

Harambee Institute of Science and Technology CS

ATSI Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

LEA Type		AUN
Charter School		126512850
Address 1		
640 N 66th St		
Address 2		
City	State	Zip Code
Philadelphia	PENNSYLVANIA	19151
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School Improvement Facilitator Name		School Improvement Facilitator Email
Theresa Bartholomew		tbartholomew@csiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Gregory Shannon	Chief Executive Officer	Harambee Institute of Science and Technology Charter School	gshannon@histcs.org
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LEA Profile

Harambee Institute originated as a community service organization that began in the 1970s. Its founder, the late John Skief, was a lifelong educator with a passion for community service and education. In 1997, Harambee Institute became one of the first African-centered charter schools organized in the Commonwealth of Pennsylvania becoming Harambee Institute of Science & Technology Charter School, Inc. Located in the historical Overbrook Farms section of West Philadelphia, Harambee serves over 550 families and students in kindergarten through eighth grades with a focus on building awareness of “who I am, where I am from, where I am going, and how I get there”. Harambee is governed by a ten-member board of directors with a wide range of experience and expertise in education, business, law, real estate, and community and family services.

Harambee’s current executive leadership team, led by the Chief Executive Officer, who has over 38 years of experience in education and leadership, comprises professionals who include the Chief Financial Officer, Chief Academic Officer, Chief of Specialized Services, and Chief of Operations and Administration. Each leader is credentialed in their respective areas of expertise and comprises of one with a superintendent certification and three with a principal certification. Each member of the team brings unique strengths, such as financial and operational stewardship and academic innovation, that collectively drive Harambee’s commitment to being a student-centered organization.

The day-to-day operation of Harambee is guided by the mission and vision of the organization: to promote education for self-reliance and empowerment through educationally sound and culturally responsive practices. We aim to create and foster a culture-based value system, where students develop self-respect, self-reliance, citizenship, positive communication, and critical thinking skills. These systems define our values and school culture and guide our educational programs.

Mission and Vision

Mission

Harambee Institute exists to offer our community an education with a focus on the origins, current status, and future of the African world. Our mission is to educate students to succeed as global citizens with a clear awareness of "who I am, where I am from, where I am going, and how I get there."

Vision

Our vision is a collective and informed African American community utilizing science and technology as a means of promoting education for self-reliance, locally and globally.

Educational Values

Students

All stakeholders at the Harambee Institute of Science and Technology Charter School utilize a standard set of core values: Greatness - The pursuit of excellence in all that we do. Accountability - Owning what we do and who we are. Innovation - Open to new ideas with a growth mindset. Integrity - Honesty, transparency, and unity in all we do. Every morning during our school-wide Umoja or morning circle, we reflect on our core values as an organization. Harambee students are expected to use these values as a guiding framework for their behavior and their approach to academics. Teachers and staff refer to these core values in their redirections to students who are not meeting behavioral or academic expectations. Teachers and staff may assign reflective writing assignments to support students in internalizing how to demonstrate these core values in all that they do. Teachers have “de-escalation stations” or “cool-down zones” within their classrooms to provide students with safe spaces to de-escalate within the class communities and reflect on our core values as well. Teachers also provide specific praise to students using our core values, so students have the opportunity to see successful applications of the core values within their class community. Utilizing our core values as a framework for behavior and academic performance will help students learn to the best of their ability. Positive and productive behavior, as well as high-quality academic performance, will enable students to attain our mission for students to succeed as collective, informed global citizens who can use science and technology as a means of promoting education for self-reliance.

Staff

All stakeholders at the Harambee Institute of Science and Technology Charter School utilize a common set of core values: Greatness - The pursuit of excellence in all that we do, Accountability - Owning what we do and who we are, Innovation - Open to new ideas with a growth mindset, Integrity - Honesty, transparency, and unity in all we do. In addition to utilizing our core values to praise and redirect students for their behavior and academic performance, Harambee staff members are expected to reflect on the core values and use them to guide their own behaviors. Harambee staff are reminded of our core values during daily Umoja or morning circle. Staff have also received professional development regarding how these core values relate to fulfilling professional responsibilities, maintaining high expectations for students and themselves, and maintaining a professional working environment with respectful interactions and rapport.

