Profile and Plan Essentials

School	AUN/Branch
Chester Upland School of the Arts	125231232

Address 1	
501 W. 9th Street	

Address 2	

City	State	Zip Code
Chester	PA	19013

Chief School Administrator	Chief School Administrator Email
Latrice N. Mumin, Ed.D.	lmumin@chesteruplandsd.org

Principal Name	
Alonzo Loper, Jr.	

Principal Email	
aloper@chesteruplandsd.org	

Principal Phone Number	Principal Extension
(610) 447-3777	3201

School Improvement Facilitator Name	School Improvement Facilitator Email
Heather Stottlemyer	hstottlemyer@dciu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Alonzo Loper, Jr.	Principal	CUSA - Principal	aloper@chesteruplandsd.org
Vanessa Odom	Principal	CUSA - Assistant Principal	vodom@chesteruplandsd.org
Latrice Mumin	Chief School Administrator	CUSD - Superintendent	lmumin@chesteruplandsd.org
Khalid Sutton	District Level Leaders	CUSD Assistant Superintendent	ksutton@chesteruplandsd.org
Carlena Parker	District Level Leaders	CUSD Supervisor of Academics	cparker@chesteruplandsd.org
Jermane Miller	Teacher	CUSA School Counselor	jmiller@chesteruplandsd.org
Shannon Lewis	Teacher	CUSA Grade 1 Teacher	shlewis@chesteruplandsd.org
Lisa Mangini	Teacher	CUSA Grade 4 Teacher	lmangini@chesteruplandsd.org
Heather Garcia (Mililo)	Paraprofessional	CUSA Special Education Teacher	hmililo@chesteruplandsd.org
Tamiko Barber	Teacher	CUSA Reading Specialist	tbarber@chesteruplandsd.org
Shamira Cannon	Teacher	CUSA Teaching Assistant	scannon@chesteruplandsd.org
Eric Carr	Community Member	St. Daniel's UMC	pastorewcarr@gmail.com
Daniel Wesley	Parent	Parent	amosland.org@gmail.com
Heather Stottlemyer	Other	School Improvement Facilitator	hstottlemyer@dciu.org
Monique Hales	District Level Leaders	Federal Programs Coodinator	mhales@chesteruplandsd.org

Vision for Learning

Chester Upland School of the Arts is committed to creating an equitable school environment that demonstrates CUSD's stand, "every student and every adult feels cared for, valued, and supported every hour of every day." This goal is reached through developing a partnership with stakeholders collectively working to build a diverse perspective and collaborative team approach, so all voices are heard, honored, and included when developing and executing our school's mission and goals. As a school of integrated and performing arts, CUSA educates the whole child and exposes students, staff, and families to a wide range of artistic traditions, cultures, and perspectives.   CUSA believes in a team approach to ensure that all of our children reach their fullest potential. We place the highest priority on consistent support for student achievement, so all of our students work towards attaining grade level or higher performance levels each year in preparation for middle school. We also strive to inspire a passion for lifelong learning and the development of future contributors for a better global society.

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	**False** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature from 22-23 is 11.4% proficient or advanced which is an increase from 8.4% from 21-22.	English Language Arts/Literature from school year 22-23 growth score is 88 which is higher than the state standard of 70 and the State average of 75.4.
Mathematics/Algebra percent of proficient or advanced increased to 3.6% in 22-23 from 1.5% in 22-23.	Mathematics from school year 22-23 growth score is 100 which is higher than the state standard of 70 and the State average of 74.9.

