

Chester Upland Sch of Arts
School Improvement Plan
07/01/2014 - 06/30/2019

School Profile

Demographics

Chester Upland Sch of Arts

501 West 9th St
 Chester, PA 19013
 (610)447-3777

Federal Accountability Designation: Focus
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Sara Ferguson
 Superintendent: Juan Baughn

Stakeholder Involvement

Name	Role
Sara Ferguson	Building Principal : School Improvement Plan
Tia Long-Elliott	Building Principal
Jamar Lowery	Business Representative
Michele Needham	Business Representative
Marsha Robertson	Community Representative
Tamiko Barber	Ed Specialist - Other
Nina Patterson	Ed Specialist - School Counselor
Shannon Lewis	Elementary School Teacher - Regular Education
Lisa Mangini	Elementary School Teacher - Regular Education
Vanessa Odom	Elementary School Teacher - Regular Education
Colleen Thornton	Elementary School Teacher - Special Education
Christopher Goodhart	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

No assurances have been identified

Assurance 13

No strategies have been identified

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

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.

Technical assistance is provided during weekly professional development sessions. Technical assistance includes, but is not limited to the use of SchoolPace and Illuminate for Benchmark analysis to aggregate data for future planning. This is considered high quality technical assistance because it ensures targeted comprehensive planning and implementations for student needs.

Provider	Meeting Date	Type of Assistance
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Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

The following data sources are used by teachers to assess student progress and adjust instruction based on students' academic needs:

- The Independent Reading Level Assessment (IRLA)
- Partnership for Assessment of Readiness for College and Careers (PARCC)
- Local Assessments
- PSSA Data

Teachers are provided with time to co-plan, evaluate instructional practices, and review curriculum in order to better serve our students. Individual teachers submit action plans to target students with significant deficits as well as reflection of their practices. Teachers are also provided the opportunity to disaggregate data from quarterly benchmarks using the CUSD Data Analysis Protocol. The use of the data analysis protocol allows teachers to identify standard categories that are strengths and areas that need improvement. The Data Analysis Protocol is teacher and grade specific.

During professional development teachers identified strategies to implement to increase student achievement:

- Increased intervention time
- Small group instruction and the use of guided reading materials
- homogenous grouping with the grade team members
- incorporating the use of a reading program
- ensuring that the local assessments (benchmarks) are aligned to curriculum maps
- the use of computer programs that support instruction

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	No
Reading	No
Math	No

Science	No
Before School	No
After School	No
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

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

School Accomplishments

Accomplishment #1:

Chester Upland School of the Arts met the math performance growth measure by ninety-five percent.

Accomplishment #2:

Chester Upland School of the Arts average daily attendance of eighty-seven percent met the school performance measure.

Accomplishment #3:

Chester Upland School of the Arts percentage of students performing proficient and advanced in the English Language Arts was 15.6 percent in 2016 compared to 9.5 percent in 2015. This was an increase by 6.1 percent for proficient and advance students for English Language Arts.

School Concerns

Concern #1:

Eighty- two percent of students in the third grade performed below basic and basic in the English Language Arts portion of the 2016 PSSA.

Concern #2:

Ninety-four percent of students in the fourth grade scored below basic and basic in the mathematics portion of the 2016 PSSA.

Concern #3:

Almost eighty-two percent of students in the fifth grade performed below basic and basic on the English Language Arts portion of the 2016 PSSA.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership

with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Eighty- two percent of students in the third grade performed below basic and basic in the English Language Arts portion of the 2016 PSSA.

Ninety-four percent of students in the fourth grade scored below basic and basic in the mathematics portion of the 2016 PSSA.

Almost eighty-two percent of students in the fifth grade performed below basic and basic on the English Language Arts portion of the 2016 PSSA.

Systemic Challenge #2 (*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:

Eighty- two percent of students in the third grade performed below basic and basic in the English Language Arts portion of the 2016 PSSA.

Ninety-four percent of students in the fourth grade scored below basic and basic in the mathematics portion of the 2016 PSSA.

Almost eighty-two percent of students in the fifth grade performed below basic and basic on the English Language Arts portion of the 2016 PSSA.