Administration

All stakeholders at the Harambee Institute of Science and Technology Charter School utilize a standard set of core values: Greatness - The pursuit of excellence in all that we do, Accountability - Owning what we do and who we are Innovation - Open to new ideas with a growth mindset Integrity - Honesty, transparency, and unity in all we do. Harambee administrators take the lead in facilitating opportunities for all stakeholders of the organization to reflect on our core values. Administrators use the core values to create an environment of high achievement, professionalism, and respect. Administrators model the use of these core values to provide staff and students with tangible examples of how the core values can be

used in day-to-day school operations. In addition to modeling, administrators provide staff with meaningful professional development on how to utilize the core values to guide their own as well as their students' behaviors and academic performance. Lastly, administrators reflect on the core values as they interact with stakeholders and develop plans for the trajectory of the organization.

Parents

All stakeholders at the Harambee Institute of Science and Technology Charter School utilize a common set of core values: Greatness - The pursuit of excellence in all that we do. Accountability - Owning what we do and who we are. Innovation - Open to new ideas with a growth mindset. Integrity - Honesty, transparency, and unity in all we do. Core values are communicated to parents and families at school events, parent meetings, and through communication via email, Class Dojo, and posts to the Harambee website. Ideally, parents will reference these core values in redirections and praise at home to facilitate a complete internalization within our student body. Parents are also expected to embody these core values in their involvement in their student's education. They should push their students towards greatness, hold their students accountable, be open to new ideas and approaches that may be implemented at the school, and maintain an honest and transparent rapport with teachers and administrators. Moreover, parents should ensure that teachers and administrators are operating within these core values and should feel comfortable voicing their opinion when they feel that the organization is straying away from these values.

Community

All stakeholders at the Harambee Institute of Science and Technology Charter School utilize a common set of core values: Greatness - The pursuit of excellence in all that we do, Accountability - Owning what we do and who we are, Innovation - Open to new ideas with a growth mindset, Integrity - Honesty, transparency, and unity in all we do. Organizationally, it is our goal to make Harambee a presence and resource for the West Philadelphia community. We have held cultural events, literacy nights, and men's summits to promote our organizational culture and value system in our community. Our ultimate mission is to offer our whole community an education with a focus on the origins, current status, and future of the African world. We aim to empower our students and parents to take the lead in this process by utilizing our core values outside of the school context and helping to spread awareness.

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
The school exceeds the standard growth in ELA with a growth score of 85.0%	The growth score of 85% in ELA is promising for student achievement and is evident that learning is taking place.
The school met standard academic growth in mathematics with a growth score of 100.0%	The growth score of 100.0% in Math is promising for student achievement and evident that learning is taking place
All student Group Meets interim Goal/ Improvement target in Math with a score of 32.4%	All student groups also exceed the standard, demonstrating growth in mathematics
The school had a participation rate on PSSA of 99.1%	The plan that was implemented to ensure student participation in the PSSA assessment was successful.

Challenges

Indicator	Comments/Notable Observations
The school did not meet the interim goal improvement target in ELA, with a score of 40.7% proficient or advanced	Black and economically disadvantaged students were 40.7% proficient or advanced in ELA
The school did not meet the interim goal improvement target in Science /Biology with a score of 68.0%	The school scored 6.2% below the statewide average of 59.2%
The school did not meet the performance standard for attendance, with a regular percentage average of 56.6%	The school's regular attendance is 21.5 % below the state average

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
Black students exceeded the standard, demonstrating growth in English Language Arts /Literature with a score of 85.0%. ESSA Student Subgroups	Although 40.7% of the Black student group scored proficient on the state assessment for the 2023-2024 school year, this group had an academic growth score of 85.0%.

African-American/Black	
Indicator Economically disadvantaged students exceeded the standard, demonstrating growth in English Language Arts with a score of 85.0% ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Although 40.7.8% of the economically disadvantaged group scored proficient on the 23-24 school year's state assessment, this same group had an academic growth score of 85.0%
Indicator Black students exceeded the standard, demonstrating growth in Mathematics with a score of 100.0% ESSA Student Subgroups African-American/Black	Comments/Notable Observations Although 32.4 of this student group scored proficient on the 23-24 school year's state assessment, this same group had an academic growth score of 100.0%
Indicator Students with Disabilities had a 100% participation rate on the PSSA. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This is a strength because in the year prior this sub-group fell below the requirement for participation.

