

Mastery CS-Hardy Williams

**Charter School Plan**

07/01/2020 - 06/30/2023

# Charter School Profile

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## Demographics

5700 Wayne Avenue  
Philadelphia, PA 19144-  
215-724-2343

Federal Accountability Designation:	Priority
Schoolwide Status:	Yes
CEO:	Scott Gordon
Date of Local Chartering School Board/PDE Approval:	6/23/1999
Length of Charter:	5 Years
Opening Date:	9/5/1999
Grade Level:	K-12
Hours of Operation:	8:00-4:00
Percentage of Certified Staff:	80.00 %
Total Instructional Staff:	84
Student/Teacher Ratio:	14:1
Student Waiting List:	876
Attendance Rate/Percentage:	92.80 %
Enrollment:	1228
Per Pupil Subsidy:	Regular Ed \$10,157 / Special Ed \$28,980
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	89.20 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	244

## Student Profile

Group	Student Count
American Indian/Alaskan Native	1.00
Asian/Pacific Islander	1.00
Black (Non-Hispanic)	1196.00
Hispanic	19.00
White (Non-Hispanic)	2.00
Multicultural	9.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	176.00	183.00	183.00	183.00
Instructional Hours	0.00	0.00	1035.15	1079.00	1074.39	1074.39

## Planning Process

Mastery's improvement planning process continues throughout the year and includes all levels of staff. Key steps in the process are:

1. **Establish Goals** Goals are established each summer. This involves:
  - o Updating the goals described in the charter
  - o Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and school leadership team.
2. **Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole.
3. **Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff. Performance metrics are set, action plans are developed, and committees are organized as needed. When appropriate, goals may be modified after teacher input.
4. **Incremental Progress Reviews Every Nine Weeks** Every nine weeks a professional development day is held to review benchmark test results, grade data, and analyze other pertinent information. The school leadership meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.
5. **Semester Data Review** Course grade data, test score results, discipline records, and student withdrawal data are reviewed during the semester break by leadership and staff. Patterns and areas of concern are highlighted and solutions proposed. Standardized test score data are analyzed in the late spring when test results become available.
6. **Whole Staff Review Year End Data and Propose Lessons Learned** The whole staff meets for two days at the end of the school year to review data for the year and discuss lessons learned. Performance versus the metrics is reviewed. Proposals for programmatic improvements are proposed and discussed. These proposals are developed throughout the summer by leadership and staff.
7. **Committees Meet to Draft Report** – Over the summer committees meet to draft plans for the coming year. The committees are composed of relevant stakeholders depending on the topic.
8. **Plans are Circulated for Feedback** – Before being finalized, all draft reports are submitted to stakeholders for review and comment. If necessary, final changes are made and plans are adopted by the Board.

This continuous improvement process enables Mastery Charter to identify patterns as they emerge. Weak areas in our program are surfaced during the year and problem-solved in a continuous cycle of goal setting, data collection, and review.

## Mission Statement

All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams.

## Vision Statement

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for postsecondary success.

## Shared Values

We believe that all young people, especially those who have been traditionally underserved by schools, have the right and the ability to learn what they need to succeed in the world. Our job is to enable urban students to gain the skills they need so that they have the freedom to pursue their individual dreams. We believe the standards required for success in the world are fixed. Students either meet employer expectations and higher education standards or they don't. There is no in-between. Thus the Mastery motto: Excellence. No Excuses.

### MASTERY VALUES

#### 1. Student Achievement -- Above All

Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success.

#### 2. We Serve

We serve students and their families first. Our business is their success.

#### 3. The High Road

We do the right thing. We are fair and treat folks with respect.

#### 4. Grit

Our students' futures are at stake — we don't give up. We do more with less. If it doesn't work, we fix it. We find a way.

#### 5. Joy and Humor

Our positive, caring culture supports student and staff success.

We like fun. We love to laugh.

#### **6. Straight Talk**

We face reality, communicate honestly and respectfully, and hold each other accountable.

#### **7. Open Doors**

Everybody is welcome to talk to anybody. We are open and transparent.

#### **8. Continuous Improvement**

We seek a better way -- always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.

