

## **CHESTER UPLAND SCH OF ARTS**

501 West 9th St

CSI School Plan | 2023 - 2024

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### **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.

## STEERING COMMITTEE

Name	Position	Building/Group
Alonzo Loper, Jr.	Principal	CUSA - Principal
Vanessa Odom	Principal	CUSA - Assistant Principal
Craig Parkinson	Chief School Administrator	CUSD Superintendent
Khalid Sutton	District Level Leaders	CUSD Assistant Superintendent
Carlena Parker	District Level Leaders	CUSD Supervisor of Academics
Jermane Miller	Teacher	CUSA School Counselor
Hope King	Teacher	CUSA K Teacher
Shannon Lewis	Teacher	CUSA Grade 1 Teacher
Lisa Mangini	Teacher	CUSA Grade 4 Teacher
Heather Garcia (Mililo)	Paraprofessional	CUSA Special Education Teacher
Tamiko Barber	Teacher	CUSA Reading Specialist
Shamira Cannon	Teacher	CUSA Teaching Assistant
Ronald Simonson	Teacher	Climate Manager

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Karen Miah	Other	AKA Sorority, Inc.
Cshahmiykaah Turner	Parent	Parent
Daniel Wesley	Parent	Parent
Heather Stottlemyer	Other	School Improvement Facilitator
Monique Hales	District Level Leaders	Federal Programs Coordinator

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If families are actively engaged in CUSA then we are more likely to foster a collaborative positive and supportive learning environment for students and communication between home and school will improve and attendance will increase.	Regular Attendance Parent and family engagement
If teachers receive targeted professional development and clarity regarding content delivery expectations, students will receive consistent standards-based grade-level instruction and data-based differentiated interventions.	English Language Arts Mathematics

## ACTION PLAN AND STEPS

Evidence-based Strategy	
i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a>	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By June

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	30, 2024, 30% of learners will be proficient based on 23-24 ELA PSSA data.
Math	By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June 30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop school-wide program to share student success in i-Ready for first quarter.	2023-09-30 - 2023-10-30	ISTL	Materials to share student success
Develop school-wide program to share student success in i-Ready for second quarter.	2024-01-01 - 2024-01-31	ISTL	Materials to share student success
Develop school-wide program to share student success in i-Ready for third quarter.	2024-04-01 - 2024-04-30	ISTL	Materials to share student success
Develop school-wide program to share student success in i-Ready for fourth quarter.	2024-06-01 - 2024-06-30	ISTL	Materials to share student success
Grade-level teams review i-Ready data during PLCs 1 time per month to determine instructional shifts	2023-08-27 - 2024-06-30	ISTL	i-Ready Data CUSD Data Protocol Building Schedule
Bi-weekly monitoring of individual class i-Ready usage and student conferencing protocol	2023-09-05 - 2024-06-30	ISTL	i-Ready admin access
Professional development for all teachers on i-Ready expectation,	2023-08-15 -	Odom/Loper	i-Ready access for all

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
accessing data, and providing classroom interventions.	2023-09-30		teachers
Adopt student data conferencing procedures to implement quarterly	2023-07-01 - 2023-08-30	Loper/Odom	Data conferencing procedure
Student data conferencing protocol for each CUSA student for quarter 1	2023-09-05 - 2023-10-31	Classroom teachers ISTL Loper/Odom	Data conferencing procedure
Student data conferencing protocol for each CUSA student for quarter 2	2023-11-01 - 2023-12-31	Classroom teachers ISTL Loper/Odom	Data conferencing procedure
Student data conferencing protocol for each CUSA student for quarter 3	2024-01-01 - 2024-03-31	Classroom teachers ISTL Loper/Odom	Data conferencing procedure
Student data conferencing protocol for each CUSA student for quarter 4	2024-04-01 - 2024-06-30	Classroom teachers ISTL Loper/Odom	Data conferencing procedure
Develop clear expectations for content area instruction.	2023-07-01 - 2023-08-15	Loper/Odom	Curriculum materials
Foundations training for K-3 and special education teachers with follow-up support	2023-08-01 - 2023-09-30	DCIU Consultant	Foundations support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers (inclusive of special educators) receive professional learning in moving student learning from abstract to concrete and develop plans to implement strategies learned.	2023-08-14 - 2023-09-15	Loper Math teachers	Professional Learning at DCIU
Pencils for statewide testing.	2023-08-02 - 2023-08-31	Loper/Odom	Funding to purchase pencils and other testing material

**Anticipated Outcome**  
Increased growth in ELA/Math achievement

**Monitoring/Evaluation**  
ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

**Evidence-based Strategy**  
PBIS: <https://www.evidenceforpa.org/strategies/pbis>

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By June 30, 2024, 30% of learners will be proficient based on 23-24 ELA PSSA data.