Challenges

Indicator All student groups in this school did not meet the interim goal for improvement target in English Language Arts. ESSA Student Subgroups	Comments/Notable Observations The student groups listed scored below the state average of 53.9 % proficient in advanced on-state assessment.
Indicator The group of students with disabilities was 12.8% proficient or advanced in English language arts. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This is a decrease from the prior year
Indicator 8.5% of the students in the subgroup with disabilities scored proficient or advanced in Mathematics on the 22-23. assessment. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This is an increase from 6.9 in the prior year.
Indicator ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Black students had a 59.0% of regular attendance. ESSA Student Subgroups	Comments/Notable Observations Black students fell below the state's average for attendance.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

African-American/Black students exceed the standard, demonstrating growth in English Language Arts /Literature with a score of 85%
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African-American /Black students exceed the standard, demonstrating growth in Mathematics with a score of 100%
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Economically disadvantaged students exceeded the standard, demonstrating growth in English Language Arts with a score of 85%
--

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Students with disabilities did not meet the interim goal/ Improvement Target in English Language Arts with a score of 12.8% proficient or advanced.

No students in the sub-group students with disabilities scored advanced on the 22-23 assessment.
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The school did not meet the interim goal improvement target in ELA with a score of 36.8% proficient or advanced

The school did not meet the interim goal improvement target in Math with a score of 19.0% proficient or advanced
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
IREADY Diagnostic	Although IREADY does not disaggregate the data according to demographics, it does show that 40% of our students in grades 3-8 scored proficient or advanced in English Language Arts on our local assessments. This includes a 13% increase from benchmark 1 to benchmark 2

English Language Arts Summary

Strengths

The students in grades 3-8 increased their proficiency rate by 13% . The increase went from 27% proficient and advanced on diagnostic 1 to 40% proficient or advanced on diagnostic 2
Students in grades 3-8 met the school-wide target in English Language Arts of 40% proficient or advanced.
8th-grade students were 48% proficient or advanced in English Language Arts on benchmark 2.

Challenges

Although the data shows growth in ELA for students in grades 3-8, it does not have a breakdown for other sub-groups, including students with disabilities.
Although 40% of the students in grades 3-8 scored proficient or advanced in ELA on the local assessment, there were 60% of the students in that grade cluster that did not score proficient or advanced on the assessment.

Mathematics

Data	Comments/Notable Observations
IREADY Diagnostic	IREADY data shows that 40% of the subgroup African-Americans, were proficient and advanced at the end of diagnostic 2 The growth between benchmark 1 and benchmark 2 was 13%
IREADY Diagnostic	The number of students scoring three grade levels below decreased by 15%

Mathematics Summary

Strengths

There was a 13% increase in students scoring proficient or advanced on local assessments. The African-American student subgroup moved from 27% to 40% proficient or advanced from benchmark 2 to benchmark 2.
The number of students scoring three or more grade levels behind decreases by 31% from benchmark 1 to benchmark 2.

Challenges

The diagnostic does not track sub-group data.
Although 37% of the students in grades 3-8 scored proficient or advanced in Mathematics on the local assessment, there were 63% of the students in that grade cluster that did not score proficient or advanced on the assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Students in grades 4th and 8th increase on local science assessments by 10%	Adding a benchmark assessment for science has allowed the school to track data

Science, Technology, and Engineering Education Summary

Strengths

Students in grades 4th and 8th increased on local science assessment by 10%

Challenges

Sub-group -students with disabilities did not increase on science benchmark assessment.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Harambee serviced 95% of our student population on the topics of college and career readiness through our Annual Career Pathways Day as well as monthly in-class lessons on post-secondary planning and college and career readiness.	. The increase of college and career exposure has increase students participation in activities related to this topic.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

95% of our student population participated in college and career activities including the career exposure fair.
Increasing college and career lessons inside the daily schedule and infused into our curriculum through guidance lessons,

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.

A challenge has been tracking college and career exposure data for the student population as well as for sub-groups.

Another challenge is to increase the exposure to other technical careers in order to meet the needs of all students.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Enrollment Data	At present, there are no individuals within our school community who are classified as English Language Learners. Of our student body, 99% identify as African-American, and the remaining 1% have not indicated any language-related concerns.

Students with Disabilities

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

Data	Comments/Notable Observations
PIMS data	At present, a total of 14% of our student body is receiving specialized education support and services. Here at Harambee, we strive to provide a comprehensive range of services, including itinerant and supplementary support for students with various disabilities such as Autism Spectrum Disorder, Speech and Language Impairment, Other Health Impairment, Emotional Disturbance, Specific Learning Disability, and Intellectual Disability. Our aim is to ensure that every student, regardless of their unique needs, receives the support and resources necessary to achieve their academic goals and reach their full potential.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
CEP	Approximately 64% of our student population comes from economically disadvantaged backgrounds, underscoring the importance of providing comprehensive support and tailored resources to ensure equitable educational opportunities for all.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The implementation of a Multi-Tiered System of Support (MTSS) demonstrates a commitment to tailored interventions, evident through improved student attendance and a decrease in behavior incidents.
The utilization of evidence-based practices, such as differentiated instruction and individualized education plans (IEPs), contributes to students' academic growth, as showcased by increased iReady diagnostic scores.
The school's collaboration with various professionals, including counselors and therapists, forms a comprehensive support network, further enhancing the student's overall well-being and progress.