#### **9. One Team**

We are in this together. We may disagree, but at the end of the day, we support each other 100%

## **Educational Community**

Established in 2001, Renaissance Advantage Charter School, a K-8 school, was renamed Hardy Williams Academy in 2009 to honor the late Senator Hardy Williams. In response to lagging student achievement, Hardy Williams Academy partnered with Mastery Charter Schools in 2010 and became Hardy Williams Academy Mastery Charter School. In its first year as a Mastery school, Hardy Williams achieved Adequate Yearly Progress (AYP) and significantly expanded extracurricular opportunities for students. In 2012, Hardy Williams added a high school for grades 9 and 10. Grade 11 was later added in 2014. As of the 2015-16 school year, Hardy Williams now serves grades K-12.

Since its inception, Hardy Williams has undergone significant renovation. Mastery purchased the Shaw Middle School building from the School District of Philadelphia in 2014 and relocated to this building in January of 2015. By transitioning to this larger space, Mastery has been able to accommodate its growing population of high school students, including rising ninth graders from Mastery Charter School - Harrity Elementary.

Hardy Williams Elementary is a citywide charter elementary school serving 600 students and their families in Kindergarten through 6th grade. Hardy Williams is a special place where your child will experience the joy of learning in a safe, positive environment. We focus on 5 core values: respect, responsibility, hard work, teamwork and kindness. Students who attend Hardy Williams Elementary have the opportunity to automatically attend our Hardy Williams High Campus for 7th – 12th grade, thus giving them a full K-12 Mastery experience. From music to art to field trips—Our students take part in a well-rounded education. We work closely with our families to ensure Hardy Williams is a place where every child loves to learn.

Hardy Williams High is a citywide charter school serving over 630 students and their families in 7th through 12th grade. Students enjoy a strong sense of community and belonging in a safe environment, supported by caring and committed teachers and staff who return year after year. Along with a rigorous academic program, Hardy Williams High students have opportunities for internships, athletics and a variety of after school programs in preparation for high school and postsecondary success. Every student has a clear path after graduation-whether enrolling in a 4-year university or entering the workforce.

## Board of Trustees

<b>Name</b>	<b>Office</b>	<b>Address</b>	<b>Phone</b>	<b>Email</b>
Suzanne Biemiller	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Hosea Harvey	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Donald Kimelman	Treasurer	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Sulaiman Rahman	Secretary	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Stacy Sellers	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Judith Tschirgi	Member	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
Robert Victor	President	5700 Wayne Avenue, Philadelphia, PA 19144	215-866-9000 ext. 15001	Board@masterycharter.org
John Walsh	Member	5700 Wayne Avenue,	215-866-9000 ext. 15001	Board@masterycharter.org

		Philadelphia, PA 19144		
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## Board of Trustees Professional Development

New Board members are oriented to the Board's role and responsibilities by Mastery's Board Chair. Mastery's legal counsel attends Mastery's board meetings and reviews Board governance responsibilities and ethics considerations. The school complies with Sunshine Law requirements by posting our meetings in the Philadelphia Daily News at the beginning of the school year. All members complete the Statement of Financial Interest as required by the Public Officials Act and Board training as mandated by Act 55.

## Governance and Management

Mastery's CEO Scott Gordon is appointed by the Board and is responsible for the day-to-day operations and management of the school. Mr. Gordon supervises the Principal who is responsible for academic leadership and supervision at the school. Mr. Gordon reports directly to the Board and speaks regularly with the Board Chair and the Executive Committee of the Board. Key issues - such as the overall business plan, curriculum strategy, standards, annual budget, hire approval, and the school's discipline posture - are discussed and decided at the Board level. The Board has the following committees that meet on an ongoing basis between Board meetings:

- The Executive Committee of the Board meets monthly and is empowered to act in the Board's behalf when Board oversight is required between Board Meetings. The Executive Committee handles outstanding student issues, disciplinary hearings, and parent complaints. The committee also nominates prospective Board members, and conducts the CEO's annual review.
- The Finance Committee of the Board supervises the financial processes and reviews monthly financial statements.

### RELATIONSHIP WITH SCHOOL DISTRICT OF PHILADELPHIA

Mastery enjoys a good working relationship with the School District of Philadelphia (SDP) as our authorizer. Mastery's CEO and key staff meet with members of the District leadership as needed to discuss ways Mastery can effectively work with the School District. Mr. Gordon speaks regularly with the charter school office and key departments within the District if any issues arise.