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature percent of proficient or advanced students is 11.4%, below the standard of 70.	
Mathematics/Algebra percent of proficient or advanced students is 3.6% in 21-22, below the state standard.	Increase from 2.1% in 21-22 data
Science/Biology academic growth score is 57.0 in 22-23	Second year of decrease in growth
0.6% of students score advanced in English Language Arts/Literature and Mathematics/Algebra.	0% in 21-22
Percent of regular attendance for 23-24 is 51%.	Increase from 40.5% in 22-23
Students with disabilities subgroup scored 2.3% proficient or advanced on English Language Arts/Literature PSSA.	9.1% difference from all-student group

Economically disadvantaged student subgroups are 19.7% proficient or advanced in Science/Biology PSSA.	Consistent with the all-student group. 97.1% of students are considered economically disadvantaged.
The PVAAS Mathematics/Algebra academic growth score of 64 which is a decrease from the prior year and not meeting the statewide average growth score.	Black and Economically Disadvantaged subgroups are consistent with the all-student group.
The PVAAS Science/Biology academic growth score of 61 which is a decrease from the prior year and not meeting the statewide average growth score.	Black and Economically Disadvantaged subgroups are consistent with the all-student group.
4.5% of students score advanced in Science/Biology.	Black and Economically Disadvantaged subgroups are consistent with the all-student group.
5.8% of grade 3 students are reading according to the Early Indicators of Success. 4.8% in the black subgroup and 5.9% in the economically disadvantaged subgroup.	Black and Economically Disadvantaged subgroups are consistent with the all-student group.
10.7% of students did not meet the performance standard for career standards benchmark. 11.9% in the black subgroup and 11.3% in the economically disadvantaged subgroup.	10.7% of students did not meet the performance standard for career standards benchmark. 11.9% in the black subgroup and 11.3% in the economically disadvantaged subgroup.

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

Strengths

Indicator On the English Language Arts/Literature PSSA, students in the black and economically disadvantaged subgroups grew from the previous year and are consistent with the all-student group. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Black students: 12.0% Economically Disadvantaged students: 11.0%
Indicator In English Language Arts/Literature, the all student group exceeding the standard demonstrating growth increased to 88.0. The black student subpopulation is in alignment with 88.0 and the economically disadvantaged group is slightly higher at 90.9. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Increase in growth from previous years

Challenges

Indicator	Comments/Notable Observations
Indicator Students did not meet achievement goals in ELA and Math **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Only 13.2% met achievement requirements in ELA and Math
Indicator Students did not meet achievement goals in Science **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Only 8.6% of students met growth goals in Science
Indicator Students did not meet performance standard in regular Attendance **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Only 48.1% of students attended regularly
Indicator Students did not meet the Career Standards Benchmark. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** 81.8% met the Career Standards Benchmark

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The PVAAS English Language Arts/Literature academic growth score of 76 exceeded the state growth score and standard exceeding the statewide standard.
Science/Biology while still low is increasing from the previous year.
In each content area, the subgroup population is consistent with the all-student group population.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

0% of students are advanced in ELA and math.
8.2% of students are proficient/advanced in ELA.
1.5% of students are proficient/advanced in Math.
Percent of regular attendance is 40.5 which is less than half of the statewide average of 82.2%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady Data: 5th Grade Reading 2023-2024	5% of Grade 5 students scored: Mid or Above Grade Level 5% of Grade 3 students scored: Early on Grade Level 90% of Grade 3 students scored: Below Grade Level
iReady Data: 3rd Grade Reading 2023-2024	18% of Grade 3 students scored: Mid or Above Grade Level 15% of Grade 3 students scored: Early on Grade Level 66% of Grade 3 students scored: Below Grade Level
iReady Data: 4th Grade Reading 2023-2024	2% of Grade 4 students scored: Mid or Above Grade Level 34% of Grade 4 students scored: Early on Grade Level 64% of Grade 4 students scored: Below Grade Level

English Language Arts Summary

Strengths

CUSA uses (SGI) Small Group instruction as a Tier 1 and Tier 2 intervention. Small group instruction targets specific skills each student needs when used school-wide with consistent data collection, analysis, monitoring, and fidelity. The small groups offer guided instruction to accelerate the students' abilities to obtain the necessary skills to achieve academic growth.
Using CUSA's student data to inform teachers of student progress. Using data from small group instruction helps teachers create short-term and long-term goals as well as action plans. It also provides the team with the ability to analyze progress and additional needs.
Ongoing teacher observations, development, and mentoring provide CUSA's teachers with the opportunity to receive effective best practices, strategies, and support while implementing new curriculum and meeting goals with fidelity.
Provided team collaboration time to support the use of curriculum, best practices and individualized support for struggling teachers.

