

CHESTER UPLAND SCH OF ARTS

501 West 9th St

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Chester Upland School of the Arts is committed to creating an equitable school system 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. At CUSA, well-rounded students are achieved through fostering authentic learning experiences in culturally diverse and accepting environments. Student improvement goals are developed by analyzing data, progress monitoring, and providing individualized student support. 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.

STEERING COMMITTEE

Name	Position	Building/Group
Rene Garner	Principal	CUSA
Darnell Medley	Assistant Principal	CUSA
Miquelina Grasty	Elementary Teacher	CUSA
Lisa Mangini	Elementary Teacher	CUSA
Heather Milillo	Special Education Teacher	CUSA
Vanessa Odom	Elementary Teacher	CUSA
Tamiko Barber	Educational Specialist	CUSA
Kandice Lewis	School Counselor	CUSA
Shamira Cannon	Parent	CUSA
Sonia Butler	Community Partner	CUSA

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>More training must be provided to teachers to support and understanding of the expectations for analyzing information, provoding feedback and supporting students with creating and monitoring thie own educational and behavioral goals.</p>	<p>Professional learning</p> <p>Parent and family engagement</p> <p>Mathematics</p>
<p>Teachers must consistently collect observation data during (SGI) small group instruction to analyze what spefic needs or skills a student does have or lacks. That data must be closely unpacked to determine the root cause of the deficit. Teachers must go beyond the numbers and analyze the reasoning contributing to the data received. Ongoing collaboration and monitoring of student data analysis and communication with the building administrators will help support ensuring consistency and an understanding of expectations.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>Essential Practices 3: Provide Student-Centered Support Systems</p> <p>English Language Arts</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
Data Assessment	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Strategic Planning and Supports

Strategic planning and implementation are needed after the analysis of student data take place.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Teachers are shown how to review and utilize data from the previous year and analyze trends. Teachers will develop flexible intervention groups based on the data. Teachers will also receive PD on effective implementation of the curriculum, SGI development, and how to differentiate grade-level instruction.

2020-08-25 - 2020-08-27

Rene Garner /Principal, Darnell Medley/ Assistant Principal

Previous year's data

Teachers will maintain a schedule to allow collaborative planning sessions each week designed to discuss curriculum and intervention implementation trends and needs.

2020-09-25 - 2021-05-28

Rene Garner/Principal, Darnell Medley/Assistant Principal, Teachers

A school-wide schedule, building substitute, and student data

Maintaining student timely feedback and ongoing conferencing and reporting.

2020-09-25 - 2021-05-28

Rene Garner? Principal, Darnell Medley/ Assistant Principal, Teachers, Secretary

Feedback forms, developmentally appropriate rubrics, current parent contacts, and student data.

Ensure differentiation takes place for

2020-09-25 - 2021-05-28

Rene Garner/Principal,

Examples of IEPs, student assessment data collected.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students who have an IEP but also for students identified as needing interventions based on the ongoing data collected.		Darnell Medley/ Assistant Principal, Teachers, Secretary	

Anticipated Outcome

Teachers will demonstrate an ability to use student data to create skills based intervention groups as well as effective data-driven lessons to address students' deficits and needs.

Monitoring/Evaluation

Building Administration will observe, monitor collaborate and provide ongoing feedback and supports to staff throughout the school year in an effort to support both teachers and students.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Strategic planning and implementation are needed after the analysis of student data take place. (Strategic Planning and Supports)	Data Assessment	Teachers are shown how to review and utilize data from the previous year and analyze trends. Teachers will develop flexible intervention groups based on the data. Teachers will also receive PD on effective implementation of the curriculum, SGi development, and how to differentiate grade-level instruction.	08/25/2020 - 08/27/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement _____ ;

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

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 and students of progress. Communicating information supports the teacher's ability to conference with students when helping them to 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 effective best practices, strategies, and support while implementing new curriculum and meeting goals with fidelity.

Students met the PVAAS Standard Demonstrating Growth in ELA

Students exceeded the PVAAS Standard Demonstrating Growth in Math

Students exceeded the PVAAS Standard Demonstrating Growth in Science

Challenges

Students did not meet achievement goals in Math and ELA combined.

Students did not meet growth goals in Math and ELA combined.

Students did not meet performance standard in regular Attendance

Use CDTs/Benchmark assessments throughout the year to provide ongoing feedback to CUSA's staff about student learning trends

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

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.

Teachers must keep more skills specific anecdotal notes of progress to ensure increased student ownership of learning during conferencing.

Strengths

Each staff member is participating in a new science pilot program at CUSA and is provided with grade-level professional development. The new curriculum provides interventions, hands on learning and technology friendly access for both teachers and students.

Teachers demonstrated improvement by providing students with higher-level instructional best practices and feedback as observed by building administrators.

Provided targeted teacher professional development and team collaboration time to support the use of curriculum, best practices and individualized support for struggling teachers.

Gauge lesson effectiveness by monitoring plans, teacher/classroom observations, actionable feedback, accountability and data outcomes.

Teachers were provided with opportunities to collaborate within PLCs to plan, observe, and coordinate successful interventions, and best practices.

Teachers use a variety of mediums to teach science. Staff is encouraged to utilize the multiple intelligences to reach all students on their levels and learning styles.

Teachers were provided with onsite

Challenges

Provide timely, and constructive actionable feedback to students to promote a deeper understanding of expectations and areas of specific skill improvement and other needs.

After examining data, teachers should interpret the data and develop hypotheses about factors that directly contribute to students' low or high performances and develop an action plan for addressing the instructional needs of their students regardless of levels.

Develop a school-wide plan that articulates expectations for incorporating enhanced science and technology lessons.

