

Academy CS

**Improvement Plan**

07/01/2014 - 06/30/2018

# School Profile

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## Demographics

900 Agnew Rd  
Pittsburgh, PA 15227  
(412)885-5200

Phase:	Improvement Revision 2017-2018
Federal Accountability Designation:	Priority
Title I Status:	Yes
Schoolwide Status:	Yes
CEO Name:	William Styche
CEO E-mail address:	Stycheb@theacademysystem.com

## Planning Committee

Name	Role
Linda Nelson	Academic Recovery Liaison
William Styche	Administrator
Amy Abraham	Building Principal
Non Applicable	Business Representative
William Casile	Community Representative
Kristen Harpster	Ed Specialist - Other
Jamie Hopkins	Ed Specialist - Other
Peter Kane	Ed Specialist - Other
Non Applicable	Elementary School Teacher - Regular Education
Elizabeth Jardini	High School Teacher - Regular Education
Dionna Westry	High School Teacher - Regular Education
Amy Proie	High School Teacher - Special Education
Non Applicable	Middle School Teacher - Regular Education
Paula Mooney	Parent
Chelsea Doran	Special Education Director/Specialist

# Federal Programs

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## School Improvement

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

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication

- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
  - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
  - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
  - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
  - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
  - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
  - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
  - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

### **Assurance 13**

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Board meeting presentations
- District's annual report
- District report card
- Press releases to local media
- Periodic mailings/letters, postcards, etc.
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Home-school visits
- Student Handbook

### **Assurance for Priority Schools (Annually Updated SIP)**

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

Yes

## **Coordination of Programs**

### **Technical Assistance**

*The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

- As a Priority School, we were assigned an ARL who meets with us twice a month to discuss progress and guide us through creation and implementation of our School Improvement Plan. In addition to meeting with us on-site, she is also available via phone and email if we are in need of further assistance. It is considered high-quality because she not only introduced us to parts of the plan that we initially did not utilize effectively (i.e. Data Walk-through), she also provides supports whenever it is needed. Her supports go beyond advice, she provides resources and connections to various programs and entities.
- We utilize Duquesne University for professional development opportunities regarding components of our school improvement plan. They provide representatives to come on-site and provide professional development that would address any needs that may arise throughout the year or that may be evident in our School Improvement Plan. This technical assistance is high quality because it aligned to our action plan and it was provided by professionals who carry a Ph.D. in their subject area.
- We utilize the Allegheny Intermediate Unit #3 to address the needs of the school. They provide representatives to come on-site or we can send faculty and staff to their location for professional development that is outlined in the School Improvement Plan as well as any needs that arise throughout the school year. This technical assistance is high quality because the AIU provides representatives from all areas of expertise. The representatives who provide the professional development are experts in their area and relate extremely well to our staff.
- EdInsight, our data warehouse system, provides annual professional development regarding the usage of various programs provided by their system. They provide on-site training

regarding their program to all staff. The program allows teachers to see what students scored on their previous state exams and dig deeper into the test modules and questions.

- We use ZipGrade to score our Benchmark Assessments. This program allows immediate feedback regarding student scores. This technical assistance is high quality because when teachers are able to access student data immediately, they can differentiate their instruction based on where the students are in the content.
- We purchased EasyCBM to assist in the progress monitoring program. They provided on-site training regarding their program to all staff. This program allows teachers to gauge student movement within the subject.
- We partnered with the Mentoring Partnership of Southwestern Pennsylvania. This Non-Profit Organization provides on and off-site professional development to all faculty and staff in the areas of communication, the poverty spiral, diversity and the stigma of mental health. This is high quality technical assistance because they help our faculty and staff understand where our students may be coming from.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
ARL	10/13/2016 12:00:00 AM	Monitoring Tool, Improvement Plan status. Revised Accomplishments and Concerns. Reviewed SPP score and e-metric data. Reviewed SAS presentation.
ARL	11/17/2016 12:00:00 AM	Reviewed Benchmark Scores. SAS presentation run thru on Climate and Culture.
ARL	3/7/2017 12:00:00 AM	Monitoring Tool and Reviewed Improvement Plan status.
ARL	3/30/2017 12:00:00 AM	Reviewed Guiding Questions and Implementation Steps.
ARL	5/16/2017 12:00:00 AM	Completed and Submitted Priority School Monitoring Report.
ARL	9/7/2017 12:00:00 AM	Reviewed Comprehensive Plan vs. School Improvement Plan. Reviewed Progress Monitoring program.
ARL/Leadership Mtg	10/21/2016 12:00:00 AM	Reviewed Comprehensive Plan vs. School Improvement Plan. Reviewed Progress Monitoring program and Benchmark Data. Reviewed Monthly Reports. Discussed Interventions that can be shared with teachers based on benchmark data.
ARL/School Leadership	12/20/2016 12:00:00 AM	Monitoring Tool and Reviewed Improvement Plan status. ARL brought resources for PLC and Differentiated Instruction and Effective Instruction.
ARL/School Leadership	1/13/2017 12:00:00 AM	Monitoring Tool and Reviewed Improvement Plan status. Discussed 28 day review. Added Professional Development to the Plan.
ARL/School Leadership	2/23/2017 12:00:00 AM	Reviewed the Digging Deeper Document. Discussed Benchmark and PVASS Data. ARL provided additional

		information and resources on Effective Instruction.
ARL/School Leadership	4/25/2017 12:00:00 AM	Reviewed Title One/Implementation Steps and Actions Plans. Reviewed Effective Instruction Strategies.
Climate and Culture Coach	10/14/2016 12:00:00 AM	Teachers received professional development regarding consequences, de-escalation and some common disorders.
Duquense University	1/27/2017 12:00:00 AM	Discussed Mental Health, What is Emotional Disturbance and What does it mean in my classroom?
Duquesne University	10/14/2016 12:00:00 AM	Teachers received professional development regarding differentiated instruction, academic interventions to help students with their academic deficiencies along with the foundation principles of intervention and they provided different strategies to use in the classroom.
OnHands	8/15/2016 12:00:00 AM	Teachers were trained on the navigation and data – mining of student scoring and attendance information as well s lesson planning, composition and sharing.
OnHands	1/30/2017 12:00:00 AM	Kandoolu Overview
Title One Meeting/Night	10/13/2016 12:00:00 AM	Discussed Title One funds that are used, NCLB, school-wide program, updating curriculum and technology, provide individual assistance for students who need additional academic help and parental involvement.
Title One Meeting/Parent Night	3/27/2017 12:00:00 AM	Discussed Title One funds that are used, NCLB, school-wide program, updating curriculum and technology, provide individual assistance for students who need additional academic help and parental involvement.

### **Student Assessment of Progress**

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

Professional Learning Communities (PLCs) have been established at The Academy Charter School to allow time for all faculty and staff to address student achievement. PLCs have been afforded the time to meet once every other week for 90 minutes. During this meeting time groupings and agendas vary from whole-school peer-led professional development to department and committee maintenance meetings. Topics for professional development are identified by implementation and analysis of needs assessments; topics for smaller group meetings typically focus on individual student achievement. This time also allows for discussion regarding the Benchmark Assessments and student scores. This discussion encompasses not only the sharing of data but also what the data means and how to use it to drive instruction.

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

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
<b>Summer School Program</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	Yes

### Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- Any federal education program administered by the United States Department of Education, except Reading First.

*o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

- All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

#### Test Participation Rate for 2015-2016 School Year

Mathematics/Algebra 1 - 91.43%

ELA/Literature - 91.3 %

Science/Biology - 95.71%

(SPP School Performance Profile)

### Accomplishment #2:

#### Keystones 2015-2016 School Year

Biology - 1.3% Proficient

Literature - 1.3% Proficient

(Emetric: Group Summary Performance Levels)

### Accomplishment #3:

#### SPP Score

2012-2013 - 22.5

2013-2014 - 34.7

2014-2015 - 24.5

2015-2016 - 24.7

(SPP Score Performance Profile)

#### **Accomplishment #4:**

##### **Benchmarks 2016-2017 School Year**

10% increase in participation from the 2015-2016 school year

(Data Coordinator)

#### **Accomplishment #5:**

##### **Community Engagement During the 2016-2017 School Year**

159 Student Volunteers

4 Agencies Served

10 Service Projects

25 Engaged Staff

689 Logged Service Hours

(Community Service Coordinator)

#### **Accomplishment #6:**

##### **SAT's 2016-2017 School Year**

10 students registered to take the SAT's

(Guidance Counselor)

## **School Concerns**

#### **Concern #1:**

##### **Keystones 2015-2016 School Year**

Algebra 1 - 0% Proficient

(Emetric: Group Summary Performance Levels)

**Concern #2:**

**PSSA's 2015-2016 School Year**

Mathematics - 0% Proficient

ELA - 0% Proficient

Science - 0% Proficient

Most reports depict IS (Insufficient Sample Size) and fail to give useful information

(Emetric: Group Summary Scale and Performance Levels)

**Concern #3:**

**Teacher Attendance Rate**

2013-2014 - 95.85%

2014-2015 - 94.95%

2015-2016 - 95.21%

Although we saw a slight increase from the 2014-2015 school year to the 2015-2016 school year, we are still lower than our baseline year.

(Human Resources)

**Concern #4:**

**Student Attendance Rate**

2012-2013 - 60.97%.