Systemic Challenge #3 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Eighty- two percent of students in the third grade performed below basic and basic in the English Language Arts portion of the 2016 PSSA.

Ninety-four percent of students in the fourth grade scored below basic and basic in the mathematics portion of the 2016 PSSA.

Almost eighty-two percent of students in the fifth grade performed below basic and basic on the English Language Arts portion of the 2016 PSSA.

Systemic Challenge #4 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Eighty- two percent of students in the third grade performed below basic and basic in the English Language Arts portion of the 2016 PSSA.

Ninety-four percent of students in the fourth grade scored below basic and basic in the mathematics portion of the 2016 PSSA.

Almost eighty-two percent of students in the fifth grade performed below basic and basic on the English Language Arts portion of the 2016 PSSA.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: Data from stakeholder surveys, local assessments and standardized testing will be analyzed to measure perceptions and continuous improvement.

Specific Targets: A 10% increase in student performance on both local, and state assessments.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Professional Development Plan: Communication

Description:

Provide staff with substantial professional development to support and enhance teaching and learning as evidenced by a completed district/school professional development plan.

Communication: The professional development plan will be communicated to staff by CUSA Principal (Sara C. Ferguson), CUSA Assistant Principal (Tia S. Long-Elliott), and CUSA Reading Specialist (Tamiko Barber). The plan will be discussed in

district wide and building meetings with staff. Written copies of the plan will be available starting in July 2017.

Start Date: 7/3/2017 **End Date:** 9/4/2017

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Professional Development Plan: Planning

Description:

Planning: The plan will be developed by the Sara Ferguson, Principal, Tia Long-Elliott, Assistant Principal, and teachers. It will be based on data obtained from local and state assessments.

Start Date: 6/5/2017 **End Date:** 8/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Professional Development Plan: Implementation

Description:

Implementation: Monitoring and accountability of the professional development plan at the building level the plan will be monitored by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist Tamiko Barber and Teachers on a quarterly basis.

Start Date: 9/4/2017 **End Date:** 6/14/2018

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Professional Development Plan: Evaluation

Description:

Evaluation: The plan will be evaluated at the administrative level by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist, Tamiko Barber on an annual basis. After examining teaching and learning data, a determination will be made concerning the effectiveness of the plan.

Start Date: 7/3/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Goal #2: 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: Interim

Data Source: Data gathered from walk-throughs, informal and formal observations. Student performance data from local and state assessments.

Specific Targets: An increase in performance will be indicated by at least 10% of students in each performance category moving to the next highest performance category on local and state assessments.

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf; Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction: Communication

Description:

Differentiated instruction will be included in our professional development plan. Teachers will be trained in the use of the SAS Portal to plan instruction.

Provide staff with substantial professional development to support and enhance teaching and learning as evidenced by a completed district/school professional development plan.

Communication: The professional development plan will be communicated to staff by, CUSA Principal (Sara C. Ferguson), Assistant Principal (Tia S. Long-Elliott) and Reading Specialist (Tamiko Barber). The plan will be discussed in district wide and building meetings with staff.

Start Date: 7/3/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiated Instruction: Professional Development

Description:

Professional Development: A plan will be developed building level by Principal Sara Ferguson, Assistant Principal Tia Long-Elliott, Reading Specialist, Tamiko Baber and Leadership team.

Start Date: 7/3/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiated Instruction: Implementation

Description:

Implementation: Monitoring and accountability of the professional development plan will be conducted at the building level. The plan will be monitored by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist, Tamiko Barber on a monthly basis.

Start Date: 10/16/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Differentiated Instruction: Evaluation

Description:

Evaluation: The plan will be evaluated annually by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Coach, Tamiko Barber and teachers. After examining teaching and learning data, a determination will be made concerning the effectiveness of the plan.

Start Date: 6/30/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Goal #3: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Results from PSSA assessments and local assessments.

Specific Targets: A 10% increase in student performance on local and state assessments.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Data Analysis Training and Implementation: Communication

Description:

Data teams will be formed and a designated data room will be identified. Data analysis and action plan binders will be reviewed at common planning time meetings.

The staff will be provided with substantial professional development to support and enhance teaching and learning as evidenced by a completed district/school professional development plan.

