action Step		Anticipated Start/Completion Date	
Create updated attendance intervention protocols document		2024-06-01	2024-08-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kaz	Rich	No	No
Action Step		Anticipated Start/Completion Date	
Analyze attendance data on a daily basis to identify students who hit 2, 4, 6, 8 day absence thresholds each session and coordinate interventions and send out daily attendance bulletin		2024-09-04	2025-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Rich	Student advisors, special education teachers, mentors, Sam	No	No
Action Step		Anticipated Start/Completion Date	
Set up personalized weekly attendance updates for each student/family using Powerschool and Parentsquare, including a comparison of attendance to attendance goals and a reminder about the correlation between attendance and graduation		2024-08-14	2024-09-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Rich	Director of IT	No	No
Action Step		Anticipated Start/Completion Date	

Have students complete an engagement and feedback survey twice per year (after session 2 and after session 4)		2024-12-08	2025-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Rich	Taylor	No	No
Action Step		Anticipated Start/Completion Date	
Analyze student engagement and attendance data to inform any additional interventions or tweaks to attendance and engagement support protocols needed		2024-09-04	2025-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kaz	Program leadership team	No	No
Action Step		Anticipated Start/Completion Date	
Share attendance and graduation rate goals with staff at the start of the year and share an update at the end of each session to communicate progress towards those goals		2024-08-21	2025-06-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kaz		No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students who hit absence thresholds receive the interventions outlined in the plan Student engagement survey data informs targeted interventions and adjustments to programming	Program team analyzes student engagement survey data (2x per year) Rich monitors attendance data to identify students hitting thresholds daily Program team analyzes attendance data at the end of each session Program team analyzes data on students still enrolled at the end of each session to gauge progress towards goal.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Program Salaries	- Engage students by offering curricula and programs that connect schoolwork with college and career success - Engage students in curricula and programs that improve students' capacity to manage challenges in and out of school - Monitor student engagement to target interventions	Salary	1	59975
Program Benefits - FICA Taxes, Healthcare, and 401k Match	- Engage students by offering curricula and programs that connect schoolwork with college and career success - Engage students in curricula and programs that improve students' capacity to manage challenges in and out of school - Monitor student engagement to target interventions	Benefits	1	11025
School Student Datasystem - Subscription costs for	Engage students by offering curricula and	Services	1	4000

PowerSchool, a database system for tracking student attendance and progress	programs that connect schoolwork with college and career success - Engage students in curricula and programs that improve students' capacity to manage challenges in and out of school - Monitor student engagement to target interventions			
Total Expenditures				75000

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engage students in curricula and programs that improve students' capacity to manage challenges in and out of school	Train senior seminar teachers on the curriculum (SEL strategies) that all students will take

Train restorative foundations class teachers on the curriculum

Action Step		
• Train senior seminar teachers on the curriculum (SEL strategies) that all students will take		
Audience		
Senior seminar teachers		
Topics to be Included		
Overview of curriculum and how to implement		
Evidence of Learning		
Planned lessons		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kazmir Davis/ Principal	2024-08-21	2024-09-25

Learning Format

Type of Activities	Frequency
Workshop(s)	Each year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Communications Activities

Share attendance and graduation rate goals with staff at the start of the year and share an update at the end of each session to communicate progress towards those goals

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All staff	Attendance and graduation rate goals (start of year) Attendance and enrollment data updates (end of each session)	Kaz	08/21/2024	06/21/2025
Communications					
Type of Communication			Frequency		
Presentation			At the start of the year and at the end of each session		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Kazmir Davis	2024-02-23
School Improvement Facilitator Signature	Date
Michael Imburgia	2024-02-29

Youth Build Phila CS

Induction Plan (Chapter 49) | 2024 - 2027

Profile

LEA Type		AUN
Charter School		126512870
Address 1		
1231 N Broad St		
Address 2		
5th Floor		
City	State	Zip Code
Philadelphia	PA	19122
Chief School Administrator		
Mr Le'Yondo Dunn		
Chief School Administrator Email		
ldunn@youthbuildphilly.org		
Educator Induction Plan Coordinator Name		
Frederick Bader		
Educator Induction Plan Coordinator Name Email		
fbader@youthbuildphilly.org		
Educator Induction Plan Coordinator Phone Number		Extension
2152879153		

Steering Committee

Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Frederick Bader	School Psychologist	Education Specialist	Education Specialist
Kazmir Davis	Principal	Administrator	Administration Personnel
Christina Neilson	Teacher	Teacher	Teacher
Jeremy	Blough	Teacher	Teacher
Fatimah	Johnson	Administrator	Administration Personnel

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No
Other	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

Mentors are veteran teachers whose work has been characterized by high levels of student engagement, classroom management, student success, and demonstrated interests in other operations of the School.

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	No
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	No
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	No
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	No
Other, please specify below	No
Other	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

New teachers begin the year with a New Teacher Orientation. They are given a Teaching Team Handbook and oriented to the space and resources. They then participate in a week long professional development experience with the rest of the school before students arrive. During the year, teachers have bi-weekly supervisory meetings. They are assigned a coach as needed. They participate in bi-weekly department meetings and professional learning communities. Topics include: universal language and practices, literacy strategies, building strong classroom community and culture.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Induction Plan - 11.23.docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 2 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 2 Fall

Instructional Practices

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 2 Fall

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Winter

Year 2 Winter

Standards/Curriculum

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 2 Fall

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Winter

Year 2 Winter

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

Timeline

Year 1 Fall

Year 2 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

Timeline

Year 1 Winter

Year 2 Winter

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Winter

Year 2 Winter

Classroom and student management

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

2c: Managing Classroom Procedures

Timeline

Year 1 Fall

Year 2 Fall

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Winter

Year 2 Winter

Culturally Relevant and Sustaining Education Program Framework Guidelines

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Winter

Year 2 Winter

Educator Effectiveness

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

2d: Managing Student Behavior

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Spring

Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Regular check-ins with new teachers and educational specialists Survey feedback Regular observations

Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	No
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code. We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date
Frederick Bader	2024-04-12

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date