2013-2014 - 62.32%

2014-2015 - 64.07%

2015-2016 - 60.31%

(School Performance Profile)

**Concern #5:**

**Student Enrollment**

2012-2013 - 186

2013-2014 - 188

2014-2015 - 167

2015-2016 - 163

2016-2017 - 139 (as of 4/28/2017)

(SPP School Performance Profile & PowerSchool)

**Concern #6:**

**Graduation Rate**

2012-2013 - 78.79%

2013-2014 - 67.27%

2014-2015 - 68.75%

2015-2016 - 47.92%

(SPP School Performance Profile)

**Concern #7:**

**School Safety**

During the 2016-2017 school year, we enrolled students from 40 different districts, bringing rival gang members to our hallways. Even though we structure our day to avoid any potential threats, high school students are always unpredictable.

(PowerSchool)

### Concern #8:

#### PVASS

Insufficient data available

Lack of patterns to evaluate

Roster verification difficult to complete

(PVASS)

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Aligned Concerns:

#### Student Attendance Rate

2012-2013 - 60.97%.

2013-2014 - 62.32%

2014-2015 - 64.07%

2015-2016 - 60.31%

(School Performance Profile)

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#### Teacher Attendance Rate

2013-2014 - 95.85%

2014-2015 - 94.95%

2015-2016 - 95.21%

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(Human Resources)

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### **Graduation Rate**

2012-2013 - 78.79%

2013-2014 - 67.27%

2014-2015 - 68.75%

2015-2016 - 47.92%

(SPP School Performance Profile)

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### **PSSA's 2015-2016 School Year**

Mathematics - 0% Proficient

ELA - 0% Proficient

Science - 0% Proficient

Most reports depict IS (Insufficient Sample Size) and fail to give useful information

(Emetric: Group Summary Scale and Performance Levels)

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### **Keystones 2015-2016 School Year**

Algebra 1 - 0% Proficient

(Emetric: Group Summary Performance Levels)

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

**Aligned Concerns:**

**Student Attendance Rate**

2012-2013 - 60.97%.  
 2013-2014 - 62.32%  
 2014-2015 - 64.07%  
 2015-2016 - 60.31%

(School Performance Profile)

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**Teacher Attendance Rate**

2013-2014 - 95.85%  
 2014-2015 - 94.95%  
 2015-2016 - 95.21%

Although we saw a slight increase from the 2014-2015 school year to the 2015-2016 school year, we are still lower than our baseline year.

(Human Resources)

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**Graduation Rate**

2012-2013 - 78.79%  
 2013-2014 - 67.27%  
 2014-2015 - 68.75%  
 2015-2016 - 47.92%

(SPP School Performance Profile)

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**PSSA's 2015-2016 School Year**

Mathematics - 0% Proficient

ELA - 0% Proficient

Science - 0% Proficient

Most reports depict IS (Insufficient Sample Size) and fail to give useful information

(Emetric: Group Summary Scale and Performance Levels)

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**Keystones 2015-2016 School Year**

Algebra 1 - 0% Proficient

(Emetric: Group Summary Performance Levels)

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**PVASS**

Insufficient data available

Lack of patterns to evaluate

Roster verification difficult to complete

(PVASS)

**Systemic Challenge #3** (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

**Student Attendance Rate**

2012-2013 - 60.97%.

2013-2014 - 62.32%

2014-2015 - 64.07%

2015-2016 - 60.31%

(School Performance Profile)

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**Teacher Attendance Rate**

2013-2014 - 95.85%

2014-2015 - 94.95%

2015-2016 - 95.21%

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(Human Resources)

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**Graduation Rate**

2012-2013 - 78.79%

2013-2014 - 67.27%

2014-2015 - 68.75%

2015-2016 - 47.92%

(SPP School Performance Profile)

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**PSSA's 2015-2016 School Year**

Mathematics - 0% Proficient

ELA - 0% Proficient

Science - 0% Proficient

Most reports depict IS (Insufficient Sample Size) and fail to give useful information

(Emetric: Group Summary Scale and Performance Levels)

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**Keystones 2015-2016 School Year**

Algebra 1 - 0% Proficient

(Emetric: Group Summary Performance Levels)

**Systemic Challenge #4** (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

**Aligned Concerns:**

**Teacher Attendance Rate**

2013-2014 - 95.85%

2014-2015 - 94.95%

2015-2016 - 95.21%

Although we saw a slight increase from the 2014-2015 school year to the 2015-2016 school year, we are still lower than our baseline year.

(Human Resources)

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**Student Enrollment**

2012-2013 - 186

2013-2014 - 188

2014-2015 - 167

2015-2016 - 163

2016-2017 - 139 (as of 4/28/2017)

(SPP School Performance Profile & PowerSchool)

**Systemic Challenge #5** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

**Teacher Attendance Rate**

2013-2014 - 95.85%

2014-2015 - 94.95%

2015-2016 - 95.21%

Although we saw a slight increase from the 2014-2015 school year to the 2015-2016 school year, we are still lower than our baseline year.

(Human Resources)

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**Graduation Rate**

2012-2013 - 78.79%

2013-2014 - 67.27%

2014-2015 - 68.75%

2015-2016 - 47.92%

(SPP School Performance Profile)

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**School Safety**

During the 2016-2017 school year, we enrolled students from 40 different districts, bringing rival gang members to our hallways. Even though we structure our day to avoid any potential threats, high school students are always unpredictable.

(PowerSchool)

**Systemic Challenge #6** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Aligned Concerns:**

**Teacher Attendance Rate**

2013-2014 - 95.85%

2014-2015 - 94.95%

2015-2016 - 95.21%

Although we saw a slight increase from the 2014-2015 school year to the 2015-2016 school year, we are still lower than our baseline year.

(Human Resources)

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**PSSA's 2015-2016 School Year**

Mathematics - 0% Proficient

ELA - 0% Proficient

Science - 0% Proficient

Most reports depict IS (Insufficient Sample Size) and fail to give useful information

(Emetric: Group Summary Scale and Performance Levels)

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**Keystones 2015-2016 School Year**

Algebra 1 - 0% Proficient

(Emetric: Group Summary Performance Levels)

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**PVASS**

Insufficient data available

Lack of patterns to evaluate

Roster verification difficult to complete

(PVASS)

# Improvement Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Related Challenges:

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

### Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Data: PSSA Reading/Writing, Math, and Science from 2014-2018.

Specific Targets: Eighth Grade: an overall increase of student achievement of 20% the first year, 40% the second year, and 60% the third year of the number of students scoring proficient and advanced on the PSSA Reading, Math, and Science Assessments.

Type: Interim

Data Source: In-House Benchmark Exam Scores: Math, ELA/Writing and Science: Quarterly

Specific Targets: School-wide: an overall 10% improvement each year in student achievement.

Type: Interim

Data Source: Literacy Bell Ringers across Content: Weekly

Specific Targets: Specific Targets: School-wide: an overall 10% improvement each year in student achievement.

Type: Annual

Data Source: Keystone Data: ELA, Biology, and Algebra 1 from 2014-2018

Specific Targets: Tested Grades: an overall increase of student achievement of 20% the first year, 40% the second year, and 60% the third year of the number of students scoring proficient and advanced on the Keystone ELA, Algebra, and Biology Assessments.

## ***Strategies:***

### *Explicit Instruction*

#### **Description:**

#### **Description:**

Explicit Instruction is a multi-step model that focuses on developing students' complex problem-solving skills. With guided instruction, students are cognitively engaged to build and extend their skills through practice, repetition and hands-on activities.

Explicit instruction includes the following sequence of events to mastery: telling (a clear explanation of expectations); showing (a modeling of the process); scaffolding (temporary supports as needed); and practice (guided, independent, distributed and cumulative). The instruction process moves systematically from extensive teacher support with little student responsibility to full student responsibility and the teacher as facilitator.

The Explicit Instruction Components include:

- A. Communicating Learning Goals/Lesson Objectives
- B. Retrieve and Utilize Prior Knowledge
- C. Modeling
- D. Scaffolding: Vocabulary, Chunking, Frequent Formative Assessment, Nonlinguistic Representations, Summarizing, Note-taking, small group instruction, etc.

E. Questioning and Frequent Student Responses

F. Practice

G. Closure

**SAS Alignment:** Standards, Curriculum Framework, Instruction

### ***Implementation Steps:***

#### *(Explicit Instruction 1) Train teachers on Explicit Instruction*

##### **Description:**

**Description:** Explicit Instruction (High Effect Instructional Strategies) Training will be based on the work of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching 2nd. edition, 2007) Robert Marzano (What Works in Classroom Instruction, 2000), and John Hattie (Visible Learning for Teachers, 2012).

The trainings will focus on the following topics:

1. Communicating Lesson Goals/Lesson Objectives (Communicating with Students)
2. Retrieve and Utilize Prior Knowledge (Engaging Students in Learning)
3. Modeling
4. Scaffolding (Demonstrating Flexibility and Responsiveness)
5. Questioning and Frequent Student Responses (Using Questioning and Discussion Techniques)
6. Practice (Using Assessment in Instruction)
7. Closure

**Evidence:** meeting agendas, attendance sheets, copy of handouts, copy of powerpoint

**Start Date:** 8/14/2017      **End Date:** 5/31/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Explicit Instruction

*(Explicit Instruction 2) Monitor Implementation of Explicit Instruction*

**Description:**

**Description:** Walkthroughs will be conducted by the Principal and Guidance Counselor in order to monitor and document the implementation of Explicit Instruction.