Teachers must utilize intervention and cross-curriculum strategies during science to address deficits in reading and comprehension.

There is a need for consistent building-wide use of rubrics, writing assignments, explanations of project-based work along with ongoing analysis, and feedback.

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.

Strengths

professional development, mentoring, in-house fishbowl opportunities, demonstration lessons, and coaching from building administrators and other instructional leaders. Teachers who were identified as needing additional or individual supports were provided additional time for coaching.

Teachers utilized 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.

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

CUSA has developed a partnership with approval from the Superintendent and Board to solicit services from an outside mental health agency to meet the needs of our students.

PBIS and SEL opportunities have increased and improved the school climate overall.

Data is consistently reviewed and used to facilitate necessary conversations with staff regarding student performance and levels of success.

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

The students are receptive to exploring careers and opportunities outside of the norm for them.

Challenges

Family support is lacking and inhibits the ability to get family buy-in at times. Without family support, oftentimes additional supports for students cannot be attained (Ex: SAP process, parent/teacher conferences, intervention meetings) This makes it difficult to fully support students who have academic or emotional needs that require outside services or support.

A stronger and consistent outreach to attract additional families in order to develop a strong parent association needs to be developed.

PLCs need to be consistently scheduled and uninterrupted to achieve the most benefit out of planning, revising and implementing the improvement plans

Overall, students in this group have not performed well due to factors related to a lack of outside resources, lack of stability and parental involvement.

Students did not meet the Career Standards Benchmark

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.

Most Notable Observations/Patterns

CUSA believes that teacher and family communication is key to getting families to participate in their students' learning. Forging a relationship and constant check-ins are essential in educating the families on how to support their children and what responsibilities are on the families to provide to help ensure student success. Some barriers to student education lie on the shoulders of socioeconomics or health-related matters. CUSA is committed to helping families find the supports they need to in turn provide the necessary supports their children need to be successful.

Challenges

Discussion Point

Priority for Planning

Use CDTs/Benchmark assessments throughout the year to provide ongoing feedback to CUSA's staff about student learning trends

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

Utilize CUSA staff and CUSD building support systems to provide ongoing supports that foster a data-driven culture.

Teachers must keep more skills specific anecdotal notes of progress to ensure increased student ownership of learning during conferencing.

Students are not provided with enough opportunities to take an active role in their learning. Teachers provide lessons and students are provided with rubrics and grades but their is a lack of discussion and ownership of the



Challenges

Discussion Point

Priority for Planning

students' own goal setting and learning. Students need to be taught how to interpret their levels and how to set goals for themselves.

After examining data, teachers should interpret the data and develop hypotheses about factors that directly contribute to students' low or high performances and develop an action plan for addressing the instructional needs of their students regardless of levels.

Teachers can read and interpret data as to what levels their children are on; however, the conversation typically ends there. The next steps must include a plan that includes analyzing why students are struggling with specific topics and what can be done about addressing those deficits. It is only then that effective next steps can be created and implemented.



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PLCs need to be consistently scheduled and uninterrupted to achieve the most benefit out of planning, revising and implementing the improvement plans

ADDENDUM B: ACTION PLAN

Action Plan: Data Assessment

Action Steps	Anticipated Start/Completion Date
Teachers are shown how to review and utilize data from the previous year and analyze trends. Teachers will develop flexible intervention groups based on the data. Teachers will also receive PD on effective implementation of the curriculum, SGi development, and how to differentiate grade-level instruction.	08/25/2020 - 08/27/2020
Monitoring/Evaluation	Anticipated Output
Building Administration will observe, monitor collaborate and provide ongoing feedback and supports to staff throughout the school year in an effort to support both teachers and students.	Teachers will demonstrate an ability to use student data to create skills based intervention groups as well as effective data-driven lessons to address students' deficits and needs.
Material/Resources/Supports Needed	PD Step
Previous year's data	yes

Action Steps**Anticipated Start/Completion Date**

Teachers will maintain a schedule to allow collaborative planning sessions each week designed to discuss curriculum and intervention implementation trends and needs.

09/25/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

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Teachers will demonstrate an ability to use student data to create skills based intervention groups as well as effective data-driven lessons to address students' deficits and needs.

Material/Resources/Supports Needed**PD Step**

A school-wide schedule, building substitute, and student data

no



Action Steps**Anticipated Start/Completion Date**

Maintaining student timely feedback and ongoing conferencing and reporting.

09/25/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Building Administration will observe, monitor collaborate and provide ongoing feedback and supports to staff throughout the school year in an effort to support both teachers and students.

Teachers will demonstrate an ability to use student data to create skills based intervention groups as well as effective data-driven lessons to address students' deficits and needs.

Material/Resources/Supports Needed**PD Step**

Feedback forms, developmentally appropriate rubrics, current parent contacts, and student data.

yes

Action Steps**Anticipated Start/Completion Date**

Ensure differentiation takes place for students who have an IEP but also for students identified as needing interventions based on the ongoing data collected.

09/25/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Building Administration will observe, monitor collaborate and provide ongoing feedback and supports to staff throughout the school year in an effort to support both teachers and students.

Teachers will demonstrate an ability to use student data to create skills based intervention groups as well as effective data-driven lessons to address students' deficits and needs.

Material/Resources/Supports Needed**PD Step**

Examples of IEPs, student assessment data collected.

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Assessment	All teachers Pre-K to 5th	How to interpret data, what do the numbers really mean? How to differentiate instruction for all students, Using data to develop flexible small intervention groups.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will collaborate and demonstrate their ability to create an appropriate grouping. Teachers will use data to create differentiated lesson plans as needed.	09/25/2020 - 05/28/2021	Rene Garner/Principal, Darnell Medley/Assistant Principal, Teachers

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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