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Math	By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June 30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data.
Attendance	By June 30, 2024, 60% of students will demonstrate regular attendance for the 2023/2024 school year.
Family Engagement	By June 30, 2024, 70% of families will engage in at least three school-wide events.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional learning for all staff on the 23-24 updates to PBIS and onboarding for new teachers	2023-08-30 - 2023-08-30	Whitehead PBIS Team	Professional learning material
Kickoff for PBIS for all students to review expectations, procedural lessons, and academic recognitions.	2023-09-06 - 2023-09-06	Whitehead PBIS Team	Kickoff materials
Monthly academic achievement recognitions	2023-09-05 - 2024-06-14	Whitehead PBIS Team	NA
Distribute, complete, and analyze PBIS surveys for staff and students	2023-09-05 - 2024-06-14	Whitehead	PBIS surveys
Establish arts and community-based partnerships	2023-08-02 - 2023-12-22	Odom	Marketing materials to build partnerships
Schoolwide field experience to learn about nocturnal animals and	2023-10-02 -	Odom	Targeted Lesson Plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
conservation. Field experience includes targeted lessons.	2023-10-31		Transportation Admission Lunch
Grade 5 field experience to an opera (Madame Butterfly) to learn about Japanese history, culture, and artistry. Field experience includes targeted lessons.	2024-04-24 - 2024-04-24	Odom	Targeted lesson plan Transportation Admission Lunch
Grades 2 through 5 field experience to Philadanco to promote appreciation of performing arts. Field experience includes targeted lessons.	2024-01-02 - 2024-06-14	Odom	Targeted lesson plan Transportation Admission Lunch
Schoolwide field experience to learn about how science and technology are used in our community and beyond at the Franklin Institute. Field experience includes targeted lessons.	2024-01-02 - 2024-06-14	Odom	Targeted lesson plan Transportation Admission Lunch
Adopt social skills curriculum for special education, and professional learning, and provide follow-up support	2023-08-10 - 2023-10-31	DCIU Consultant	Various curricula

### Anticipated Outcome

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

### Monitoring/Evaluation

Whitehead for PBIS Administrative Team

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By June 30, 2024, 30% of learners will be proficient based on 23-24 ELA PSSA data. (ELA)</p>	<p>i-Ready:  <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Grade-level teams review i-Ready data during PLCs 1 time per month to determine instructional shifts</p>	<p>08/27/2023 - 06/30/2024</p>
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<p>By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June 30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data. (Math)</p>			
<p>By June 30, 2024, 60% of students will demonstrate regular attendance for the 2023/2024 school year. (Attendance)</p>			
<p>By June 30, 2024, 70% of families will engage in at least three school-wide events. (Family Engagement)</p>			

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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.**

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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.

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.

### Challenges

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%

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.

Lack of monitoring, conferencing, and modeling effective teaching practices with teachers regularly.

Based on the Pennsylvania Career Ready Skills Continuum list of categories, it is evident that our students have challenges in

## Strengths

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.

New science programming SY 23-24

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

## Challenges

interpersonal relationship skills and socialization needed to be successful in their career choices.

CUSA families are inconsistently engaged in the school community.

Teachers struggle to foster service for all learning styles within Tier 1 and Tier 2 instruction.

Over the years and several iterations of the school, CUSA has lost focus of the arts as a part of it's daily mission and vision.

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.

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

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

Inconsistent monitoring, conferencing, and modeling effective teaching practices with teachers regularly.

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**Strengths**

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.

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

CUSA has a tremendous focus on continuous improvement of instruction. As of the beginning of the 23-24 school year, several academic systems have been improved or implemented - PLC implementation, data routines, behavior tracking, etc.

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**Challenges**

N/A

Inconsistent communication with parents regarding the importance of a healthy diet.

Inconsistent classroom supports in small group instruction and differentiation for varied learning styles.

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**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.