**Evidence:** Walkthrough checklists

**Start Date:** 9/1/2017    **End Date:** 5/31/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Explicit Instruction

*(Explicit Instruction 3) Design a robust teacher in-service professional development plan.*

**Description:**

**Description:** We will design a robust teacher in-service professional development plan focusing on topics such as;

1. trust and relationship building,
2. culturally relevant pedagogy,
3. mental health first aid,
4. asset building,
5. the REACH model,
6. poverty simulations,
7. classroom management,

8. differentiated instruction,
9. culturally relevant pedagogy,
10. educational leadership,
11. using data to close the achievement gap,
12. guardians as partners,
13. student motivation,
14. and redirection strategies.

**Evidence:** meeting agendas, attendance sheets, copy of handouts

**Start Date:** 8/17/2017    **End Date:** 8/25/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Explicit Instruction

**Goal #2:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Interim

Data Source: Data Analysis Teams: Perception Data, Program Data, Achievement data and Demographic data.

Specific Targets: A Data Analysis Team will be established and will meet monthly to review student achievement overall school climate data.

Type: Annual

Data Source: PSSA Data: PSSA Reading/Writing, Math, and Science from 2014-2018

Specific Targets: Eighth Grade: an overall increase of student achievement of 20% the first year, 40% the second year, and 60% the third year of the number of students scoring proficient and advanced on the PSSA Reading, Math, and Science Assessments.

Type: Annual

Data Source: Keystone Data: ELA, Biology, and Algebra 1 from 2014-2018

Specific Targets: Tested Grades: an overall increase of student achievement of 20% the first year, 40% the second year, and 60% the third year of the number of students scoring proficient and advanced on the Keystone ELA, Algebra, and Biology Assessments.

Type: Annual

Data Source: PVASS Data: PSSA Reading, Math and Science in addition to Keystone ELA, Algebra, and Biology from 2014-2018

Specific Targets: Tested Grades: 10% for the first year 15% for the second year, 20% for third year of students will show at least one year of predicated growth in tested areas.

Type: Interim

Data Source: Easy CBM Instructional Level Assessments: Math, ELA, and Writing bi-weekly during the 2014-2015, 2015-2016, 2016-2017 and the 2017-2018 school year

Specific Targets: In all tested grades, an overall 10% improvement each quarter in student achievement based on the Individual Student Easy- CBM Instructional Level Assessment data 2014, 2015, 2016 and 2017 baseline assessment data for Math, ELA, and Writing.

Type: Interim

Data Source: In-House Benchmark Exam Scores: Math, ELA/Writing and Science: Quarterly

Specific Targets: School-wide: an overall 10% improvement each year in student achievement.

Type: Interim

Data Source: Literacy Bell Ringers across Content: Weekly

Specific Targets: School-wide: an overall 10% improvement each year in student achievement.

## ***Strategies:***

### *Progress Monitoring*

#### **Description:**

#### **Progress Monitoring (Diagnostic Assessments)**

As a part of the increasing emphasis among schools on meeting important statewide academic goals, schools are focusing more closely on the progress of individual students. Frequent student progress monitoring is used to track the progress of individual students in a way that is easily communicated. The best-known method of student progress monitoring – Curriculum-Based Measurement (CBM) – also enables teachers to select the teaching methods that work best with the individual child.

#### **What is progress monitoring?**

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

#### **How does progress monitoring work?**

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based

on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

### **What are the benefits of progress monitoring?**

When progress monitoring is implemented correctly, the benefits are great for everyone involved. Some benefits include:

- accelerated learning because students are receiving more appropriate instruction;
- more informed instructional decisions;
- documentation of student progress for accountability purposes;
- more efficient communication with families and other professionals about students' progress;
- higher expectations for students by teachers; and
- fewer Special Education referrals

### **Who should be practicing progress monitoring?**

- Anyone who is interested in improving results for children should be implementing progress monitoring. Whether you are a regular educator, special educator, related service provider, administrator, or family member, you should be interested in implementing research-based progress monitoring practices.

Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which together, move all students to faster attainment of important state standards of achievement.

<http://www.studentprogress.org/progresmon.asp>

**SAS Alignment:** Assessment, Instruction

## *Multi-Tiered Systems of Support (MTSS-RtII)*

### **Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include

Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: [http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20\(MTSS-RtII\)](http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII))) Resource: <http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources>)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### *Literacy Design Collaborative Initiative*

**Description:**

Developed by nationally recognized literacy experts and informed by teacher-practitioners, Literacy Design Collaborative (LDC) tools were introduced and revised in multiple settings throughout the 2010–2011 co-development year. During the 2011–2012 pilot year, additional sites came on board, and in 2012–2013, statewide adoptions began in Kentucky, Louisiana, and Georgia, along with multiple district implementations across many of the 50 states in which LDC is currently in place. The LDC initiative has continued to grow in the 2014–2015 school year, expanding the use of content area modules focused on high-quality writing tasks tied to subject area texts. Emerging research from the past few years of this work has confirmed preliminary findings: that LDC leads to teacher instructional shifts and improved student outcomes. Some of these findings are excerpted below with links to the full research body. Nationally recognized researchers at Research for Action (RFA) have been studying the early adoption of LDC tools, focusing on teachers’ response to and use of the tools in 2010–2011, expanding to include an analysis of the scale-up of the initiative in 2011–2012 and, in 2012–2013, evaluating the status of the initiative and how conditions that support robust implementation are related to scale-up and sustainability of this intensive instructional work. (Source: <https://ldc.org/results/research>) Resource: <http://effectivestrategies.wiki.caiu.org/Programs#>

**SAS Alignment:** Curriculum Framework, Instruction

### *Using Common Formative Assessments to Improve Teaching and Learning*

**Description:**

Tch Teaching Channel (Source: <https://www.teachingchannel.org/videos/common-formative-assessment>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment

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

### **Description:**

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### **Implementation Steps:**

#### *( Data Analysis 1) Data Team Creation*

### **Description:**

#### **Description:**

The previous year's Data Team will meet with other staff members interested in joining the Data Team to 1) explain the purpose and scope of the Data Team and to 2) assign working titles to its members in formal delegation of responsibilities relevant to each initiative of the Data Team.

#### **Purpose:**

To specify, track, and analyze school-wide and student-specific information in an effort to gauge academic achievement and to inform future instruction.

#### **Scope:**

To maintain the following initiatives (and to craft any further initiatives identified as beneficial or necessary to enhancing the Data Team's purpose):

1. Formative Assessment (daily current-event articles with reading-comprehension questions & weekly bell-ringer writing prompts)
2. Diagnostic Assessment (progress monitoring quizzes)
3. Benchmark Assessment (state quarterly assessments)

#### **Working Titles:**

The Data Team should be composed of at least six members in order to dutifully carry out initiatives. Each initiative (as listed above) should have at least two members assigned to it as primary actors who will 1) maintain the initiative and 2) disseminate the results acquired through analysis of the data captured by the initiative to the rest of the staff.

In addition, one teacher from the Mathematics Department, one teacher from Science Department, and one teacher from the English Department not already on the Data Team should be solicited to help craft the Benchmark

Assessments in Algebra, Biology, and Literature. (These ought to be teachers who conduct those courses.)

The previous year's Data Team members, if replaced, should be noted as references for those assuming new Data Team responsibilities.

**Indicator of Implementation:** Sign-in sheet, agenda matching the "Description" above, and a sign-up sheet designating working titles and the non-Data Team teachers solicited to assist in creation of the Benchmark Assessments

**Start Date:** 8/14/2017      **End Date:** 8/31/2017

**Program Area(s):**

**Supported Strategies:**

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

### *(Data Analysis 2) Data Team Maintenance Meetings*

**Description:**

**Description:**

The Data Team will meet at least once a month during PLC or In-service days to brief, as initiative partners, all members on progress and challenges of their respective initiative responsibilities. Data Team initiative partners will meet respective to the needs of their initiatives as follows:

1. Formative Assessment initiative partners will meet once every two weeks given that Formative Assessments are a weekly task.
2. Diagnostic Assessment initiative partners will meet once every four weeks given that Diagnostic Assessments are a bi-weekly task.
3. Benchmark Assessment initiative partners will meet three times every nine weeks given that Benchmark Assessments are a quarterly task.

The purpose of these meetings is to ensure that the vehicles of the initiatives (bell-ringer writing prompts, quizzes, and assessments) are adequately designed, to ensure that the data solicited by each vehicle is accurately recorded, and to ensure that the recorded data is analyzed and disseminated to relevant staff in a timely manner.

All feedback from fellow staff will also receive attention and address at these meetings.

**Indicator of Implementation:** Sign-in sheet and agenda or notes

**Start Date:** 8/28/2017      **End Date:** 6/1/2018

**Program Area(s):**

**Supported Strategies:**

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

### *(Data Analysis 3) Data Team Briefing and Debriefing Presentations*

**Description:**

**Description:**

The various Data Team initiative partners will brief and debrief all staff during PLC and/or In-service days about their particular initiatives as follows:

1. Formative Assessment initiative partners – once at the beginning of the year and again as deemed necessary to communicate trends and to address challenges as they arise
2. Diagnostic Assessment initiative partners – once at the beginning of the year and again as deemed necessary to communicate trends and to address challenges as they arise
3. Benchmark Assessment initiative partners – once at the beginning of the year and again as deemed necessary to communicate trends and to address challenges as they arise

Debrief meetings will include the solicitation of feedback from all staff regarding the refinement of initiative creation, implementation, and analysis dissemination.