Communication: The data analysis component of the professional development plan will be communicated to staff by Principal (Sara C. Ferguson), Tia Long-Elliott (Assistant Principal), CUSA Reading Specialist (Tamiko Barber) and CUSA teachers. The plan will be discussed in district wide and building meetings with staff. Written copies of the plan will be available starting in September, 2017.

Start Date: 9/4/2017 **End Date:** 6/16/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Data Analysis Training and Implementation: Planning

Description:

Planning: The data analysis plan will be developed at the building level by Sara Ferguson, (Principal), Tia Long-Elliott (Assistant Principal), Tamiko Baber (Reading Specialist), and teachers. It will be based on data obtained from classroom, benchmarks, local and state assessments.

Start Date: 6/30/2017 **End Date:** 6/16/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Data Analysis Training and Implementation: Implementation

Description:

Implementation: Monitoring and accountability of the data analysis component of the professional development plan will be conducted at the building level the plan will be monitored by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist, Tamiko Barber and instructional teaching staff.

Start Date: 11/27/2017 **End Date:** 1/29/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Data Analysis Training and Implementation: Evaluation

Description:

Evaluation: The plan will be evaluated at the building level the plan will be evaluated quarterly by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist, Tamiko Barber and teachers. After examining teaching and learning data, a determination will be made concerning the effectiveness of the plan.

Start Date: 12/29/2017 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Strategy #1: Substantial Professional Development

Start	End	Title	Description		
7/3/2017	9/4/2017	Professional Development Plan: Communication	Provide staff with substantial professional development to support and enhance teaching and learning as evidenced by a completed district/school professional development plan. Communication: The professional development plan will be communicated to staff by CUSA Principal (Sara C. Ferguson), CUSA Assistant Principal (Tia S. Long-Elliott), and CUSA Reading Specialist (Tamiko Barber). The plan will be discussed in district wide and building meetings with staff. Written copies of the plan will be available starting in July 2017.		
		Person Responsible Sara C. Ferguson, Tia Long-Elliott and Tamiko Barber	SH 1.5 S 5 EP 30 Provider Sara Ferguson, Principal	Type School Entity	App. No

Knowledge Teachers will learn research based strategies.

Supportive Research

With the research strategies, we will focus on student engagement and raising test scores.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
 School Whole Group Presentation
 Professional Learning Communities

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Paraprofessional
 Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p>
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LEA Goals Addressed: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Strategy #1: Substantial Professional Development

Start	End	Title	Description	Provider	Type	App.
6/5/2017	8/1/2017	Professional Development Plan: Planning	Planning: The plan will be developed by the Sara Ferguson, Principal, Tia Long-Elliott, Assistant Principal, and teachers. It will be based on data obtained from local and state assessments.	Sara Ferguson, Principal	School Entity	No
		Person Responsible Sara Ferguson, Principal, Tia Long-Elliott, Assistant				
		SH 1.5 S 4 EP 30				

Principal, Tamiko Baber, Reading Specialist and teachers.

Knowledge Teachers will learn research based strategies.

Supportive Research Small Group instruction and Intervention

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format LEA Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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specialists

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>
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LEA Goals Addressed:	<p>Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.</p>	Strategy #1: Substantial Professional Development
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/4/2017	6/14/2018	Professional Development Plan: Implementation	Implementation: Monitoring and accountability of the professional development plan at the building level the plan will be monitored by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist Tamiko Barber and Teachers on a quarterly basis.							

Principal, Sara. Ferguson, and Tamiko Barber Reading Specialist	1.5	5	30	Sara Ferguson, Principal, Assistant Principal, Tia Long-Elliott, Reading Specialist Tamiko Baber, CUSA Teachers.	School Entity	No
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Knowledge Teachers will learn research based strategies.