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.

The need for more streamlined coordination among teachers to ensure consistent implementation of Individualized Education Programs (IEPs) and aligned interventions.
Teachers' varied levels of experience in addressing the unique needs of students with specific learning disabilities could lead to inconsistent instructional approaches, potentially impacting student performance.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
n/a	

Strengths

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

n/a

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.

n/a

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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	Operational

Summary

Strengths

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

>

Foster a culture of high expectations for all students, educators, families, and community members
Identify professional learning needs through analysis of a variety of data
Monitor and evaluate the impact of professional learning on staff practices and student learning *
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Continuously monitor implementation of the school improvement plan and adjust as needed *

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?

>

Implementing a Multi-Tier system of support with fidelity, especially in the area of student attendance

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
African-American /Black students exceed the standard, demonstrating growth in Mathematics with a score of 100%	True
Economically disadvantaged students exceeded the standard, demonstrating growth in English Language Arts with a score of 85%	False
Black students exceed the standard demonstrating growth in Mathematics with a score of 93.0%	False
Students with Disabilities had a 100% participation rate on the PSSA.	True
8th-grade students were 48% proficient or advanced in English Language Arts on benchmark 2.	False
African-American/Black students exceed the standard, demonstrating growth in English Language Arts /Literature with a score of 85%	True
The students in grades 3-8 increased their proficiency rate by 13% . The increase went from 27% proficient and advanced on diagnostic 1 to 40% proficient or advanced on diagnostic 2	True
Students in grades 3-8 met the school-wide target in English Language Arts of 40% proficient or advanced.	True
Exceeds the standard demonstrating growth in English Language Arts /Literature	True
The implementation of a Multi-Tiered System of Support (MTSS) demonstrates a commitment to tailored interventions, evident through improved student attendance and a decrease in behavior incidents.	True
The utilization of evidence-based practices, such as differentiated instruction and individualized education plans (IEPs), contributes to students' academic growth, as showcased by increased iReady diagnostic scores.	False
The school's collaboration with various professionals, including counselors and therapists, forms a comprehensive support network, further enhancing the student's overall well-being and progress.	False
n/a	False
Increasing college and career lessons inside the daily schedule and infused into our curriculum through guidance lessons,	False
The number of students scoring three or more grade levels behind decreases by 31% from benchmark 1 to benchmark 2.	False
Foster a culture of high expectations for all students, educators, families, and community members	False
There was a 13% increase in students scoring proficient or advanced on local assessments. The African-American student subgroup moved from 27% to 40% proficient or advanced from benchmark 2 to benchmark 2.	True

Monitor and evaluate the impact of professional learning on staff practices and student learning *	True
Students in grades 4th and 8th increased on local science assessment by 10%	True
Identify professional learning needs through analysis of a variety of data	False
95% of our student population participated in college and career activities including the career exposure fair.	False
Continuously monitor implementation of the school improvement plan and adjust as needed *	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity 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
Students with disabilities did not meet the interim goal/ Improvement Target in English Language Arts with a score of 12.8% proficient or advanced.	True
All students did not meet the interim goal/ Improvement Target in English Language Arts	True
No students in the sub-group students with disabilities scored advanced on the 22-23 assessment.	False
The diagnostic does not track sub-group data.	False
A challenge has been tracking college and career exposure data for the student population as well as for sub-groups.	False
Another challenge is to increase the exposure to other technical careers in order to meet the needs of all students.	False
The school did not meet the interim goal improvement target in ELA with a score of 36.8% proficient or advanced	True
The school did not meet the interim goal improvement target in Math with a score of 19.0% proficient or advanced	True
Students with disabilities did not meet the interim goal for improvement /target.	False
Sub-group -students with disabilities did not increase on science benchmark assessment.	False
Implementing a Multi-Tier system of support with fidelity, especially in the area of student attendance	True
n/a	False
Although 40% of the students in grades 3-8 scored proficient or advanced in ELA on the local assessment, there were 60% of the students in that grade cluster that did not score proficient or advanced on the assessment.	True

Although 37% of the students in grades 3-8 scored proficient or advanced in Mathematics on the local assessment, there were 63% of the students in that grade cluster that did not score proficient or advanced on the assessment.	True
Although the data shows growth in ELA for students in grades 3-8, it does not have a breakdown for other sub-groups, including students with disabilities.	False
The need for more streamlined coordination among teachers to ensure consistent implementation of Individualized Education Programs (IEPs) and aligned interventions.	False
Teachers' varied levels of experience in addressing the unique needs of students with specific learning disabilities could lead to inconsistent instructional approaches, potentially impacting student performance.	False
The group of students with disabilities was 12.8% proficient in English Language Arts on the state assessment.	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.