**Indicator of Implementation:** sign-in sheets, agendas, hand-outs, surveys, etc.

**Start Date:** 8/28/2017      **End Date:** 6/1/2018

**Program Area(s):**

**Supported Strategies:**

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

*(Data Analysis 4) Data Team Reports to Leadership Team Meetings***Description:****Description:**

The Data Team will produce reports given acquired data to the Leadership Team as requested. This information will be reviewed and discussed in order to drive administrative decisions with respect to improving initiatives or addressing challenges as they arise.

**Indicator of Implementation:** sign-in sheet and agenda or notes

**Start Date:** 8/28/2017      **End Date:** 6/1/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

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

*(Data Analysis 5) Data Driven Interventions***Description:**

**Description:** Data team will briefly present research findings and suggest strategies for data driven instruction and differentiated instruction during the monthly in-service days.

**Indicator of Implementation:** Sign-in sheet, agenda, handouts and/or powerpoints etc...

**Start Date:** 9/1/2017      **End Date:** 5/31/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

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

*(Progress Monitoring 1) Team Meeting***Description:**

**Description:** The Data Team will meet to discuss the previous year in regards to diagnostic assessments:

- What worked?
- What didn't work?
- What do we want it to look like for upcoming school year?
- Who will orient new teachers throughout the school year?

**Indicator of Implementation:** Sign-in Sheets, meeting notes and outline of new plan.

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

**Program Area(s):****Supported Strategies:**

- Progress Monitoring
- Using Common Formative Assessments to Improve Teaching and Learning

*(Progress Monitoring 2) Create a Calendar***Description:**

**Description:** The Data Team will reconvene to develop a calendar that includes diagnostic assessment due dates, dates to present faculty and staff with the data collected, and dates for staff to discuss specific data and data-driven instruction.

**Indicator of Implementation:** Completed calendar with established dates.

**Start Date:** 7/10/2017    **End Date:** 7/13/2018

**Program Area(s):**

**Supported Strategies:**

- Progress Monitoring
- Using Common Formative Assessments to Improve Teaching and Learning

*(Progress Monitoring 3) In-Service Presentation*

**Description:**

**Description:** The Data Team will present information to all staff during the In-Service week.

**Indicator of Implementation:** Sing-in sheets, agenda, and feedback forms

**Start Date:** 8/14/2017    **End Date:** 8/24/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Progress Monitoring
- Using Common Formative Assessments to Improve Teaching and Learning

*(Literacy 1) Literacy Initiative Review*

**Description:**

**Description:**

The Data Team will be responsible for the Literacy Initiative and guide all teachers in its implementation, collection, and analysis. At least two members of the Data Team will be appointed as leaders of the Literacy Initiative, which falls into the Data Team category of Formative Assessment and is carried out through Writing Bell-ringers.

**Purpose:**

To specify, track, and analyze school-wide and student-specific information in

an effort to gauge instructional effectiveness and to inform future instruction, especially with respect to writing.

Scope:

To explain the following initiative:

1. Literacy Initiative (Formative Assessment (bell-ringer writing prompts))

By conducting the following tasks:

- to teach teachers what a bell-ringer writing prompt is
- to teach teachers what purpose a bell-ringer writing prompt serves: 1) in the teacher's personal interest as a formative assessment of recent content covered and 2) in the Data Team's interest as a diagnostic and formative assessment of student writing
- to teach teachers how the writing bell-ringers will be scored: 1) using the Keystone constructed-response content rubrics and 2) using the Gentry Scale of Writing Development
- to analyze the scores figured by the task above and to disseminate them to 1) individual teachers and their respective departments when needed for assistance and to 2) the English department (who will design and use interventions as well as forward simplified interventions to all teachers)

Working Titles:

Two Data Team members will be appointed as primary actors for the initiative.

The English Department will also act as crucial partners.

**Indicator of Implementation:** Sign-in sheet, agenda matching the "Description" above, and a sign-up sheet designating the Data Team members appointed as primary actors for the initiative as well as the English Department teachers who will be assisting them.

**Start Date:** 8/14/2017      **End Date:** 5/31/2018

**Program Area(s):**

**Supported Strategies:**

- Literacy Design Collaborative Initiative

*(Formative Assessment 1) Analyze Student Achievement Data***Description:**

**Description:** Utilize Edinsight as a data warehouse for data that will be easily and readily accessible to all teachers. Provide training to staff so data can be pulled, analyzed and used to make instructional decisions.

**Indicator of Effectiveness:** Student Achievement Data, Sign-In Sheets, Training Material

**Start Date:** 10/2/2017      **End Date:** 6/8/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Using Common Formative Assessments to Improve Teaching and Learning

*(Literacy 2) Literacy Initiative Briefing and Debriefing Presentations***Description:****Description:**

The Data Team members appointed as primary actors for the Literacy Initiative will brief and debrief all staff during PLC and/or In-service days about their particular initiative progress and challenges. Items of presentation may include:

- successful prompt designs
- response score recording designs
- teacher feedback mechanisms
- education concerning the Keystone rubrics or the Gentry Scale of Writing
- shared information acquired through research or conference participation
- other relevant items
- score trends and their implications
- interventions

Debrief meetings will include the solicitation of feedback from all staff regarding the refinement of initiative creation, implementation, and analysis dissemination.

**Indicator of Implementation:** sign-in sheets, agendas, hand-outs, surveys, etc

**Start Date:** 8/31/2017    **End Date:** 5/31/2018

**Program Area(s):**

**Supported Strategies:**

- Literacy Design Collaborative Initiative

### *(Formative Assessment 2) Effective Instructional Strategies*

**Description:**

**Description:** Based on data, teachers will be provided with effective instructional strategies related to their subject area.

**Indicator of Effectiveness:**Materials given

**Start Date:** 10/31/2017    **End Date:** 6/8/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Using Common Formative Assessments to Improve Teaching and Learning

### *(Formative Assessment 3) Effective Strategies Check-In*

**Description:**

**Description:** Observations and walkthroughs will take place throughout the year. Effective instructional practices will be evaluated specifically and additional effective strategies will be provided if needed.

**Indicator of Effectiveness:** Observation Forms, Materials Provided

**Start Date:** 11/1/2017    **End Date:** 6/8/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Using Common Formative Assessments to Improve Teaching and Learning

### *(Literacy 3) On-Going Check In - PLC*

**Description:**

**Description:** Literacy team members will briefly discuss updates, strategies, and outcomes during PLC meetings.

**Indicator of Implementation:** Sign-In Sheet, Agenda, Feedback Form

**Start Date:** 9/1/2017    **End Date:** 5/31/2018

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Literacy Design Collaborative Initiative

### *(MTSS 1) Team Meeting*

**Description:**

**Description:** Gather as an MTSS Team to discuss previous year's system of supports.

- What worked?
- What didn't work?
- What do we want it to look like for upcoming school year?
- Who will orient new teachers throughout the school year?

**Indicator of Implementation:** Sign-in Sheets, meeting notes and outline of a new plan.

**Start Date:** 6/12/2017    **End Date:** 6/19/2018

**Program Area(s):**

**Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)

*(MTSS 2) Create a Calendar*

**Description:**

**Description:** The MTSS Team will reconvene to develop a calendar that includes dates that the team will meet to discuss the tiered system and dates that the MTSS team will meet with the entire school to discuss program progress and any changes that could be made.

**Indicator of Implementation:** Completed calendar with established dates.

**Start Date:** 7/10/2017    **End Date:** 7/14/2017

**Program Area(s):**

**Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)

*(MTSS 3) Implement Tiered Supports*

**Description:**

**Description:** Implement the planned tiered system of supports both academically and behaviorally.

**Indicator of Implementation:** Results of academic and behavioral data

**Start Date:** 9/1/2017    **End Date:** 5/31/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)

**Goal #3:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA Data: PSSA Reading/Writing, Math, and Science from 2014-2017

Specific Targets: Eighth Grade: an overall increase of student achievement of 20% the first year, 40% the second year, and 60% the third year of the number of students scoring proficient and advanced on the PSSA Reading, Math, and Science Assessments.

Type: Interim

Data Source: Curriculum

Specific Targets: Teachers will have developed a curriculum that is aligned with SAS.

Phase 1 (Summer 2014): English and Math

Phase 2 (Summer 2015): Science

Phase 3 (Summer 2016): History

Type: Annual

Data Source: Keystone Data: ELA, Biology, and Algebra 1 from 2014, 2015, 2016

Specific Targets: Tested Grades: an overall increase of student achievement of 20% the first year, 40% the second year, and 60% the third year of the number of students scoring proficient and advanced on the 2014, 2015, and 2016 Keystone ELA, Algebra, and Biology Assessments.

Type: Annual

Data Source: PVASS Data: PSSA Reading, Math and Science in addition to Keystone ELA, Algebra, and Biology from 2014-2017

Specific Targets: Tested Grades: 10% for the first year 15% for the second year, 20% for third year of students will show at least one year of predicated growth in tested areas.

Type: Interim

Data Source: Easy CBM Instructional Level Assessments: Math, ELA, and Writing monthly during the 2014-2015, 2015-2016, and 2016-2017 school years.