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Challenges	Discussion Point	Priority for Planning
CUSA families are inconsistently engaged in the school community.		✓
Teachers struggle to foster service for all learning styles within Tier 1 and Tier 2 instruction.		✓
Over the years and several iterations of the school, CUSA has lost focus of the arts as a part of it's daily mission and vision.		

## ADDENDUM B: ACTION PLAN

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

Action Steps	Anticipated Start/Completion Date
Develop school-wide program to share student success in i-Ready for first quarter.	09/30/2023 - 10/30/2023
Monitoring/Evaluation	Anticipated Output
ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings	Increased growth in ELA/Math achievement
Material/Resources/Supports Needed	PD Step
Materials to share student success	no

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**Action Steps****Anticipated Start/Completion Date**

Develop school-wide program to share student success in i-Ready for second quarter.

01/01/2024 - 01/31/2024

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Materials to share student success

no



**Action Steps****Anticipated Start/Completion Date**

Develop school-wide program to share student success in i-Ready for third quarter.

04/01/2024 - 04/30/2024

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Materials to share student success

no



**Action Steps****Anticipated Start/Completion Date**

Develop school-wide program to share student success in i-Ready for fourth quarter.

06/01/2024 - 06/30/2024

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Materials to share student success

no



**Action Steps****Anticipated Start/Completion Date**

Grade-level teams review i-Ready data during PLCs 1 time per month to determine instructional shifts

08/27/2023 - 06/30/2024

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

i-Ready Data CUSD Data Protocol Building Schedule

yes



**Action Steps****Anticipated Start/Completion Date**

Bi-weekly monitoring of individual class i-Ready usage and student conferencing protocol

09/05/2023 - 06/30/2024

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

i-Ready admin access

no



**Action Steps****Anticipated Start/Completion Date**

Professional development for all teachers on i-Ready expectation, accessing data, and providing classroom interventions.

08/15/2023 - 09/30/2023

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

i-Ready access for all teachers

yes



**Action Steps****Anticipated Start/Completion Date**

Adopt student data conferencing procedures to implement quarterly

07/01/2023 - 08/30/2023

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Data conferencing procedure

yes



**Action Steps****Anticipated Start/Completion Date**

Student data conferencing protocol for each CUSA student for quarter 1

09/05/2023 - 10/31/2023

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Data conferencing procedure

no



**Action Steps****Anticipated Start/Completion Date**

Student data conferencing protocol for each CUSA student for quarter 2

11/01/2023 - 12/31/2023

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Data conferencing procedure

no



**Action Steps****Anticipated Start/Completion Date**

Student data conferencing protocol for each CUSA student for quarter 3

01/01/2024 - 03/31/2024

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Data conferencing procedure

no



**Action Steps****Anticipated Start/Completion Date**

Student data conferencing protocol for each CUSA student for quarter 4

04/01/2024 - 06/30/2024

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Data conferencing procedure

no



**Action Steps****Anticipated Start/Completion Date**

Develop clear expectations for content area instruction.

07/01/2023 - 08/15/2023

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Curriculum materials

no



**Action Steps****Anticipated Start/Completion Date**

Fundations training for K-3 and special education teachers with follow-up support

08/01/2023 - 09/30/2023

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Fundations support

yes



**Action Steps****Anticipated Start/Completion Date**

Teachers (inclusive of special educators) receive professional learning in moving student learning from abstract to concrete and develop plans to implement strategies learned.

08/14/2023 - 09/15/2023

**Monitoring/Evaluation****Anticipated Output**

ISTL reviews data bi-weekly Teachers review data monthly Odom/Loper review data at leadership team meetings

Increased growth in ELA/Math achievement

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

Professional Learning at DCIU

yes



**Action Steps****Anticipated Start/Completion Date**

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Pencils for statewide testing.

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08/02/2023 - 08/31/2023

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**Monitoring/Evaluation****Anticipated Output**

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Increased growth in ELA/Math achievement

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

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Funding to purchase pencils and other testing material

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no

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**Action Plan: PBIS: <https://www.evidenceforpa.org/strategies/pbis>**

**Action Steps****Anticipated Start/Completion Date**

Professional learning for all staff on the 23-24 updates to PBIS and onboarding for new teachers

08/30/2023 - 08/30/2023

**Monitoring/Evaluation****Anticipated Output**

Whitehead for PBIS Administrative Team

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

Professional learning material

yes



**Action Steps****Anticipated Start/Completion Date**

Kickoff for PBIS for all students to review expectations, procedural lessons, and academic recognitions.