1. To propel our multi-tiered system of support for both academics and behavior toward exemplary status, we will collect data on the effectiveness of targeted interventions, analyze student progress, and adjust strategies as needed. Progress will also be evident through improved academic performance, attendance, and reduced disciplinary incidents. 2. In our pursuit of moving from an operational to an exemplary level, we will enhance our approach to identifying and addressing individual student learning needs. This involves maintaining accurate documentation of individualized education plans (IEPs) for each student. We will closely monitor progress through comprehensive progress-tracking data for students who require additional support. Furthermore, we will seek consistent feedback from teachers to assess the effectiveness of interventions designed to meet the unique needs of individual students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with disabilities did not meet the interim goal/ Improvement Target in English Language Arts with a score of 12.8% proficient or advanced.	The lack of targeted professional development for teachers in differentiated ELA instruction may be the root cause of the challenge of students not meeting interim goals/improvement targets in ELA.	True
All students did not meet the interim goal/ Improvement Target in English Language Arts	This challenge suggests gaps in the current ELA instructional strategies or curricular resources. It necessitates a closer examination of differentiated instruction methods and targeted support for struggling readers and writers to meet the established benchmarks.	False
The school did not meet the interim goal improvement target in ELA with a score of 36.8% proficient or advanced	The failure to meet the ELA improvement target calls for a strategic analysis of instructional practices and resource allocation. It is essential to identify and address specific barriers to student learning in ELA to improve proficiency rates.	False
The school did not meet the interim goal improvement target in Math with a score of 19.0% proficient or advanced	This significant gap in math proficiency necessitates immediate action to enhance math instruction and provide additional support and resources. Reviewing and refining the math curriculum, along with professional development for teachers, can help address this issue.	False
Although 37% of the students in grades 3-8 scored proficient or advanced in Mathematics on the local assessment, there were 63% of the students in that grade cluster that did not score proficient or advanced on the assessment.	The large proportion of students not achieving proficiency in mathematics points to the need for improved instructional strategies and resources. Emphasizing hands-on learning, problem-solving skills, and real-world applications can enhance student engagement and understanding in math.	False
Implementing a Multi-Tier system of support with fidelity, especially in the area of student attendance	Effective MTSS implementation requires collaboration among educators, specialists, and support staff. Finding dedicated time for collaborative planning and problem-solving can be difficult.	True
Although 40% of the students in grades 3-8 scored proficient or advanced in ELA on the local assessment, there were 60% of the students in that grade cluster that did not score proficient or advanced on the assessment.	This discrepancy highlights the need for a more rigorous and aligned ELA curriculum as well as differentiated instruction to meet diverse student needs. Focusing on data-driven instruction and continuous assessment can help address these gaps.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The students in grades 3-8 increased their proficiency rate by 13% . The increase went from 27% proficient and advanced on diagnostic 1 to 40% proficient or advanced on diagnostic 2	This accomplishment showcases that effective instructional strategies were employed during this period, resulting in significant improvement. By analyzing the specific methods, interventions, and teaching techniques that led to this growth, the school can apply these successful practices to the challenges related to low student attendance rates.
Students in grades 3-8 met the school-wide target in English Language Arts of 40% proficient or advanced.	The strategies employed to enhance iReady scores can also be modified and adapted to address the challenges within the ELA, Math, and students with disability subgroups. These strategies might include differentiated instruction, individualized support, and data-driven interventions.
The implementation of a Multi-Tiered System of Support (MTSS) demonstrates a commitment to tailored interventions, evident through improved student attendance and a decrease in behavior incidents.	Effective MTSS implementation signifies a structured approach to meeting diverse student needs. This has led to notable improvements in student attendance and behavior, highlighting the school's proactive measures in creating a supportive and responsive educational environment.
Students in grades 4th and 8th increased on local science assessment by 10%	The 10% increase in local science assessments showcases successful science instruction and curriculum alignment. This improvement is likely due to targeted interventions and hands-on learning experiences that engage students in scientific inquiry and critical thinking.
African-American /Black students exceed the standard, demonstrating growth in Mathematics with a score of 100%	Achieving a 93% proficiency rate in mathematics among African-American and black students is a significant accomplishment. It points to equitable access to high-quality math instruction and supports that cater to the needs of these students, fostering academic excellence.
Students with Disabilities had a 100% participation rate on the PSSA.	Ensuring 100% participation of Students with Disabilities in the PSSA reflects the school's dedication to inclusivity and compliance with testing requirements. This indicates effective communication with families and adequate support for students during assessments
African-American/Black students exceed the standard, demonstrating growth in English Language Arts /Literature with a score of 85%	By analyzing the instructional strategies, interventions, and support systems that contributed to this success in ELA, the school can draw valuable insights to replicate or adapt these effective practices to other content areas.
Exceeds the standard demonstrating growth in English Language Arts /Literature	Demonstrating consistent improvement in ELA and literature indicates strong instructional practices and effective curriculum implementation. This growth reflects the commitment to enhancing literacy skills and