Challenges

Analyzing CUSA's data to identifying students' needs then adapting the curriculum to provide interventions that prioritize focus on needed skills during small group instructional time
Provide timely, and constructive actionable feedback to students to promote a deeper understanding of expectations and areas of specific skill improvement and other needs.
Lack of monitoring, conferencing, and modeling effective teaching practices with teachers regularly.

Mathematics

Data	Comments/Notable Observations
iReady Data: 3rd Grade Math	2% of Grade 3 students scored: Mid or Above Grade Level 78% of Grade 3 students scored: Below Grade Level

iReady Data: 4th Grade Math	3% of Grade 3 students scored: Mid or Above Grade Level 5% of Grade 3 students scored: Early on Grade Level 92% of Grade 3 students scored: Below Grade Level
iReady Data: 5th Grade Math	5% of Grade 3 students scored: Mid or Above Grade Level 5% of Grade 3 students scored: Early on Grade Level 90% of Grade 3 students scored: Below Grade Level

Mathematics Summary

Strengths

Gauge lesson effectiveness by monitoring plans, teacher/classroom observations, and data outcomes.
Teachers were provided with opportunities to collaborate within grade levels to plan, observe, and coordinate successful interventions, and best practices.
Teachers were provided with onsite professional development, mentoring, in-house fishbowl opportunities, demonstration lessons, and coaching from instructional leaders. Teachers who were identified as needing additional or individual supports were provided additional time for coaching.
Teachers were provided pacing guides, resources and supports provided by the district's Curriculum and Instruction department to ensure that effective best practices and instructionally sound lessons were aligned with PA standards and grade level expectations.

Challenges

Utilize CUSA staff and CUSD building support systems to provide ongoing supports that foster a data-driven culture.
Make teacher data reporting and collaboration part of an ongoing culture at CUSA.
CUSA's students need to be taught how to create learning goals for themselves during regular conferencing with their teachers.
Inconsistent monitoring, conferencing, and modeling effective teaching practices with teachers regularly.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
We do not collect science data at this time.	New science curriculum for 23-24. Common assessments will be created during the summer of 2024 and utilized during the 24-25 school year.

Science, Technology, and Engineering Education Summary

Strengths

New science programming SY 22-23
Grades K - 5 participation in the science fair. All classes participated.

Challenges

We do not currently collect science data at the school level.
Science instruction isn't closely monitored.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Pennsylvania Career Ready Skills Continuum	Students are not aware of careers outside of their immediate communities and need practice to develop social skills and critical thinking skills.
Naviance	Greatly improved student participation (3 - 5)

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

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.

The students have been receptive to social-emotional learning and guidance provided by classroom teachers, counselor, social worker and other trained staff.

4th and 5th grade students participated in Career Day and responses were collected on Naviance.
Improved participation and completion on Naviance. (3 - 5)

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.

Based on the Pennsylvania Career Ready Skills Continuum list of categories, it is evident that our students have challenges in interpersonal relationship skills and socialization needed to be successful in their career choices.
Students are challenged in the area of developing appropriate problem-solving and critical thinking skills which would provide alternatives from solving conflicts through physical and verbal aggression.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
The entire student population is considered eligible for free or reduced lunch.	Students in the group have consistently struggled with scoring proficient or advanced on the PSSAs.

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.

Available student resources for student and family supports have been established.

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.

Unstaffed Learning Support teaching position until January
Inconsistent classroom supports in small group instruction and differentiation for varied learning styles.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
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	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *

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?