Specific Targets: In all tested grades, an overall 10% improvement each quarter in student achievement on the Easy CBM Assessment (ELA, Writing, Literature)

Type: Interim

Data Source: Easy CBM Instructional Level Assessments: Math, ELA, and Writing bi-weekly during the 2014-2015, 2015-2016, and 2016-2017 school year

Specific Targets: In all tested grades, an overall 10% improvement each quarter in student achievement based on the Individual Student Easy- CBM Instructional Level Assessment data 2014, 2015, and 2016 baseline assessment data for Math, ELA, and Writing.

Type: Interim

Data Source: In-House Benchmark Exam Scores: Math, ELA/Writing and Science: Quarterly

Specific Targets: School-wide: an overall 10% improvement each year in student achievement.

Type: Interim

Data Source: Literacy Bell Ringers across Content: Weekly

Specific Targets: School-wide: an overall 10% improvement each year in student achievement.

## ***Strategies:***

### *Curriculum Development*

#### **Description:**

#### **Components of an Effective Curriculum Development Process**

The development of an effective curriculum guide is a multi-step, ongoing and cyclical process. The process progresses from evaluating the existing program, designing an improved program, implementing a new program, and then back to evaluating the revised program.

#### **A. Planning:**

1. Convening a Curriculum Development Committee
2. Identifying Key Issues and Trends in the Specific Content Area
3. Assessing Needs and Issues

#### **B. Articulating and Developing:**

1. Articulating a 8-12 Program Philosophy
2. Defining 8-12 Program, Grade-Level and Course Goals
3. Developing and Sequencing of Grade-Level and Course Objectives
4. Identifying Resource Materials to Assist with Program Implementation
5. Developing and/or Identifying Assessment Items and Instruments to Measure Student Progress

**C. Implementing:**

1. Putting the New Program into Practice

**D. Evaluating:**

1. Updating the Program
2. Determining the Success of the Program

**SAS Alignment:** Curriculum Framework

***Implementation Steps:******(Curriculum 1) End-of-Year Debrief*****Description:**

**Description:** Following the close of the 2016-2017 school year, the Data Team Coordinator will meet with individual teachers to review their curriculum in its updated form (complete with statistical standards coverage, annotation of needs, etc.). Both parties will share information (including benchmark data if relevant, teacher reflections, and teacher curriculum annotations) and analyze how it informs changes to curriculum pacing and instructional materials. These meetings must occur at least once during the summer of 2017.

**Indicator of Implementation:** Documentation of the meeting in the form of a meeting agenda, notes, and signatures is required.

**Start Date:** 6/12/2017    **End Date:** 8/31/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Development

***(Curriculum 2) Start-of-Year Brief*****Description:**

**Description:** During the in-service week preceding the start of the 2017-2018 school year, teachers will be introduced to their curriculums by the Data Team Coordinator and department colleague. Teachers will be introduced to the type of curriculum maintenance for which they are responsible (including, but

not limited to, instructional material development--especially standards and rigor tagging, pacing annotations, and informal reflections). These meetings must occur at least once during the in-service.

**Indicator of Implementation:** Documentation of the meeting in the form of a meeting agenda, notes, and signatures is required.

**Start Date:** 8/14/2017    **End Date:** 8/25/2017

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Curriculum Development

### *(Curriculum 3) Mid-Year Maintenance Meetings*

**Description:**

**Description:** Throughout the school year, the Principal and the Data Team Coordinator will arrange several meetings with individual teachers to verify teacher's execution of responsibilities outlined during Implementation Step 2. These meetings must occur twice during the 2017- 2018 school year.

**Indicator of Implementation:** Documentation of the meeting in the form of a meeting agenda, notes, and signatures is required.

**Start Date:** 8/31/2017    **End Date:** 6/8/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Development

**Goal #4:** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Teacher Retention

Specific Targets: The 2016-2017 school year will show a decrease in teacher turnover.

***Strategies:***

*Recruiting and Retaining Effective Teachers*

**Description:**

The New Teacher Center (NTC) Induction Model is a comprehensive and systemic approach to support beginning teachers (i.e., teachers new to the profession). The induction model aims to accelerate the effectiveness of beginning teachers at increasing student learning by providing one-on-one mentoring and professional development in a supportive school environment. The NTC works with school districts and state departments of education to design, develop, and implement induction programs that are aligned with both district priorities and NTC standards. (Source: <http://ies.ed.gov/ncee/wwc/Intervention/804> Resource: <http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources>)

**SAS Alignment:** Materials & Resources

*Classroom Size Reduction*

**Description:**

Very large class-size reductions, on the order of magnitude of 7-10 fewer students per class, can have significant long-term effects on student achievement and other meaningful outcomes. These effects seem to be largest when introduced in the earliest grades and for students from less advantaged family backgrounds. (Source: [http://www.brookings.edu/papers/2011/0511\\_class\\_size\\_whitehurst\\_chingos.aspx](http://www.brookings.edu/papers/2011/0511_class_size_whitehurst_chingos.aspx)) Reduced class size is statistically, positively correlated with higher academic performance at the secondary level but with less significance at the

elementary level. (Source: <http://nces.ed.gov/pubs2000/2000303.pdf>)  
 Resource: <http://effectivestrategies.wiki.caiu.org/Programs>

**SAS Alignment:** Safe and Supportive Schools

### ***Implementation Steps:***

#### *(Teacher Retention 1) Vision & Mission Statement*

**Description:**

**Description:** The School Leadership Team will create a new Vision and Mission Statement for the School.

**Indicator of Implementation:** Revised Vision and Mission Statement

**Start Date:** 10/2/2017      **End Date:** 1/31/2018

**Program Area(s):**

**Supported Strategies:**

- Recruiting and Retaining Effective Teachers

#### *(Teacher Retention 2) Create Vision/Goals*

**Description:**

**Description:** The School Leadership Team will create the vision and goals for teacher recruitment and retention.

**Indicator of Implementation:** Vision and goals will be written out

**Start Date:** 11/14/2016      **End Date:** 10/6/2017

**Program Area(s):**

**Supported Strategies:**

- Recruiting and Retaining Effective Teachers

*(Teacher Retention 3) Create Cultures and Working Conditions*

**Description:**

**Description:** Have teachers complete survey about culture and working conditions. Based on the survey results, plan and create an improved work environment by implementing Team Building Days.

**Indicator of Implementation:** team building days, survey results

**Start Date:** 9/1/2016      **End Date:** 5/31/2018

**Program Area(s):**

**Supported Strategies:**

- Recruiting and Retaining Effective Teachers

*(Teacher Retention 4) Individual Conferences*

**Description:**

**Description:** The Principal will roll out the 'Lunch with the Principal' initiative that will allow for teachers and the principal to sit down for a relaxed lunch and engage in one-on-one conversation. The Principal will provide a list of topics that the teacher will choose from to talk about (i.e, problems or concerns, personal likes and dislikes etc...)

**Indicator of Implementation:** after meeting notes

**Start Date:** 9/1/2016      **End Date:** 6/1/2018

**Program Area(s):** Teacher Induction, Student Services

**Supported Strategies:**

- Recruiting and Retaining Effective Teachers

*(Physical School Environment) Creative Classroom Design*

**Description:**

**Description:** We want to redesign our learning spaces into environments that are favorable for all types of learners. Our dream is designed classrooms that have traditional chairs and tables, as well as taller tables and stools, big comfy chairs, quiet music, perfect lighting, and more. The look of our building and classrooms is our students first impression and we want them to feel valued, inspired, and ready to learn the minute they walk through our doors. Outside the windows of our classrooms is a dynamic, fast-paced, and ever-changing world of choices. We want our learning environments to be conducive to collaboration, communication, creativity, and critical thinking. Research is showing that some of the immediate benefits of flexible seating include burning more calories, using up excess energy, improving metabolism, increased motivation and engagement, creating a better oxygen flow to the brain, and improving core strength and overall posture, higher academic performance, better health, and improved behavior.

**Goals:**

1. Transform the look and feel of all classrooms
2. Provide alternative seating and sensory options in appropriate rooms
3. Use color psychology research to determine paint colors for different areas of the building

**Indicator of Implementation:** Before/After Pictures, Survey Responses from Teachers & Students about the difference made

**Start Date:** 7/3/2017    **End Date:** 6/1/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- Classroom Size Reduction

**Goal #5:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Student and Parent Survey's

Specific Targets: Students and parents will provide feedback regarding feelings of safety and well-being during school.

Type: Interim

Data Source: Minutes/Agenda from the Board and Middle Management Meetings.

Specific Targets: The Board and Middle Management personnel will have a better understanding of the School Improvement Plan and the goal attainment.

### **Strategies:**

#### *Instructional (Distributed) Leadership Capacity Building*

##### **Description:**

Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: (Source: [http://www.learningpt.org/pdfs/leadership\\_turnaround\\_schools.pdf](http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf), and <http://www.pakeys.org/docs/SL%20PP%201.pdf>) ) Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

**SAS Alignment:** Safe and Supportive Schools

*Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys*

##### **Description:**

(Source: <http://www.readingrockets.org/article/building-parent-teacher-relationships>) Resource: <http://effectivestrategies.wiki.caiu.org/Parent+Involvement>

**SAS Alignment:** Materials & Resources

## *SAS: Safe and Supportive Schools*

### **Description:**

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following: (Source:

<http://www.pdesas.org/SafeSupportiveSchools/Overview?setCode=pde-safe>)

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

### **Implementation Steps:**

#### *(Guardian Engagement) Host Parent and Guardian Engagement Opportunities*

### **Description:**

**Description:** It is close to impossible to solicit involvement from guardians who are essentially worrying about their own “survival”. We plan to assist guardians with their own needs so that they can help meet the needs of their children. The heart of our guardian involvement will rely heavily on our ability to establish a personal rapport with them. In addition to our typical open house and senior parent meetings, we plan to host three additional activities throughout the school year that will encourage support and participation, provide them with a full meal, attendance incentives that fulfil needs such as Thanksgiving in a bag, workshops and guest speakers that provide them with real tools and resources, as well as offer free transportation to and from all of our events. We will offer engagement opportunities such as workshops on how to deal with challenging behaviors or how to fund a college education.