	suggests robust teaching strategies that can be leveraged in other subject areas.
There was a 13% increase in students scoring proficient or advanced on local assessments. The African-American student subgroup moved from 27% to 40% proficient or advanced from benchmark 2 to benchmark 2.	The success in increasing iReady scores can serve as a foundation for addressing the prioritized challenges by identifying, replicating, and modifying the instructional approaches that led to this improvement.
Monitor and evaluate the impact of professional learning on staff practices and student learning *	Professional development can provide educators with the latest research-based instructional strategies that cater to diverse learning needs. Teachers can learn to create engaging lessons, differentiate instruction, and utilize technology effectively, all of which contribute to improved academic outcomes and increased student engagement, subsequently leading to better attendance.
Continuously monitor implementation of the school improvement plan and adjust as needed *	Regular monitoring enables schools to identify academic and attendance issues at an early stage. This allows for prompt intervention before these challenges escalate, preventing students from falling further behind academically and addressing attendance issues before they become chronic.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Enhance targeted instructional strategies and support services for students with disabilities in ELA to achieve a proficiency rate of at least 30% by the next academic year.
	Strengthen the existing MTSS framework to reach operational or exemplary status, aiming to improve academic performance and behavioral outcomes across all student groups by the end of the next school year.

Goal Setting

Priority: Enhance targeted instructional strategies and support services for students with disabilities in ELA to achieve a proficiency rate of at least 30% by the next academic year.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of year 3, HISTCS will increase the ELA proficiency rate for students with disabilities to 35% proficient or advanced.			
Measurable Goal Nickname (35 Character Max)			
Special Education ELA Data			
Target Year 1	Target Year 2	Target Year 3	
During the first year, HISTCS implemented targeted small-group interventions and after-school tutoring while providing professional development on evidence-based literacy practices. As a result, PSSA outcomes reflected a 10% increase in the proficiency of students with disabilities, demonstrating early progress in narrowing the performance gap.	In the second year, HISTCS expanded literacy supports by integrating assistive technology, such as text-to-speech tools, and emphasizing explicit comprehension instruction. Seventy-five percent of educators received training in specialized literacy practices, leading to a 20% cumulative increase from the baseline and showing steady improvement in instructional effectiveness and student achievement.	By the end of year 3, HISTCS will increase the ELA proficiency rate for students with disabilities to 35% proficient or advanced.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1, demonstrate a +2.5% increase in proficiency of students with disabilities (tracked via iReady diagnostic and interim benchmarks).	By the end of Q2, demonstrate a +5% cumulative increase in proficiency (tracked through mid-year benchmark assessments).	By the end of Q3, demonstrate a +7.5% cumulative increase in proficiency (tracked via interim data aligned to PSSA standards).	By the end of Q4, achieve a +10% cumulative increase, reaching the overall goal of 35% proficient or advanced on the PSSA.