09/06/2023 - 09/06/2023

**Monitoring/Evaluation****Anticipated Output**

Whitehead for PBIS Administrative Team

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

Kickoff materials

no



**Action Steps****Anticipated Start/Completion Date**

Monthly academic achievement recognitions

09/05/2023 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Whitehead for PBIS Administrative Team

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

NA

no



**Action Steps****Anticipated Start/Completion Date**

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Distribute, complete, and analyze PBIS surveys for staff and students

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09/05/2023 - 06/14/2024

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**Monitoring/Evaluation****Anticipated Output**

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Whitehead for PBIS Administrative Team

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Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

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PBIS surveys

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no

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**Action Steps****Anticipated Start/Completion Date**

Establish arts and community-based partnerships

08/02/2023 - 12/22/2023

**Monitoring/Evaluation****Anticipated Output**

Whitehead for PBIS Administrative Team

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

Marketing materials to build partnerships

no



**Action Steps****Anticipated Start/Completion Date**

Schoolwide field experience to learn about nocturnal animals and conservation. Field experience includes targeted lessons.

10/02/2023 - 10/31/2023

**Monitoring/Evaluation****Anticipated Output**

Whitehead for PBIS Administrative Team

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

Targeted Lesson Plan Transportation Admission Lunch

no



**Action Steps****Anticipated Start/Completion Date**

Grade 5 field experience to an opera (Madame Butterfly) to learn about Japanese history, culture, and artistry. Field experience includes targeted lessons.

04/24/2024 - 04/24/2024

**Monitoring/Evaluation****Anticipated Output**

Whitehead for PBIS Administrative Team

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

Targeted lesson plan Transportation Admission Lunch

no



**Action Steps****Anticipated Start/Completion Date**

Grades 2 through 5 field experience to Philadanco to promote appreciation of performing arts. Field experience includes targeted lessons.

01/02/2024 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Whitehead for PBIS Administrative Team

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

Targeted lesson plan Transportation Admission Lunch

no



**Action Steps****Anticipated Start/Completion Date**

Schoolwide field experience to learn about how science and technology are used in our community and beyond at the Franklin Institute. Field experience includes targeted lessons.

01/02/2024 - 06/14/2024

**Monitoring/Evaluation****Anticipated Output**

Whitehead for PBIS Administrative Team

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

Targeted lesson plan Transportation Admission Lunch

no



**Action Steps****Anticipated Start/Completion Date**

Adopt social skills curriculum for special education, and professional learning, and provide follow-up support

08/10/2023 - 10/31/2023

**Monitoring/Evaluation****Anticipated Output**

Whitehead for PBIS Administrative Team

Increased regular attendance Increased family engagement Increased in ELA, Math, and all core content areas