Implement a multi-tiered system of supports for academics and behavior *

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
The PVAAS English Language Arts/Literature academic growth score of 76 exceeded the state growth score and standard exceeding the statewide standard.	True
Science/Biology while still low is increasing from the previous year.	False
In each content area, the subgroup population is consistent with the all-student group population.	False
CUSA uses (SGI) Small Group instruction as a Tier 1 and Tier 2 intervention. Small group instruction targets specific skills each student needs when used school-wide with consistent data collection, analysis, monitoring, and fidelity. The small groups offer guided instruction to accelerate the students' abilities to obtain the necessary skills to achieve academic growth.	False
Using CUSA's student data to inform teachers of student progress. Using data from small group instruction helps teachers create short-term and long-term goals as well as action plans. It also provides the team with the ability to analyze progress and additional needs.	False
Ongoing teacher observations, development, and mentoring provide CUSA's teachers with the opportunity to receive effective best practices, strategies, and support while implementing new curriculum and meeting goals with fidelity.	False
Provided team collaboration time to support the use of curriculum, best practices and individualized support for struggling teachers.	False
Grades K - 5 participation in the science fair. All classes participated.	False
4th and 5th grade students participated in Career Day and responses were collected on Naviance.	False
Improved participation and completion on Naviance. (3 - 5)	False
New science programming SY 22-23	False
Gauge lesson effectiveness by monitoring plans, teacher/classroom observations, and data outcomes.	False
Teachers were provided with opportunities to collaborate within grade levels to plan, observe, and coordinate successful interventions, and best practices.	False
Teachers were provided with onsite professional development, mentoring, in-house fishbowl opportunities, demonstration lessons, and coaching from instructional leaders. Teachers who were identified as needing additional or individual supports were provided additional time for coaching.	False

The students have been receptive to social-emotional learning and guidance provided by classroom teachers, counselor, social worker and other trained staff.	False
Available student resources for student and family supports have been established.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	True
Teachers were provided pacing guides, resources and supports provided by the district's Curriculum and Instruction department to ensure that effective best practices and instructionally sound lessons were aligned with PA standards and grade level expectations.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your 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
0% of students are advanced in ELA and math.	False
8.2% of students are proficient/advanced in ELA.	True
1.5% of students are proficient/advanced in Math.	True
Percent of regular attendance is 40.5 which is less than half of the statewide average of 82.2%	True
Utilize CUSA staff and CUSD building support systems to provide ongoing supports that foster a data-driven culture.	False
Make teacher data reporting and collaboration part of an ongoing culture at CUSA.	False
CUSA's students need to be taught how to create learning goals for themselves during regular conferencing with their teachers.	False
Science instruction isn't closely monitored.	False
Unstaffed Learning Support teaching position until January	False
Lack of monitoring, conferencing, and modeling effective teaching practices with teachers regularly.	True
Based on the Pennsylvania Career Ready Skills Continuum list of categories, it is evident that our students have challenges in interpersonal relationship skills and socialization needed to be successful in their career choices.	False

Students are challenged in the area of developing appropriate problem-solving and critical thinking skills which would provide alternatives from solving conflicts through physical and verbal aggression.	False
Provide timely, and constructive actionable feedback to students to promote a deeper understanding of expectations and areas of specific skill improvement and other needs.	False
Analyzing CUSA's data to identifying students' needs then adapting the curriculum to provide interventions that prioritize focus on needed skills during small group instructional time	False
Inconsistent monitoring, conferencing, and modeling effective teaching practices with teachers regularly.	False
Inconsistent classroom supports in small group instruction and differentiation for varied learning styles.	False
Implement a multi-tiered system of supports for academics and behavior *	True
	False
We do not currently collect science data at the school level.	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.

Adopting an MTSS platform will allow for CUSA educators to provide personal support for all students, improve students' academic outcomes, and provide equity and access for all students regardless of demographics.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
8.2% of students are proficient/advanced in ELA.	Students come to CUSA with limited foundational skills and language development.	True
1.5% of students are proficient/advanced in Math.	Lack of consistent and meaningful small-group instruction	True
Percent of regular attendance is 40.5 which is less than half of the statewide average of 82.2%	Parents in the community do not regularly bring students to school.	True
Implement a multi-tiered system of supports for academics and behavior *	Our students need a systemic tiered program of learning that meets them where their needs are in real-time in ELA, math, and science with leadership monitoring.	False
Lack of monitoring, conferencing, and modeling effective teaching practices with teachers regularly.	Need to build a consistent plan for monitoring teaching practices	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The PVAAS English Language Arts/Literature academic growth score of 76 exceeded the state growth score and standard exceeding the statewide standard.	Students are showing growth and exceeding the state growth score in ELA
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use data to drive instructional strategies and address the unique needs of each student through small group instruction, then student outcomes in achievement and growth will increase in ELA.
	If we use data to drive instructional strategies and address the unique needs of each student through small group instruction, then student outcomes in achievement and growth will increase in Math.