Supportive Research Implementation of research based instruction will improve student engagement and explanation of thinking.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

Training Format LEA Whole Group Presentation
School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
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	Principals / Asst. Principals Paraprofessional Other educational specialists	Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

LEA Goals Addressed: **Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.**

Strategy #1: Substantial Professional Development

Start	End	Title	Description
7/3/2017	6/15/2018	Professional Development Plan: Evaluation	Evaluation: The plan will be evaluated at the administrative level by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist, Tamiko Barber on an annual basis. After examining teaching and learning data, a

determination will be made concerning the effectiveness of the plan.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Sara Ferguson, Tia Long-Elliott, Assistant Principal, and Tamiko Barber, Reading Specialist	1.5	5	30	Sara Ferguson, Principal, Assistant Principal, Tia Long-Elliott, Reading Specialist Tamiko Baber, CUSA Teachers.	School Entity	No

Knowledge Teachers will learn research based strategies

Supportive Research Research based instruction will improve student engagement and explanation of thinking in an endeavor to raise test scores.

Designed to Accomplish

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
 - Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- For classroom teachers, school counselors and education specialists:
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- For school and district administrators, and other educators seeking leadership roles:

Training Format	LEA Whole Group Presentation School Whole Group Presentation Professional Learning Communities	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities		

LEA Goals Addressed: 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

Strategy #1: Differentiating Instruction

Start	End	Title	Description
7/3/2017	6/15/2018	Differentiated Instruction: Communication	<p>Differentiated instruction will be included in our professional development plan. Teachers will be in trained in the use of the SAS Portal to plan instruction.</p> <p>Provide staff with substantial professional development to support and enhance teaching and learning as evidenced by a completed district/school professional development plan.</p> <p>Communication: The professional development plan will be communicated to staff by, CUSA Principal (Sara C. Ferguson), Assistant Principal (Tia S. Long-Elliott) and Reading Specialist (Tamiko Barber). The plan will be discussed in district wide and building meetings with staff.</p>
		<p>Person Responsible Sara Ferguson, Principal; Assistant Principal Tia Long-Elliott, and Tamiko Barber</p>	<p>SH 1.5 S 10 EP 30</p> <p>Provider Sara Ferguson, Principal, Assistant Principal, Tia Long-Elliott, Reading Specialist Tamiko Baber, CUSA Teachers.</p>
			<p>Type School Entity</p> <p>App. No</p>

Knowledge Teachers will learn research based strategies to improve the implementation of Pennsylvania's Framework for Teaching and the use of SAS portal.

Supportive Research The use of the Pennsylvania's Framework for Teaching and the SAS portal to increase student engagement and test scores.

Designed to Accomplish

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Training Format	LEA Whole Group Presentation School Whole Group Presentation Professional Learning Communities	
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

activities

LEA Goals Addressed: **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** **Strategy #1: Differentiating Instruction**

Start	End	Title	Description
7/3/2017	6/15/2018	Differentiated Instruction: Professional Development	Professional Development: A plan will be developed building level by Principal Sara Ferguson, Assistant Principal Tia Long-Elliott, Reading Specialist, Tamiko Baber and Leadership team.
		Person Responsible Sara Ferguson, Principal, Tia Long-Elliott, Assistant Principal, Tamiko Baberr, Reading Specialist, Leadership Team.	Provider Sara Ferguson, Principal, Assistant Principal, Tia Long-Elliott, Reading Specialist Tamiko Baber, CUSA Teachers.
		SH 1.5 S 10 EP 30	Type School Entity App. No

Knowledge Teachers will learn research based strategies and gain an indepth understanding of the Pennsylvania's Framework for Teaching and incorporating differentiation strategies.

Supportive Research With the research based strategies and Pennsylvania's Framework for Teaching, teaching and learning will enable students to become more engaged and will lead to increased test scores through the use of differentiation strategies.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- LEA Whole Group Presentation
- School Whole Group Presentation
- Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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Follow-up Activities	Team development and	Evaluation Methods	Classroom observation focusing on
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sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 Analysis of student work, with administrator and/or peers
 Peer-to-peer lesson discussion
 Joint planning period activities

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Student PSSA data
 Classroom student assessment data

LEA Goals Addressed: **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** **Strategy #1: Differentiating Instruction**

Start	End	Title	Description	SH	S	EP	Provider	Type	App.
10/16/2017	6/30/2018	Differentiated Instruction: Implementation	Implementation: Monitoring and accountability of the professional development plan will be conducted at the building level. The plan will be monitored by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist, Tamiko Barber on a monthly basis.	1.5	10	30	Sara Ferguson, Principal, Assistant Principal, Tia Long-Elliott, Reading Specialist Tamiko Baber, CUSA Teachers.	School Entity	No
		Person Responsible							
		Sara Ferguson (Principal); Tia Long-Elliott (Assistant Principal), Tamiko Barber (Reading Specialist), and Instructional staff							

(Teachers)

Knowledge

Teachers will learn research based strategies as it relates to differentiation, that will improve teaching and learning, in order to improve student engagement to raise test scores.