Priority: Strengthen the existing MTSS framework to reach operational or exemplary status, aiming to improve academic performance and behavioral outcomes across all student groups by the end of the next school year.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of year 3, HISTCS will achieve a 90% implementation rate of the Multi-Tiered System of Support for academics and behavior across all grades.			
Measurable Goal Nickname (35 Character Max)			
Effective MTSS Framework			
Target Year 1	Target Year 2	Target Year 3	
During the first year, HISTCS established the foundation for MTSS by developing a schoolwide MTSS framework, creating tiered intervention protocols, and training staff on the core components of Tier 1 academic and behavioral supports. The focus was on building awareness and consistency in Tier 1 practices, such as schoolwide Positive Behavioral Interventions and Supports (PBIS) and common academic screening tools. By the end of the year, baseline implementation fidelity reached 50% across the school.	In the second year, HISTCS expanded MTSS implementation by formalizing Tier 2 and Tier 3 intervention processes, enhancing progress monitoring systems, and increasing staff participation in professional development on evidence-based academic and behavioral interventions. Collaboration between classroom teachers, interventionists, and counselors was strengthened through monthly problem-solving team meetings. By the end of the year, implementation fidelity improved to 75%, demonstrating stronger alignment between academic and behavioral supports and greater consistency across grade levels.	By the end of year 3, HISTCS will achieve a 90% implementation rate of the Multi-Tiered System of Support for academics and behavior across all grades.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, HISTCS will demonstrate a 70% implementation rate of MTSS practices, as measured by fidelity checklists and classroom observation data.	By the end of the second quarter, implementation will increase to 80%, evidenced by consistent use of Tier 2 interventions and data reviews.	By the end of the third quarter, implementation will reach 85%, with staff demonstrating consistent use of Tier 3 supports and progress monitoring tools.	By the end of the fourth quarter, HISTCS will achieve the target goal of a 90% implementation rate of MTSS for academics and behavior across all grades.

Action Plan

Measurable Goals

Effective MTSS Framework	Special Education ELA Data
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Action Plan For: Project Growth

Measurable Goals:
<ul style="list-style-type: none"> By the end of year 3, HISTCS will achieve a 90% implementation rate of the Multi-Tiered System of Support for academics and behavior across all grades. By the end of year 3, HISTCS will increase the ELA proficiency rate for students with disabilities to 35% proficient or advanced.

Action Step		Anticipated Start Date	Anticipated Completion Date
AS1: Implement dedicated bi-weekly MTSS team meetings to review student academic and behavioral data and make data-driven instructional and intervention decisions.		2025-09-17	2026-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
David A Rosario, Chief of Operations and Administration (in collaboration with Principal, CSSI, Instructional Coaches, Special Education Coordinator, and Grade-Level Leads)	* i-Ready diagnostic and progress monitoring data * Title I-funded instructional coaches * Title I-funded paraprofessionals * MTSS intervention schedules and data protocols * Title IIA funds transferred to Title I to support job-embedded professional development focused on MTSS implementation, data analysis, and instructional decision-making	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
AS2: Provide targeted Tier II and Tier III academic interventions in ELA aligned to i-Ready data for general and special education students identified through the MTSS process.		2025-09-17	2026-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches and CSSI	Title I-funded instructional coaches Title IIA funds transferred to Title I to support the organizational professional development plan, including coaching cycles, professional learning sessions, walkthrough calibration, and instructional modeling Professional learning materials and coaching tools	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
AS3: Provide ongoing job-embedded professional development to strengthen staff capacity in MTSS implementation, data-driven instruction, and evidence-based ELA practices.		2025-09-17	2026-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Coaches and CSSI	Title I-funded instructional coaches Title IIA funds transferred to Title I to support the organizational professional development plan, including coaching cycles, professional learning sessions, walkthrough calibration, and instructional modeling Professional learning materials and coaching tools	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
AS4: Provide opportunities for increased parent engagement that will positively impact student achievement. Harambee Institute of Science & Technology Charter School strives to increase academic student achievement by 5% in English Language Arts and 4% in Mathematics. We believe that one of the most important ways to reach these goals is through strong and meaningful parent and family engagement. Our commitment to parent engagement is centered on creating opportunities for families to actively support learning at home and stay connected to what students are learning in the classroom. To support this effort, Harambee will provide parent workshops focused on increasing reading at home, preparing students for standardized assessments, and supporting students with math homework and problem-solving strategies. Strong family partnerships play a powerful role in improving student achievement. When families are engaged in the learning process, students are more likely to stay motivated, complete assignments, and develop positive academic habits. Parents can help by establishing consistent homework routines, encouraging daily reading, communicating regularly with teachers, and reinforcing the importance of education at home. Additionally, schools and families working together help students build confidence, improve attendance, and strengthen their problem-solving and critical thinking skills. Through open communication, shared expectations, and collaboration between educators and families, we can create a supportive learning environment that allows every student to succeed. Increased participation will be facilitated by the addition of a new parent communication module through Infinite Campus. Through this added option of using the parent portal tool, we expect parent	2025-07-13	2026-06-26