**Indicator of Effectiveness:** Flyers, Invitations, Sign In Sheets, Photos

**Start Date:** 8/28/2017      **End Date:** 6/1/2018

**Program Area(s):** Student Services

### **Supported Strategies:**

- Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

### *(Distributed Leadership 1) Create a Team*

**Description:**

**Description:** A team of teacher leaders will be created. Teacher leaders will be chosen based on performance and experience. After the team is formed, they will be provided an explanation of this role and what it will entail:

1. Lead/Mentor an assigned group of teachers
2. Relay important information to their group
3. Peer Observations - providing their group with feedback, effective strategies, and interventions
4. Report back to Principal regarding any progress or issues with their group members

The purpose of this team is to build relationships with the teachers in their groups which will, in turn, help build a positive environment in the classroom and throughout the school.

**Indicators of Effectiveness:** Meeting Notes, agendas and written feedback

**Start Date:** 8/25/2017      **End Date:** 9/15/2017

**Program Area(s):**

**Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

### *(Distributed Leadership 2) Bi-Weekly Meetings*

**Description:**

**Description:** These meetings will include the following topics: collaborative decisions, identify problems, brainstorm solutions and determine what changes are needed to improve instruction.

**Indicators of Effectiveness:** Meeting notes, agenda and sign-in sheets

**Start Date:** 9/15/2017      **End Date:** 6/8/2018

**Program Area(s):****Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

*(Distributed Leadership 3) Teacher Leader Meetings***Description:**

**Description:** Teacher leaders will communicate with their teacher groups to coordinate meeting times to relay pertinent information. Teacher leaders will also coordinate times to complete peer observations with their group.

**Indicators of Effectiveness:** Meeting Notes, Sign-in Sheets, Email communication and observation notes

**Start Date:** 10/2/2017      **End Date:** 6/8/2018

**Program Area(s):****Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

*(Distributed Leadership 4) EOY Debrief***Description:**

**Description:** The Teacher Leaders will hold an end of year meeting with their teacher groups prior to the end of year meeting that the Principal will hold with the Teacher Leaders. Both meetings will discuss:

1. What worked/What didn't
2. Changes that need to be made
3. The effect on student achievement
4. Overall feedback
5. Any modifications to the Teacher Leader Program

**Indicators of Effectiveness:** Agenda, meeting notes, sign-in sheets, written feedback

**Start Date:** 5/25/2018      **End Date:** 6/8/2018

**Program Area(s):**

**Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

*(Safe and Supportive Schools 1) Create a Safety Team*

**Description:**

**Description:** A Safety Team will be assembled to include teachers, administration, discipline staff and home/school counselors. This team will be responsible for creating or revising safety policies, drills and coordinating professional development for staff.

**Indicators of Effectiveness:** Team, goals, agenda and sign-in sheet

**Start Date:** 8/7/2017      **End Date:** 8/18/2017

**Program Area(s):**

**Supported Strategies:**

- SAS: Safe and Supportive Schools

*(Safe and Supportive Schools 2) Professional Development (In-House)*

**Description:**

**Description:** Safety Team will review new and updated policies and procedures with faculty and staff. This review will include any drills, evacuations and common language needed to perform the safety protocol.

**Indicators of Effectiveness:** Training material, logs, sign-in sheets, agendas

**Start Date:** 9/1/2017      **End Date:** 10/31/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- SAS: Safe and Supportive Schools

### *(Safe and Supportive Schools 3) Create a Calendar*

**Description:**

**Description:** Safety Team will create a safety drill calendar. This calendar will reflect assigned dates to carry out any drills, evacuations, or policy reviews with students.

**Indicators of Effectiveness:** Training material, logs, sign-in sheets, agendas

**Start Date:** 9/15/2017      **End Date:** 9/29/2017

**Program Area(s):**

**Supported Strategies:**

- SAS: Safe and Supportive Schools

### *(Safe and Supportive Schools 4) Professional Development*

**Description:**

**Description:** Safety Team will contact The Center for Safe Schools for any updates or available training on or off campus.

**Indicators of Effectiveness:** Training material, sign-in sheets, agendas

**Start Date:** 8/1/2017      **End Date:** 6/29/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- SAS: Safe and Supportive Schools

*(Safe and Supportive Schools 5) Student Drills*

**Description:**

**Description:** Safety Team will conduct all scheduled drills identified on safety drill calendar with students.

**Indicators of Effectiveness:** Logs

**Start Date:** 9/4/2017    **End Date:** 6/29/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- SAS: Safe and Supportive Schools

**Goal #6:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Related Challenges:**

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Minutes/Agenda from the Board Meetings.

Specific Targets: The Board will have a better understanding of the School Improvement Plan and the goal attainment.

Type: Annual

Data Source: Principal Effectiveness Tool

Specific Targets: Principal will receive a proficient overall rating on the Principal Effectiveness Tool on the end of the year evaluation.

### ***Strategies:***

#### *The Principal as the Instructional Leader*

##### **Description:**

#### **The Principal as the Instructional Leader**

Demands for greater accountability, especially appeals for the use of more outcome-based measures, requires the principal to be instruction oriented. Are the students learning? If the students are not learning, what are we going to do about it? The focus on results; the focus on student achievement; the focus on students learning at high levels, can only happen if teaching and learning become the central focus of the school and the central focus of the principal (Blankstein, 2010; Bulach, Lunenburg, & Potter, 2008). How can principals help teachers to clarify instructional goals and work collaboratively to improve teaching and learning to meet those goals? Principals need to help teachers shift their focus from what they are teaching to what students are learning. We cannot continue to accept the premise that “I taught it; they just didn’t learn it.”

The role of instructional leader helps the school to maintain a focus on why the school exists, and that is to help all students learn (Blase, Blase, & Phillips, 2010; Smylie, 2010). Shifting the focus of instruction from teaching to learning; forming collaborative structures and processes for faculty to work together to improve instruction; and ensuring that professional development is ongoing and focused toward school goals are among the key tasks that principals must perform to be effective instructional leaders in a professional

learning community (Lunenburg & Irby, 2006). This will require school wide leadership focused directly on learning.

School principals can accomplish this by:

- focusing on learning
- encouraging collaboration
- using data to improve learning
- providing support
- aligning curriculum, instruction, and assessment.

Taken together, these five dimensions provide a compelling framework for accomplishing sustained school wide success for all children (Fullan, 2010; Lunenburg, 2003; Marzano & Waters, 2010).

<http://www.schoolturnaroundsupport.org/>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### ***Implementation Steps:***

#### *(Improvement Plan 1) Create the Calendar*

**Description:**

**Description:** Create an in-service calendar that will include time at every in-service to relay updates and progress of the School Improvement Plan to all faculty and staff.

**Indicator of Implementation:** Completed calendar

**Start Date:** 7/11/2017      **End Date:** 7/15/2017

**Program Area(s):**

**Supported Strategies:**

- The Principal as the Instructional Leader

*(Improvement Plan 2) Share Status of Implementation*

**Description:**

**Description:** Present the status and progress of implementation during monthly in-service days to the entire school community.

**Indicator of Implementation:** Sign-in sheets, agenda, handouts and powerpoints

**Start Date:** 8/14/2017      **End Date:** 5/31/2018

**Program Area(s):**

**Supported Strategies:**

- The Principal as the Instructional Leader

*(Improvement Plan 3) Board Updates*

**Description:**

**Description:** The Executive Director will provide status and progress updates regarding the School Improvement Plan to the Board of Directors at each board meeting.

**Indicator of Implementation:** Board Minutes

**Start Date:** 7/3/2017      **End Date:** 6/29/2018

**Program Area(s):**

**Supported Strategies:**

- The Principal as the Instructional Leader

*(PIL 1) PDE Principal Effectiveness Implementation*

**Description:**

**Description:** The Executive Director and the Principal will implement the "PDE Principal Effectiveness Initiative" which measures the (4) leadership domains using the "Principal Evaluation Rubric".

The (4) Leadership Domains:

1. **Strategic/Cultural Leadership:** Principal/School Leaders systemically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families and staff.
2. **Systems Leadership:** Principals/School Leaders ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. They must manage efficiently effectively and safely to foster student achievement.
3. **Leadership for Learning:** Principals/School Leaders ensure that a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, data on student learning and teacher effectiveness based on research and best practices.
4. **Professional and Community Leadership:** Principals/School Leaders promote the success of all students, the positive interactions among building stakeholders and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

**Indicator of Implementation:** Rubric, PDE 82-2 Form

**Start Date:** 8/28/2017      **End Date:** 6/29/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- The Principal as the Instructional Leader

*(PIL 2) School Leadership Meetings*

**Description:**

**Description:** The School Leadership team will meet once per month to discuss various topics regarding school wide initiatives. Time will also be allotted for the Executive Director to meet with the Principal and for the

Principal to meet with teachers regarding performance and effectiveness.