Supportive Research

Research and best practices and the use of differentiation, will be discussed along with incorporating Pennsylvania's Framework for Teaching.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation

Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed: 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

Strategy #1: Differentiating Instruction

**across all classrooms and aligns with the
Pennsylvania Framework for Teaching**

Start	End	Title	Description					
6/30/2017	6/30/2018	Differentiated Instruction: Evaluation	Evaluation: The plan will be evaluated annually by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Coach, Tamiko Barber and teachers. After examining teaching and learning data, a determination will be made concerning the effectiveness of the plan.					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Principal, Sara. Ferguson, Assistant Principal Tia Long- Elliott, Tamiko Barber, Reading Specialist and Instructional staff (teachers)	1.5	2	30	Sara Ferguson, Principal, Assistant Principal, Tia Long-Elliott, Reading Specialist Tamiko Baber, CUSA Teachers.	School Entity	No

Knowledge

Teachers will gain research based strategies to improve student engagement, the use of differentiation in order to improve test scores.

**Supportive
Research**

Research and best practices including, differentiation and the Pennsylvania Framework for teaching.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- Professional Learning Communities

Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals Paraprofessional 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion 	Evaluation Methods	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA
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LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students** **Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

Start	End	Title	Description
9/4/2017	6/16/2018	Data Analysis Training and Implementation: Communication	<p>Data teams will be formed and a designated data room will be identified. Data analysis and action plan binders will be reviewed at common planning time meetings.</p> <p>The staff will be provided with substantial professional development to support and enhance teaching and learning as evidenced by a completed district/school professional development plan.</p> <p>Communication: The data analysis component of the professional development plan will be communicated to staff by Principal (Sara C. Ferguson), Tia Long-Elliott (Assistant Principal), CUSA Reading Specialist (Tamiko Barber) and CUSA teachers. The plan will be discussed in district wide and building meetings with staff. Written copies of the plan will be available starting in September, 2017.</p>
		<p>Person Responsible Sara Ferguson, CUSA Principal; Tia Long-Elliott, Assistant Principal, Tamiko Barber, Reading Specialist and teachers.</p>	<p>SH 1.5 S 3 EP 25 Provider Leadership Team Type School Entity App. No</p>

Knowledge Teachers will learn research based strategies.

Supportive Research With the resesarch based strategies instruction will improve, students will become more engaged which will lead to increased test scores.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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Other educational specialists

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers
 Creating lessons to meet varied student learning styles
 Lesson modeling with mentoring
 Journaling and reflecting

Follow-up Activities

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Student PSSA data
 Classroom student assessment data
 Review of participant lesson plans
 Portfolio

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students** **Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
6/30/2017	6/16/2018	Data Analysis Training and Implementation: Planning	Planning: The data analysis plan will be developed at the building level by Sara Ferguson, (Principal), Tia Long-Elliott (Assistant Principal), Tamiko Baber (Reading Specialist), and teachers. It will be based on data obtained from classroom, benchmarks, local and state assessments.							

Sara Ferguson (Principal), Tia Long-Elliott (Assistant Principal), Tamiko Barber (Reading Specialist), Teachers	1.5	10	30	Sara Ferguson, Principal, Assistant Principal, Tia Long-Elliott, Reading Specialist Tamiko Barber, CUSA Teachers.	School Entity	No
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Knowledge Teachers will learn research based strategies.

Supportive Research With the research based strategies instruction it will improve student engagement with will lead to increased test scores.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format LEA Whole Group Presentation
Series of Workshops

School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start End Title Description

11/27/2017	1/29/2018	Data Analysis Training and Implementation: Implementation	Implementation: Monitoring and accountability of the data analysis component of the professional development plan will be conducted at the building level the plan will be monitored by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist, Tamiko Barber and instructional teaching staff.					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Principal, Sara. Ferguson, Assistant Principal Tia Long-Elliott, Tamiko Barber Reading Specialist, Teacher	1.5	5	30	Sara Ferguson, Principal, Assistant Principal, Tia Long-Elliott, Reading Specialist Tamiko Baber, CUSA Teachers.	School Entity	No

Knowledge Teachers will learn research based strategies.