| | If we have a school-wide daily focus to build student-teacher relationships and students positively increase their feeling of belonging then regular attendance will increase, which in turn will lead to greater academic achievement and improved growth scores. |

Goal Setting

Priority: If we have a school-wide daily focus to build student-teacher relationships and students positively increase their feeling of belonging then regular attendance will increase, which in turn will lead to greater academic achievement and improved growth scores.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 50% of students will maintain regular attendance.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 65% of students will maintain regular attendance.	By December 30, 2024, 65% of students will maintain regular attendance.	By March 30, 2025, 55% of students will maintain regular attendance.	By June 30, 2025, 50% of students will maintain regular attendance.

Priority: If we use data to drive instructional strategies and address the unique needs of each student through small group instruction, then student outcomes in achievement and growth will increase in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30th, 2025, 50% of students will meet their Stretch Growth target using the i-Ready Diagnostic Tool.			
Measurable Goal Nickname (35 Character Max)			
ELA: I-Ready			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 25% of 2nd grade students will meet or exceed proficiency on the i-Ready diagnostic.	By December 31st, 2024, 20% of 2nd grade students will meet their Stretch Growth target using the i-Ready Diagnostic Tool.	By March 30th, 2025, 25% of 2nd grade students will meet or exceed proficiency on a common assessment.	By June 30th, 2025 50% of students will meet their Stretch Growth target using the i-Ready Diagnostic Tool.

Priority: If we use data to drive instructional strategies and address the unique needs of each student through small group instruction, then student outcomes in achievement and growth will increase in Math.

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30th, 2025, 50% of students will meet their Stretch Growth target using the i-Ready Diagnostic Tool.			
Measurable Goal Nickname (35 Character Max)			
Math: I-Ready			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 25% of 4th grade students will meet or exceed proficiency on the i-Ready diagnostic.	By December 31st, 2024, 20% of 4th grade students will meet their Stretch Growth target using the i-Ready Diagnostic Tool.	By March 30th, 2025, 25% of 4th grade students will meet or exceed proficiency on a common assessment.	By June 30th, 2025 50% of students will meet their Stretch Growth target using the i-Ready Diagnostic Tool.

Action Plan

Measurable Goals

Regular Attendance	ELA: I-Ready
Math: I-Ready	

Action Plan For: The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf

Measurable Goals:
• By June 30, 2025, 50% of students will maintain regular attendance.

Action Step		Anticipated Start/Completion Date	
Establish an attendance team to meet 2 times per month to use data to determine where to focus positive priority outreach, establish teams to support the PEOPLE strategy, examine which students most need the PEOPLE approach, connect students and families with positive support, and reflect & implement.		2024-09-03	2025-06-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Jermane Miller	PowerSchool and Panorama Spreadsheets Attendance codes for categorizing reasons for absences Professional development for staff on how to use data to identify at-risk students and targeted interventions.	No	
Action Step		Anticipated Start/Completion Date	
Define and assign specific roles for family outreach and managing student arrivals		2024-07-22	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Loper Dr. Miller Ms. D	Outreach materials	No	
Action Step		Anticipated Start/Completion Date	
Implement First Five by Doug Overton to increase student-teacher relationships and communication. Establish a plan for weekly monitoring of usage and student engagement.		2024-08-26	2025-06-20