**Indicator of Implementation:** School Calendar, Agenda, Sign-In Sheets, Meeting Notes

**Start Date:** 9/1/2017    **End Date:** 5/31/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- The Principal as the Instructional Leader

### *(PIL 3) Principal Professional Development*

**Description:**

**Description:** In addition to the NISL Program, the Principal will obtain professional development as needed determined by areas of concern.

**Indicator of Implementation:** Certificate of Completion, Handouts

**Start Date:** 8/14/2017    **End Date:** 6/29/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- The Principal as the Instructional Leader

# Appendix: Professional Development Implementation

## Step Details

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<b>LEA Goals Addressed:</b>	<b>Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b>
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Start	End	Title	Description
8/28/2017	6/1/2018	(Data Analysis 4) Data Team Reports to Leadership Team Meetings	<p><b>Description:</b> The Data Team will produce reports given acquired data to the Leadership Team as requested. This information will be reviewed and discussed in order to drive administrative decisions with respect to improving initiatives or addressing challenges as they arise.</p> <p><b>Indicator of Implementation:</b> sign-in sheet and agenda or notes</p>
		<p><b>Person Responsible</b> Principal and Guidance Counselor</p>	<p><b>SH</b> 1.0 <b>S</b> 7 <b>EP</b> 15</p> <p><b>Provider</b> The Academy Charter School - Data Teams</p> <p><b>Type</b> School Entity</p> <p><b>App.</b> No</p>

### Knowledge

The Data Team and Leadership Team will meet to share both the results and challenges of the former as well as external demands and aims of the latter so that both teams, in synthesis, can inform administrators as they address school-wide challenges.

## Supportive Research

### The Value of Using Data Often

The foundational information about incorporating data into school improvement planning has focused heavily on data that provide feedback on an annual basis. Analyzing this data can be an insightful process in identifying strengths and weaknesses of students. Data collected annually can contribute to judgments made about the acquired skills of students, the effectiveness of teachers, and the quality of the curriculum after learning or instruction has taken place. In order to improve the system of data solicitation, analysis, and dissemination, however, review must occur on a continual basis. Important programmatic decisions ought to be made with a full view of how the students are learning. Yearly standardized tests are not adequate for a comprehensive assessment system. Analysis of success of learning in the system requires tracking of student progress and evidence of improvement and growth. Therefore, state assessment data must be complemented with other tiers of data to make sound instructional and programmatic decisions.

<http://www.learningpt.org/pdfs/datause/guidebook.pdf>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

	learning. Instructs the leader in managing resources for effective results.		
<b>Training Format</b>	Series of Workshops Department Focused Presentation Offsite Conferences		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Continue the dialogue and communication between teams to enhance decision making. Effectively share pertinent information with the whole school	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of written reports summarizing instructional activity Portfolio

**LEA Goals Addressed:** **Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students** **Strategy #1: Progress Monitoring**  
**Strategy #2: Using Common Formative Assessments to Improve Teaching and Learning**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/14/2017	8/24/2018	(Progress Monitoring 3) In-Service Presentation	<p><b>Description:</b> The Data Team will present information to all staff during the In-Service week.</p> <p><b>Indicator of Implementation:</b> Sing-in sheets, agenda, and feedback forms</p>	Data Team	1.0	1	35	The Academy Charter School	School Entity	No

The MTSS Team and Data Team will present information regarding diagnostic assessments:

**Knowledge**

- What programs will be used
- How to use those programs
- How often it must be completed
- Due dates
- How to read the data
- How to use the data to drive instruction
- How to use the data to differentiate instruction

### **Diagnostic Assessments (Progress Monitoring)**

As a part of the increasing emphasis among schools on meeting important statewide academic goals, schools are focusing more closely on the progress of individual students. Frequent student progress monitoring is used to track the progress of individual students in a way that is easily communicated. The best-known method of student progress monitoring – Curriculum-Based Measurement (CBM) – also enables teachers to select the teaching methods that work best with the individual child.

#### **What is progress monitoring?**

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

#### **How does progress monitoring work?**

To implement progress monitoring, the student's current functional levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (bi-weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

#### **What are the benefits of progress monitoring?**

When progress monitoring is implemented correctly, the benefits are great for everyone involved. Some benefits include:

### **Supportive Research**

- accelerated learning because students are receiving more appropriate instruction;
- more informed instructional decisions;
- documentation of student progress for accountability purposes;
- more efficient communication with families and other professionals about students' progress;
- higher expectations for students by teachers; and
- fewer Special Education referrals.

Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which together, move all students to faster attainment of important state standards of achievement.

### **Who should be practicing progress monitoring?**

Anyone who is interested in improving results for children should be implementing progress monitoring. Whether you are a regular educator, special educator, related service provider, administrator, or family member, you should be interested in implementing research-based progress monitoring practices.

### **Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

School Whole Group Presentation

**Training Format**

<p><b>Participant Roles</b></p>	<p>Classroom teachers New Staff Other educational specialists</p>	<p><b>Grade Levels</b></p>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Journaling and reflecting</p>	<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Portfolio</p>

# Assurance of Quality and Accountability

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

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

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

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Academy CS for the 2014-2018 school-year.

**Affirmed by William Styche on 5/27/2017**

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*Superintendent/Chief Executive Officer*

**Affirmed by William Nunn on 5/25/2017**

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*Board President*

**Affirmed by Linda Baehr on 6/1/2017**

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

### Describe the success from the past year.

1. *In order to encourage Parent Involvement, the Charter School provided “Picnic in a Bag” and became a Toy’s 4 Tot’s pick up location to all families who attended an after-school event. This allowed the Charter School Administration and Faculty to meet with the parents/guardians to discuss each student’s academic and behavioral progress – strengths and weaknesses.*
2. *The Charter School Students are involved in Community Service Projects at places such as:*
  1. *Jubilee Soup Kitchen*
  2. *Toys for Tots*
  3. *Horses for Hope*
  4. *Retirement Home Visitations*
  5. *Rainbow Kitchen*
  6. *Allegheny Cleanways*
3. *The Academy Charter School had their annual day of service called “Get your Good On” (GUGO). Students are involved in various community service projects on campus that will give back to their communities.*
4. *During the third quarter, 47 students were awarded Honor Roll certifications.*
5. *An overall observation has been made that students are beginning to take Benchmark exams and Standardized Assessments more serious.*
6. *The Academy Charter School has a full year under the belt in carrying out the locally made benchmark assessments. There is now data to compare from this year to last year.*
7. *Teachers are learning how to read and understand this data as well as discuss it and adjust curricular needs.*
8. *The Core Leadership Team has encountered many bumps in the road, however, this year, this team, has proven to be a solid production team. Trust has been built and a reliance on each other has been developed.*
9. *The Principal and the Guidance Counselor successfully presented on “Climate and Culture” at the SAS Conference in Hershey*
10. *Student-centered electives were incorporated into the schedule and students were able to choose an elective of their choice.*
11. *Small grants were acquired throughout the year to carry out initiatives regarding student wellness (i.e., American Eagle donated long sleeve shirts for the winter)*
12. *More risks were taken in changing the physical environment of the school (i.e., hallway*

*décor, classroom furniture etc...)*

13. *One of our English teachers submitted poems to “Creative Communication: A Celebration of Today’s Writers. All 7 students’ poems submitted were accepted for publication in A Celebration of Poets. These poems will be displayed as a ‘Gallery Walk’ in the hallway.*

14. *Administered the Pre-ACT this December*

15. *School Leadership Team members were delegated by Administration to complete parts of the improvement plan. The plan will be created by a team of people not a single individual.*

16. *Saw a slight increase in our SPP score from 24.5 to 24.7*

17. *Created a School Improvement Goal tracking system to document when we have completed or have addressed an implementation step*

18. *Had 10 students registered to take the SAT’s.*

19. *Implemented Team Building Professional Development throughout the year*

### **Describe the continuing areas of concern from the past year.**

1. The turnover rate of teachers is still a problem.
2. Keystone scores are still poor
3. Students who are on rolls during the Spring Keystone Window, the window that counts for attribution, are more than likely not students who we have tested or educated.
4. On the other hand, students who may be with us longer and are benefiting from the ideas outlined in the Improvement Plan may leave, for whatever reason, prior to the Spring Attribution window of their 11th grade year. All of the efforts put forth into that student will not count for us when it comes to attributed 11th grade Keystone Scores for the SPP score.
5. New students are enrolled during the testing window, or even the last day of the window and we are responsible for administering all of their exams. (The students typically enrolled with us are coming from a stint of truancy, jail, boot camp, placement, etc. where the exams are not administered)
6. The School Improvement Plan is written for students who attend a full year of school. Most of our students are transient and do not spend the entire year with us. The Plan cannot be effectively monitored or evaluated.
7. Student enrollment is consistently rolling. Consistency is non-existent and data is unreliable.
8. What will ESSA look like for us?
9. We would like to implement a student tracking process; however, the programs in place are tailored to larger districts. As a secondary Charter School, we have difficulties tracking students from Elementary School on.
10. We have come to the realization that our teachers are afraid to take risks with our students for fear of failure.
11. How do we motivate teachers who are burned out?