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

Various curricula

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By June 30, 2024, 30% of learners will be proficient based on 23-24 ELA PSSA data. (ELA)</p> <p>By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June 30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data. (Math)</p>	<p>i-Ready:  <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Grade-level teams review i-Ready data during PLCs 1 time per month to determine instructional shifts</p>	<p>08/27/2023            -            06/30/2024</p>
<p>By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By June 30, 2024, 30% of learners will be proficient based on 23-24 ELA PSSA data. (ELA)</p> <p>By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June 30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data. (Math)</p>	<p>i-Ready:  <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a></p>	<p>Professional development for all teachers on i-Ready expectation, accessing data, and providing classroom interventions.</p>	<p>08/15/2023            -            09/30/2023</p>
<p>By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By</p>	<p>i-Ready:  <a href="https://www.evidenceforpa.org/strategies/i-">https://www.evidenceforpa.org/strategies/i-</a></p>	<p>Adopt student data conferencing</p>	<p>07/01/2023            -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>June 30, 2024, 30% of learners will be proficient based on 23-24 ELA PSSA data. (ELA)</p> <p>By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June 30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data. (Math)</p>	ready	procedures to implement quarterly	08/30/2023
<p>By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By June 30, 2024, 30% of learners will be proficient based on 23-24 ELA PSSA data. (ELA)</p> <p>By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June 30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data. (Math)</p>	i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a>	Foundations training for K-3 and special education teachers with follow-up support	08/01/2023 - 09/30/2023
<p>By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By June 30, 2024, 30% of learners will be proficient based on 23-24 ELA PSSA data. (ELA)</p> <p>By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June</p>	i-Ready: <a href="https://www.evidenceforpa.org/strategies/i-ready">https://www.evidenceforpa.org/strategies/i-ready</a>	Teachers (inclusive of special educators) receive professional learning in moving student learning	08/14/2023 - 09/15/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data. (Math)		from abstract to concrete and develop plans to implement strategies learned.	
By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By June 30, 2024, 30% of learners will be proficient based on 23-24 ELA PSSA data. (ELA)	PBIS: <a href="https://www.evidenceforpa.org/strategies/pbis">https://www.evidenceforpa.org/strategies/pbis</a>	Professional learning for all staff on the 23-24 updates to PBIS and onboarding for new teachers	08/30/2023 - 08/30/2023
By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June 30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data. (Math)			
By June 30, 2024, 60% of students will demonstrate regular attendance for the 2023/2024 school year. (Attendance)			
By June 30, 2024, 70% of families will engage in at least three school-wide events. (Family Engagement)			
By June 30, 2024, 80% of learners will be on track to meeting individual target growth using iReady. By June 30, 2024, 30% of learners will be proficient	PBIS: <a href="https://www.evidenceforpa.org/strategies/pbis">https://www.evidenceforpa.org/strategies/pbis</a>	Adopt social skills curriculum for special education,	08/10/2023 - 10/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
based on 23-24 ELA PSSA data. (ELA)	By June 30, 2024, 80% of learners will be on track to meet individual target growth using iReady. By June 30, 2024, 10% of learners will be proficient or advanced based on 23-24 PSSA data. (Math)	and professional learning, and provide follow-up support	
By June 30, 2024, 60% of students will demonstrate regular attendance for the 2023/2024 school year. (Attendance)			
By June 30, 2024, 70% of families will engage in at least three school-wide events. (Family Engagement)			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Grade-level teams review i-Ready data during PLCs 1 time per month to determine instructional shifts	All K-5 Classroom Teachers	PLC structure, i-Ready data analysis protocol, application of analysis - practicum to practice

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to successfully complete the i-Ready protocol forms to apply analysis in classroom small-group instruction	09/05/2023 - 10/31/2023	Mangini

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Professional development for all teachers on i-Ready expectation, accessing data, and providing classroom interventions.	K-3 Teacher	Foundations Overview and ongoing support

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Foundations Trackers are utilized and analyzed during PLC	09/05/2023 - 12/22/2023	DCIU Consultant Mangini

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Teachers receive professional learning in moving student learning from abstract to concrete and develop plans to implement strategies learned.	K-5 math teachers	Math instruction to shift student understanding from abstract to concrete

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Walkthrough protocols indicating students using visual representations	09/05/2023 - 12/22/2023	DCIU Consultant - Training Administrative team - walkthrough documents

**Danielson Framework Component Met in this Plan:** **This Step meets the Requirements of State Required Trainings:**

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Professional learning for all staff on the 23-24 updates to PBIS and onboarding for new teachers	All PreK - 5 Teachers	PBIS expectations, Matrix, Majors/Minors, PBIS Assemblies, SWIS

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
PBIS Survey	08/28/2023 - 10/31/2023	Whitehead

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Board Meeting Review	Overview of the Plan for Approval	In-person	Board members and community members	August 15, 2023 - August 30, 2023
Share the school improvement plan with staff members	Overview of the Plan and roles for staff	In-person	All Staff	August 29, 2023 - September 30, 2023
Share the school improvement plan with parents/guardians	Overview of the plan and impact on parents/families	In-person	All parents/guardians invited	September 4, 2023 - October 31, 2023
Bi-weekly leadership meetings to discuss the completion of action steps and further implementation	Discussion of completed action steps and planning for further implementation of the plan	In-person	Leadership Team	September 4, 2023 - June 14, 2023
Monthly meetings to discuss the completion of action steps and further implementation	Discussion of completed action steps and planning for further implementation of the plan	In-person	Leadership Team	September 4, 2023 - June 14, 2023
Quarterly data routine with district administration	Updates on school improvement plan implementation	In-person	Principal and district administration SIF IU Consultants	Quarterly September 4, 2023 - June 14, 2024

<b>Communication Step</b>	<b>Topics of Message</b>	<b>Mode</b>	<b>Audience</b>	<b>Anticipated Timeline</b>
Quarterly meeting with district administration	Updates on school improvement plan implementation	In-person	Administration District Administration	Quarterly September 4, 2023 - June 14, 2024