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Loper	First Five daily emails Overview of First Five and Expectations of teachers	No	
Action Step		**Anticipated Start/Completion Date**	
Implement a school-wide professional development initiative where all staff members read 'Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.' Facilitate discussions and activities to explore key concepts and strategies from the book to enhance cultural responsiveness and student engagement.		2024-11-01	2025-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Odom to schedule DCIU team member to facilitate	40 copies of Culturally Responsive Teaching and The Brain	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Regular attendance will increase by 5% in comparison to the previous year.	Dr. J. Miller (counselor), Ms. S. Dowdell (SW), Principal A. Loper, Mr. A. Motley, and Mr. L. Thomas will be part of biweekly attendance meetings. Bi-weekly monitoring routines will be reviewed. Implementation leads will review action steps and indicate the status. Monthly monitoring routines will be held with all implementation leads and building administration. Agendas will be used to document progress and data. Quarterly monitoring routines will be held with implementation leads, building administration, and district leadership. Agendas will be used to document progress and data.

Action Plan For: i-Ready: https://www.evidenceforpa.org/strategies/i-ready

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Implement ECRI supplement to Into Reading program for grades K - 1.		2024-08-05	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Barber	ECRI supplement for Into Reading ECRI Training PaTTAN support/DCIU support	Yes	
Action Step		**Anticipated Start/Completion Date**	
Engage in weekly grade-level professional learning communities to review data, report trends, discuss shifts in instruction.		2024-08-26	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mangini	CUSD PLC protocols Building Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Building interventionists will support identified 2nd-grade students in small groups.		2024-08-26	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Loper	Materials for building interventionist.	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will utilize i-Ready protocols and implement student conferences in the first quarter.		2024-09-03	2024-11-08
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mangini, ISTL	Chromebooks/iPads, i-Ready	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will utilize i-Ready protocols and implement student conferences in the second quarter.		2024-11-11	2025-01-24
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mangini, ISTL	Chromebooks/iPads, i-Ready	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will utilize i-Ready protocols and implement student conferences in the third quarter.		2025-01-27	2025-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lisa Mangini, ISTL	Chromebooks/iPads, i-Ready	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will utilize i-Ready protocols and implement student conferences in the fourth quarter.		2025-03-26	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mangini, ISTL	Chromebooks/iPads, i-Ready	No	

Action Step		Anticipated Start/Completion Date	
i-Ready data will be monitored weekly and make necessary communication with teachers.		2024-09-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mangini, ISTL	i-Ready	No	
Action Step		**Anticipated Start/Completion Date**	
Continued professional learning for all 2nd and 3rd grade teachers on Fundations with regular check-ins.		2024-08-26	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Tamiko Barber, Reading Specialist DCIU Shaw	Fundations materials	Yes	
Action Step		**Anticipated Start/Completion Date**	
Text-dependent analysis professional learning for 4th and 5th-grade teachers. Quarterly common assessments will take place.		2024-08-26	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lisa Mangini, ISTL DCIU Jamie Pitcavage	Sample TDAs TDA Rubrics Assessments Practice Passages Graphic Novels Reader's Theater Chapter Books	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in achievement and growth on PSSA	Bi-weekly monitoring routines will be reviewed. Implementation leads will review action steps and indicate the status. Monthly monitoring routines will be held with all implementation leads and building administration. Agendas will be used to document progress and data. Quarterly monitoring routines will be held with implementation leads, building administration, and district leadership. Agendas will be used to document progress and data.

Action Plan For: i-Ready: https://www.evidenceforpa.org/strategies/i-ready

Measurable Goals:
• By June 30th, 2025, 50% of students will meet their Stretch Growth target using the i-Ready Diagnostic Tool.