## Student Enrollment

Student Enrollment at Mastery Charter School Hardy Williams is predicated on meeting specific parameters:

- Is not over the age of 21 on the first day of school.
- Turning 5 years old by September 1 of the enrolling school year.
- Attending grades K - 12
- Residing within the city of Philadelphia
- Preference (but not restriction) of applicants is given to:
  - Primary preference: Siblings of current Hardy Williams students
  - Second preference (for 9th grade only): Current Harrity 8th grade students going into 9th grade

Students who meet these parameters can apply to attend Mastery Charter School Hardy Williams Campus. Students are brought in on a rolling basis after completing/submitting the required documents for the school, including:

- Charter School Student Enrollment Notification Form
- Act 26 Form
- Home Language Survey
- Proof of Residency
- Birth Certificate
- Immunization documentation (matching PDE regulations)

### **Parent Communication**

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

#### **Files uploaded:**

- 1. Information for Parents Regarding 2019-20 Application.FY19 (Ops).docx

### **Registration Policy**

Registration Policy

*DOCX file uploaded.*

### **Intent to Enroll Form**

Intent to Enroll Form (English and all other languages)



DOCX file uploaded.

## Student Enrollment History

### Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2015	1127	1108	2	Moved out of area	7
2016	1157	1161	3	Moved out of area	0
2017	1223	1187	0	Moved out of area	0
2018	1243	1170	0	Moved out of area	0
2019	1228	1178	2	Moved out of area	22

### Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2015	71	76	81	78	104	101	122	76	108	94	95	104	0
2016	69	78	77	80	78	101	102	120	80	96	95	100	81
2017	70	82	85	90	84	81	109	115	117	111	112	81	86
2018	73	80	84	86	89	88	87	122	118	121	110	103	82
2019	70	80	84	84	85	84	88	116	115	108	121	106	87
2020	72	78	80	84	85	83	79	116	107	114	84	105	91

## Stakeholder Involvement

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Name	Role
Haajar Aziz	High School Teacher - Regular Education
Suzanne Biemiller	Community Representative
Shoshanna Brookes	Elementary School Teacher - Regular Education
Christina Carfora	Building Principal
Saliyah Cruz	Ed Specialist - Social Restoration
Valda Dodson	Middle School Teacher - Regular Education
Gerry Emery	Business Representative
Scott Gordon	Administrator
Meghan Gurenlian	High School Teacher - Regular Education

Hosea Harvey	Community Representative
Lila Jonas	Elementary School Teacher - Regular Education
Kristen Kapoosian	Elementary School Teacher - Special Education
Don Kimelman	Business Representative
Jennifer Macany	Middle School Teacher - Regular Education
Karen McCain	Ed Specialist - Other
Tamica McClain	Elementary School Teacher - Regular Education
Robin Olanrewaju	Parent
Michael Patron	Administrator
Stacey Sellers	Parent
Naeemah Seward	Building Principal

# Assurances

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## Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

## Cyber Charter Schools

*No policies or procedures have been identified.*

## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# Federal Programs

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## Coordination of Programs

### Technical Assistance

*The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Not applicable. The LEA is a single school building.

Provider	Meeting Date	Type of Assistance
Michael Patron	8/1/2019	Draft and circulate SWP

### Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.



# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

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In 2018 and 2019, PSSA scores increased in ELA, Math, and Science! Keystone scores also increased in Algebra I and Biology in both 2018 and 2019.

## Charter School Concerns

### Concern #1:

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While we are making progress, our scores on PSSA and Keystone scores are not yet where they need to be.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Aligned Concerns:

While we are making progress, our scores on PSSA and Keystone scores are not yet where they need to be.

# Charter School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with Mastery instructional standards.

### Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Assessments

Specific Targets: Closing the gap between 2015 baseline scores and 100% proficiency within 6 years

### Strategies:

*Provide effective professional development to train and support staff*

#### Description:

Implement a professional development plan using best practices that results in improved student achievement.