participation to increase by 10%. The increase in the means of communication will be measured through the increase in responses to surveys and attendance at engagement activities.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Parent Liaison	Added parent communication module to the Infinite Campus application to facilitate a central communication platform for increased parent engagement.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>AS1: Improved fidelity of MTSS implementation, resulting in targeted instructional adjustments, increased access to timely interventions, and improved academic outcomes in ELA for general and special education students. AS2: Increased student engagement in targeted interventions and measurable growth in ELA achievement as evidenced by i-Ready progress monitoring and benchmark assessments. AS3: Improved instructional consistency, increased teacher capacity to implement MTSS with fidelity, and strengthened instructional practices aligned to student needs. "Funds will be used to support the parent engagement activities such as parent meetings supplies and resources, parent communication tools and applications."</p>	<p>AS1: Monitoring will be conducted by the Principal, CSSI, Chief of Operations, Instructional Coaches, and Special Education Coordinator through bi-weekly MTSS meetings. Data sources will include i-Ready diagnostic and progress monitoring reports, intervention tracking logs, and MTSS meeting notes. Fidelity of implementation will be monitored using MTSS protocols and data review tools. Adjustments to interventions will be documented and reviewed monthly to ensure continuous improvement. AS2: Instructional Coaches and the Special Education Coordinator will monitor intervention implementation weekly through lesson observations, intervention logs, and student work reviews. Progress will be evaluated monthly using i-Ready progress monitoring data and shared during MTSS meetings to determine the effectiveness of interventions and inform instructional adjustments. AS3: Professional development effectiveness will be monitored by the CSSI and Instructional Coaches through monthly coaching logs, walkthrough feedback, staff participation records, and instructional observation data. Impact will be evaluated quarterly using student achievement data and teacher implementation indicators.</p>

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	<ul style="list-style-type: none"> Project Growth 	(6) Paraprofessional to support Differentiated Instructional Courses. Paraprofessionals are also members of the Attendance Intervention Team.	200000	
Instruction	<ul style="list-style-type: none"> Project Growth 	(4) Instructional Coaches to provide development and support for teachers.	314500	
Instruction	<ul style="list-style-type: none"> Project Growth 	Flat rate benefits to support the paraprofessional and coaches positions.	6952	
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Project Growth 	Title IIA funds transferred to Title I to support the organizational professional development plan.	28512	
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Project Growth 	Funds transferred from TIV to TI used to support the school-wide professional development plan.	44348	
Other Expenditures	<ul style="list-style-type: none"> Project Growth 	Funds will be used to support the parent engagement	5500	

		activities such as parent meetings supplies and resources, parent communication tools and applications.		
Total Expenditures				599812

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Project Growth	AS1: Implement dedicated bi-weekly MTSS team meetings to review student academic and behavioral data and make data-driven instructional and intervention decisions.
Project Growth	AS2: Provide targeted Tier II and Tier III academic interventions in ELA aligned to i-Ready data for general and special education students identified through the MTSS process.
Project Growth	AS3: Provide ongoing job-embedded professional development to strengthen staff capacity in MTSS implementation, data-driven instruction, and evidence-based ELA practices.

Student Success Scenario Walkthrough

Action Step		
<ul style="list-style-type: none"> AS1: Implement dedicated bi-weekly MTSS team meetings to review student academic and behavioral data and make data-driven instructional and intervention decisions. 		
Audience		
Full staff Professional Development		
Topics to be Included		
Scenario Cards (realistic student profiles including academic, behavioral, and socio-emotional needs)		
Evidence of Learning		
MTSS Overview Handout (Tier descriptions, flowcharts from HISTCS MTSS Doc Intervention Toolkit Sheet (strategies from Tier 1, 2, and 3 based on Appendix B of the MTSS Doc)		
Lead Person/Position	Anticipated Start	Anticipated Completion
David A Rosario, Chief of Operations & Administration	2025-10-24	2025-10-24

Learning Format

Type of Activities	Frequency
Action research	1 Month during PD
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications Activities

Sharing out our professional growth					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> AS1: Implement dedicated bi-weekly MTSS team meetings to review student academic and behavioral data and make data-driven instructional and intervention decisions. 	Family Stakeholders	MTSS basics and how it works	David A Rosario, Chief of Operations and Administration	10/24/2025	10/24/2025

Communications

Type of Communication	Frequency
Newsletter	We have a weekly newsletter

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">AFFIRMATION : MINUTES.PDF

Chief School Administrator	Date
Gregory Shannon	2026-03-16
Building Principal Signature	Date
Nakia Brown	2026-03-16
School Improvement Facilitator Signature	Date
Theresa Bartholomew	2026-03-17