Action Step		Anticipated Start/Completion Date	
Professional development for teachers on the effective integration of math manipulatives across grade levels.		2024-08-28	2024-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lisa Mangini, Jason Kirkwood, Carol Smith	manipulatives for each classroom digital resources (websites, videos) ISTL support	Yes	
Action Step		**Anticipated Start/Completion Date**	
Engage in weekly grade-level professional learning communities to review data, report trends, discuss shifts in instruction		2024-08-26	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mangini	CUSD PLC protocols Quarterly I-Ready data protocols	No	
Action Step		**Anticipated Start/Completion Date**	
Quarter 2: Identify the math acceleration group based on I-Ready diagnostic data. Math intervention teachers will develop and implement a plan to accelerate students.		2024-10-01	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mangini Smith Kirkwood	Math acceleration program	No	
Action Step		**Anticipated Start/Completion Date**	
Quarter 3: Identify the math acceleration group based on I-Ready diagnostic data. Math intervention teachers will develop and implement a plan to accelerate students.		2025-01-01	2025-03-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mangini Smith Kirkwood	Math acceleration program	No	
Action Step		**Anticipated Start/Completion Date**	
Quarter 4: Identify the math acceleration group based on I-Ready diagnostic data. Math intervention teachers will develop and implement a plan to accelerate students.		2025-04-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mangini Smith Kirkwood	Math acceleration program	No	
Action Step		**Anticipated Start/Completion Date**	
I-Ready data will be monitored weekly and necessary communication with teachers		2024-08-26	2025-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mangini	i-Ready	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in achievement and growth on PSSA	Bi-weekly monitoring routines will be reviewed. Implementation leads will review action steps and indicate the status. Monthly monitoring routines will be held with all implementation leads and building administration. Agendas will be used to document progress and data. Quarterly monitoring routines will be held with implementation leads, building administration, and district leadership. Agendas will be used to document progress and data.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Community Event Supplies	• The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf	Supplies & Property	1	5000
Parent Engagement Events Supplies	• The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf	Supplies & Property	1	3500

Phoenix of the Month	• The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf	Supplies & Property	1	3000
PBIS Supplies	• The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf	Supplies & Property	1	15000
Technology Support Stipend	• The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Services	3	6000

	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready			
Independent Contractor/Consultant for ELA/Math Intervention	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Services	3	65000
Community & Arts Outreach Educator Stipend	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Services	3	12000

			3	
Reader's Theater, Graphic Novels, and Chapter Books	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Supplies & Property		8583
Culturally Relevant Teaching and the Brain	• The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Supplies & Property	1	900.00
Reading Assist - student tutoring program	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Services	2	35000

			2	
Field Trips	• The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Supplies & Property		10000
Total Expenditures				163983

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf	3 Math/ELA Teacher Salaries	231119

	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready		
Instruction	• The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	3 Math/ELA Teacher Benefits	132074
Total Expenditures			363193

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
The Power of Positive Connections: https://www.attendanceworks.org/wp-content/uploads/2017/09/Positive-Priority-Outreach-Toolkit_081914.pdf	Implement a school-wide professional development initiative where all staff members read 'Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.' Facilitate discussions and activities to explore key concepts and strategies from the book to enhance cultural responsiveness and student engagement.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Implement ECRI supplement to Into Reading program for grades K - 1.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Continued professional learning for all 2nd and 3rd grade teachers on Fundations with regular check-ins.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Text-dependent analysis professional learning for 4th and 5th-grade teachers. Quarterly common assessments will take place.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Professional development for teachers on the effective integration of math manipulatives across grade levels.

Utilizing NEW Math Manipulatives Professional Learning

Action Step		
• Professional development for teachers on the effective integration of math manipulatives across grade levels.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Workshop(s)	Twice: August (BOY), January (Mid Year sharing)
Observation and Practice Framework Met in this Plan	

• 1d: Demonstrating Knowledge of Resources
This Step Meets the Requirements of State Required Trainings

ECRI Professional Learning for Kindergarten and First Grade

Action Step		
• Implement ECRI supplement to Into Reading program for grades K - 1.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Fundations Professional Development

Action Step		
• Continued professional learning for all 2nd and 3rd grade teachers on Fundations with regular check-ins.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Workshop(s)	Standalone
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Text-Dependent Analysis and Close Reading

Action Step
• Text-dependent analysis professional learning for 4th and 5th-grade teachers. Quarterly common assessments will take place.
Audience
Topics to be Included
Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Lesson studies	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

One School, One Book

Action Step

• Implement a school-wide professional development initiative where all staff members read 'Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.' Facilitate discussions and activities to explore key concepts and strategies from the book to enhance cultural responsiveness and student engagement.

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Book study	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Alonzo Loper, Jr.	
School Improvement Facilitator Signature	**Date**