**SAS Alignment:** Instruction

### *Response to Instruction and Intervention (RtII) - Reading*

#### Description:

Hardy Williams is implementing Response to Instruction and Intervention (RtII) reading interventions. According to the Pennsylvania Department of

Education’s website, RtII “refers to the use of a standards-aligned, comprehensive school improvement and/or multi-tiered system of support for implementing PA’s Standards Aligned System (SAS). “

At Hardy Williams, RtII interventions include the Wilson Foundations program and the Fountas & Pinnell Leveled Literacy Intervention (F&P LLI). All interventions are research-based programs that will help to close the achievement gap between our underperforming students and their higher-performing counterparts. To identify students who should participate in these interventions and assign them to tiers, we use a report created by our central office. This report uses performance data from literacy assessments, including the Fountas & Pinnell literacy assessment, benchmark testing, and the PSSA Reading assessment. We also use qualitative data collected by reading instructors regarding specific reading skill deficits.

Based on their performance on these assessments, Hardy Williams’ students are assigned to one of the following three RtII tiers.

- **Tier I:** This is the lowest level intervention. These students participate in the typical academic program which includes whole group Foundations and guided reading.
- **Tier II:** These students participate in an additional dose of Foundations.
- **Tier III:** These students participate in the Fountas & Pinnell Leveled Literacy Intervention in small groups.

In addition, we have 3 reading specialists in grades K-2 funded by SIG grant who will support with additional reading instruction to primarily Tier 2 students.

**SAS Alignment:** None selected

### *Response to Instruction and Intervention (RtII) - Math*

**Description:**

Hardy Williams is implementing Response to Instruction and Intervention (RtII) math interventions. RtII interventions include the Do the Math Now program (DTMN) and the intervention components of the Eureka math program. All interventions are research-based programs that will help to close the achievement gap between our underperforming students and their higher-performing counterparts. To identify students who should participate in these interventions and assign them to tiers, we use a report created by our central office. This report uses performance data including the STAR math assessment, benchmark testing, and the PSSA Math assessment.

Based on their performance on these assessments, Hardy Williams' students are assigned to one of the following three RtII tiers.

- **Tier I:** This is the lowest level intervention. These students participate in the typical academic program.
- **Tier II:** These students will receive differentiated instruction in the regular classroom setting using Eureka math materials.
- **Tier III:** These students will receive DTMN in place of Eureka math. In 6th grade specifically, students participate in the Eureka Foundations Math Course.

**SAS Alignment:** None selected

### *Smaller Class Sizes*

**Description:**

We hire additional Math and English Language Arts teachers to keep class sizes smaller.

**SAS Alignment:** None selected

### ***Implementation Steps:***

#### *Program Implementation*

**Description:**

The Principal meets with the leadership team on a weekly basis to discuss program implementation.

**Start Date:** 8/22/2016      **End Date:** 6/30/2022

**Program Area(s):**

**Supported Strategies:**

- Response to Instruction and Intervention (RtII) - Reading
- Response to Instruction and Intervention (RtII) - Math

### *Walkthroughs and Data Analysis*

**Description:**

The Principal conducts regular walkthroughs to observe program implementation. The Principal also reviews performance data and discusses the results with the leadership team.

**Start Date:** 8/22/2016    **End Date:** 6/30/2022

**Program Area(s):****Supported Strategies:**

- Response to Instruction and Intervention (RtII) - Reading
- Response to Instruction and Intervention (RtII) - Math

*Weekly and Quarterly Review of the Program***Description:**

The Principal and the leadership team will review data on a weekly and quarterly basis. They will discuss gains, areas of improvement, and changes to implementation.

**Start Date:** 8/21/2016    **End Date:** 6/30/2022

**Program Area(s):****Supported Strategies:**

- Response to Instruction and Intervention (RtII) - Reading
- Response to Instruction and Intervention (RtII) - Math

*Professional Development on Improving Language and Literacy Acquisition for All Students***Description:**

Throughout the school year, school staff participate in professional development sessions on improving language and literacy acquisition for all students.

**Start Date:** 8/10/2015    **End Date:** 6/22/2022

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Provide effective professional development to train and support staff

*Professional Development on Teaching Diverse Learners in an Inclusive Setting*

**Description:**

Throughout the school year, school staff participate in professional development sessions on teaching diverse learners in an inclusive setting.

**Start Date:** 8/10/2015    **End Date:** 6/22/2022

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Provide effective professional development to train and support staff