Supportive Research With research based strategies instruction, it will improve student engagement and lead to increased test scores.

Designed to Accomplish

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
 - Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- For classroom teachers, school counselors and education specialists:
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
- For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff	Grade Levels	Elementary - Primary (preK - grade 1)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures school-wide use of **Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &**

data that is focused on school improvement and the academic growth of all students Data Warehousing

Start	End	Title	Description				Type	App.
12/29/2017	6/1/2018	Data Analysis Training and Implementation: Evaluation	Evaluation: The plan will be evaluated at the building level the plan will be evaluated quarterly by Principal, Sara C. Ferguson, Assistant Principal Tia S. Long-Elliott and Reading Specialist , Tamiko Barber and teachers. After examining teaching and learning data, a determination will be made concerning the effectiveness of the plan.				School Entity	No
		Person Responsible Principal, Sara. Ferguson, Assistant Principal Tia S. Long Elliott, and Tamiko Barber, Reading Specialist and teacher	SH 1.5	S 5	EP 7	Provider School Leadership Team		

Knowledge After reviewing the data the team will create an action plan to ensure that data will improve.

Supportive Research The team will research and implement research based strategies. With the research based strategies, instruction will improve, students will become more engaged which will lead to increased test scores.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Professional Learning Communities

Training Format

<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Other educational specialists</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with</p>	<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans</p>

mentoring
Journaling and reflecting

Review of written reports
summarizing instructional activity
Portfolio

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Chester Upland Sch of Arts in the Chester-Upland SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Chester Upland Sch of Arts in the Chester-Upland SD for the 2014-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

This narrative is empty.

Describe the continuing areas of concern from past the year.

This narrative is empty.

Describe the initiatives that have been revised.

This narrative is empty.

2016-2017 Improvement Evaluation

Describe the success from the past year.

We have worked with Assistant Superintendent, Dr. Jala Olds-Pearson to establish:

- Communities of professional practice
- Targeted professional development on a weekly basis
- Regularly scheduled formal walkthroughs, with feedback, to evaluate instructional practices
- Regular visits and support from a reading specialist
- A school-wide Positive Behavior Intervention and Support Plan
- Instructional support via the addition of an Assistant Principal
- Support from a full time school social worker

We have also continued to enhance our impenetation of the following practices:

- Children's Literacy Initiative-Classroom environment, guided reading, and efficient classroom procedures
- CUSA Student Assistance Program

Describe the continuing areas of concern from the past year.

Lack of significant student achievement in Literacy, Math, and Science.

- Percentages of students on grade level or above as evidenced by American Reading Company Informal Reading Level Assessment data: **Sixty-four** percent of Kindergarten students; **Seventeen** percent of first grade students; **Twenty-nine** percent of second grade students; **Fourteen** percent of third grade students; **five** percent of fourth grade students; **Thirteen** percent of fifth grade students.
- No significant increase in the numbers of students scoring in the proficient and advanced categories.

Lack of significant increase in parent involvement/engagement.

- Number of parents attending school functions has not increased significantly

Describe the initiatives that have been revised.

Small Group Instruction/Guided Reading

- Small group instruction/guided reading has been enhanced through the use of new guided reading curricular materials and utilizing PA Core Standards and Eligible Content to directly address gaps in student learning.

Benchmark Assessment Data

- Enhanced use of Illuminate to create valid and reliable student assessments to yield more viable student data.

Professional Development

- The district has created a detailed, year long professional development calendar that provides time for a half day professional development every Wednesday.

Student Assistance Program

- The weekly support of a SAP liaison has allowed for improved fidelity of the implementation of our school-based program

2015-2016 Improvement Evaluation

Describe the success from the past year.

Continued work with Mutiu Fagbayi CEO of Performance Fact, Inc.

- We have worked with Performance Fact to use data to identify and implement high impact strategies: Metacognition, Questioning (Webb's DOK), Small Group Instruction. Informal observations of teachers show an increase in the use of these practices.
- We have implemented the use of the Performance Fact online tool.

Continued work with Children's Literacy Initiative

- We have enhanced the implementation of best practices in literacy in grade K-3. Twelve teachers have been trained in Intentional Read Aloud and Guided Reading.
- The use of the Fountas and Pinnell Literacy assessment to gather more student data in order to target specific skills.
- We have worked to implement CLI classroom environment practices to grades 4&5. Five teachers have received professional development in CLI Classroom Environment practices.

Increased professional learning opportunities for school leaders

- Leadership coaching and support from Children's Literacy Initiative.
- Leadership coaching and support from American Reading Company.
- Leadership coaching and support from Performance Fact, Inc.
- Leadership coaching and support from Scholastic.

Describe the continuing areas of concern from the past year.

Lack of significant student achievement in Literacy, Math, and Science.

- Percentages of students on grade level or above as evidenced by American Reading Company Informal Reading Level Assessment data: Sixty-four percent of Kindergarten students; Seventeen percent of first grade students; Twenty-nine percent of second grade students; Fourteen percent of third grade students; five percent of fourth grade students; Thirteen percent of fifth grade students.
- No significant increase in the numbers of students scoring in the proficient and advanced categories.
- Lack of significant student movement across all reporting categories(Below Basic, Basic, Proficient, Advanced).

Lack of significant increase in parent involvement/engagement.

- Number of parents attending school functions has not increased.

Describe the initiatives that have been revised.

Small Group Instruction

- Small group instruction has been enhanced through the use of data from benchmark assessments and the use of PA Core Standards and Eligible Content to directly address gaps in student learning. One-third of teachers are effectively implementing small group instruction.

Intervention Period

- Schoolwide daily intervention period to address student academic needs. Intervention Period is supported by classroom teachers who gather data to identify student academic strengths and challenges.

Benchmark Assessment

- Use of Illuminate to create valid and reliable student assessments to yield more viable student data.

Professional Development

- The district has created a detailed, year long professional development calendar to provide increased opportunities for professional learning.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

We have been successful in the following areas during the first year of our plan:

1. We have worked in conjunction with Mutiu Fagbayi, President/CEO of Performance Fact, Inc.
 - Mr. Fagbayi has assisted us with data analysis and the creation of corresponding action plans through the use of the Performance Fact online planning tool.
2. We have contracted Children's Literacy Initiative to improve literacy instruction in grades K-3.
 - CLI has provided coaching and professional development for teachers and building administration around implementation and monitoring of best practices in teaching literacy.

3. We have increased our teacher collaboration time.

- We have been able to meet with grade groups for common planning/collaboration time due to our floating collegial training partners to provide coverage during our meetings.

4. We have contracted with American Reading Company to improve literacy instruction in grades K-5.

- ARC has provided coaching for teachers and we have implemented the use of the ARC Research Labs for literacy instruction.

5. We have contracted HMH Representative Kathy Lassiter to provide us with support.

- Kathy met with our leadership team concerning test preparation (Changes to the format of the PSSA Assessment), text dependent questioning, and administrative coaching.

6. We implemented a mandatory daily intervention block for grades K-5.

- Students were grouped according to need and moved to rooms for a 45 minute intervention block.

Describe the continuing areas of concern from the first year plan.

The following represent our continued areas of concern:

1. Lack of significant student achievement in Literacy, Mathematics, and Science.
2. Fidelity of implementation of targeted strategy use: Student Engagement, Webb's Depth of Knowledge, Integrated Literacy, Question Answer Relationship, and Text Dependent Questioning
3. .Lack of focused professional development around PA Core Standards.

Describe the initiatives that have been revised.

The following revisions were made to our existing initiatives:

1. Our intervention block was revised by grouping students according to their needs. Intervention had been previously been conducted by teachers in their homerooms.
2. The Balanced Literacy Model has been revised through the introduction of American Reading Company Research Labs.
3. CUSA Strategies have been revised to include: Recapture Engaged Instructional Time, Metacognition/Explanation of Thinking, Utilize Effective Practices, and Participation in Professional Learning Communities.