### **Describe the initiatives that have been revised.**

All initiatives have been reviewed and it has been decided that additional goals must be set in order to achieve our initiatives. This year, we focused on the creation of a Data Analysis Team and the implementation of the benchmark assessments, those efforts have proven fruitful, as the team has been created and they have begun to collect workable data. Now that we have data we plan to focus on Explicit Instruction and implementing effective strategies during the 2017-2018 school year. We also intend to create Safety Team and Teacher Leaders to not only

promote leadership roles and ownership but to also garner new and fresh ideas into the school environment. Teacher retention is still a major problem and by continuing to focus on teacher retention strategies for the 2017-2018 school year, we hope to decrease the teacher turnover rate. This summer 8 teachers will be attending a Wilson Reading Training in Harrisburg with the intention of bringing this program to life in our school. No plans have been made as of yet, those teachers will be involved in the planning process after all of the necessary training has taken place. Administration and ARL still meet to review our initiatives and the progress we are making towards those initiatives.

## 2015-2016 Improvement Evaluation

### **Describe the success from the past year.**

1. *The Academy Charter School generated its first intervention report derived from the Benchmark Exam Data and is currently working on their second.*
2. *The 2nd administration of the Benchmark Exams included open ended questions.*
3. *The 3rd administration of the Benchmark Exams mirrored the Keystones in length and in open ended questions.*
4. *The Progress Monitoring program, EasyCBM, now has 3 months' worth of data. The generated report is showing student growth per individual student.*
5. *All Data from Benchmark Exams will soon be accessible on EdInsight.*
6. *The Charter School is finally able to access our PVASS data and run reports.*
7. *An observation made by a Keystone Proctor: More students were attempting to try to complete the open ended questions on the 15-16 Winter Keystones Exams, we hope, in large part, due to the implementation of the Language and Literacy Acquisition Program carried out via written response bell ringers.*
8. *Ten (10) students have taken their SAT's. (The Guidance Counselor creates their College Board account, registers them for the exam, keeps track of their registration tickets and provides them with the SAT prep book and other materials. The Guidance Counselor and other teachers, if needed, also provide transportation to and from the SAT test site.)*
9. *The Academy Charter School applied for and was granted access to the "Toys 4 Tots" program to provide our student parents' with some Christmas presents for their small children this Holiday Season.*
10. *In order to encourage Parent Involvement, the Charter School provided "Turkey in a Bag" to all families who attended an after school event. This allowed the Charter School Administration and Faculty to meet with the parents/guardians to discuss each student's academic and behavioral progress – strengths and weaknesses.*
11. *The Charter School Students are involved in Community Service Projects at places such as:*
  1. *Jubilee Soup Kitchen*

2. *Toys for Tots*
3. *Horses for Hope*
4. *Retirement Home Visitations*
5. *Rainbow Kitchen*
6. *Allegheny Cleanways*

12. *The Charter School had their annual day of service called "Get your Good On" (GUGO). Students are involved in various community service projects on campus that will give back to their communities.*

13. *The Data Analysis Team created two online surveys to the staff to collect feedback from benchmark testing days so positive adjustments could be made the overall testing day and environment.*

14. *During the third quarter, 40 students were awarded Honor Roll certifications.*

15. *3 representatives from the Charter School attended a work shop on "Harnessing the Power of Mentoring" to initiate the development of a mentoring program for students.*

16. *The Data Analysis Team and Administration were able to identify a group of students that they feel with remediation and support can be moved from "Basic" to "Proficient".*

17. *Winter Keystone results have shown a larger number of students scoring "Basic" overall on the Keystone that the Charter School has experienced in quite some time.*

18. *An overall observation has been made that students are beginning to take Benchmark exams and Standardized Assessments more serious.*

19. *The Academy Charter School was successful at creating at Data Team.*

**Describe the continuing areas of concern from the past year.**

1. The turnover rate of teachers is still a problem.
2. The budget impasse caused difficulties during the 2015-2016 school year.
3. Keystone scores are non-existent
4. Students who are on rolls during the Spring Keystone Window, the window that counts for attribution, are more than likely not students who we have tested or educated.
5. On the other hand, students who may be with us longer and are benefiting from the ideas outlined in the Improvement Plan may leave, for whatever reason, prior to the Spring Attribution window of their 11th grade year. All of the efforts put forth into that student will not count for us when it comes to attributed 11th grade Keystone Scores for the SPP score.

6. New students are enrolled during the testing window, or even the last day of the window and we are responsible for administering all of their exams. (The students typically enrolled with us are coming from a stint of truancy, jail, boot camp, placement, etc. where the exams are not administered)
7. The School Improvement Plan is written for students who attend a full year of school. Most of our students are transient and do not spend the entire year with us. The Plan cannot be effectively monitored or evaluated.
8. Students arrive at our school in 11th grade never having taken the Keystone Exam, but they must have completed it at least twice before they can begin a PBA. The time frame to complete the exam 2 times, then complete 6 PBA modules before the end of their 12th grade year is minimal.
  - a. Though the state remedied this challenge, we have already written the PBA into our graduation requirements.
9. We do not receive SPP credit for students who successfully complete the Project Based Assessments

### **Describe the initiatives that have been revised.**

All initiatives have been reviewed and it has been decided that additional goals must be set in order to achieve our initiatives. This year, we focused on the creation of a Data Analysis Team, those efforts have proven fruitful, as the team has been created and they have developed a school-wide benchmark exam and system to which this exam is being administered. The data collected through this exam process is being/will be reviewed to improve all aspects of curricular and instructional needs. The Curriculum is in phase 3 and will be completed over the summer of 2016. The Charter School has also begun to develop an MTSS/RTII initiative that will aid in identifying students in need of additional supports as well as collect behavioral data to assist in achieving our overall building initiatives. For the upcoming school year, we intend to implement a mentoring program to improve overall school culture. Teacher retention is a major problem and by creating a teacher retention team for the 2016-2017 school year, we hope to decrease the teacher turnover rate. The Academy Charter School Leadership Team and ARL meet on a monthly basis to review our initiatives and the progress we are making towards those initiatives,

## **2014-2015 Improvement Evaluation**

### **Describe the success from the first year plan.**

One of the major successes that have taken place after the implementation of the 2013-2014 school improvement plan was the development of Professional Learning Communities. These PLC's took place bi-weekly. The initial activities planned were researched and created by the Principal and Guidance Counselor and were geared towards classroom management and building relationships at the request of the staff via a needs assessment. All subsequent first semester PLC activities were planned and implemented by staff. Going into the second semester, the Principal and Guidance Counselor prepared initial activities regarding student achievement and data. All subsequent second semester PLC activities were planned and carried out by staff. All staff were required to submit a reflection journal at the end of each PLC meeting informing the Principal and Guidance Counselor as to what worked, what

didn't work, what was effective and what was not effective. After reading the journal reflections, it became evident that the implementation of the PLC meetings promoted a sense of comradeship and collaboration and resulted in a stronger sense of professionalism, which in fact made a positive difference in the lives of their students.

Another success from the 2013-2014 school improvement plan was the development of new English and math curriculum. The SAS website as well as new textbooks and supplemental materials were purchased and used to develop a new, up-to-date, curriculum that is aligned to the PA Common Core Standards. With the new curriculum in place, there was a greater use of technology in the classroom, such as Promethean Boards, projectors, tablets and lap tops. The school improvement plan also started a new discussion in the school community around data. Due to the student population, data has always been scarce, but with the new direction gearing decisions based on data, the administration and faculty have begun digging into data sources and really analyzing this data to understand where the students are and to develop strategies to get the students where they need to be. With this being said, a new School-Wide Progress Monitoring system has been developed utilizing a web-based tool, EasyCBM, to guide the process.

With the completion and implementation of the 2013-2014 school improvement plan, it is safe to say that the plan, the idea behind the plan, and the steps to carry out the plan are better understood by the administration. Identifying and narrowing down a focus for the strategies and implementation steps has become less convoluted and more effortless.

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

On-going areas of concern include the completion of phase 2 and 3 of curriculum writing for the 2014-2015 school improvement plan. Phase 2 will see the science curriculum developed during the summer of 2015 and phase 3 will see the social studies curriculum developed during the summer of 2016.

A second area of concern is around the distribution of new technology. With a small IT department, the distribution of new technology is always delayed, therefore causing a delay in its usage within the classroom.

Though not necessarily a continuing area of concern, a new concern that has surfaced during the 2013-2014 school improvement plan, is the lack of data usage and understanding. Decisions and instruction have not been data based in the past but must be geared this way for the future. Clear data analysis and data driven instruction are on the agenda for the 2014-2015 school improvement plan. Teacher and student participation must increase on all forms of assessment to gather more accurate data to make better informed decisions regarding student achievement.

In the past, the school improvement plan has been a mystery, and/or a blind task with limited work time, causing a lack of understanding of its purpose and components. With better understanding of the school improvement plan by the administration, a more thorough presentation of the plan and its components can be presented to the school community.

### **Describe the initiatives that have been revised.**

All initiatives have been reviewed and it has been decided that the 6 C's of Intrinsic Motivation as well as Student Thinking Level strategies are no longer useful and have been eliminated from the plan. All other strategies (curriculum, professional development and progress monitoring) have been modified to reflect progress and new goals outlined in the school improvement plan.

Additional strategies that have been added including Improvement Plan Updates to help the school community have a better understanding of the school improvement plan, Data Analysis Teams to have a better understanding of all around progress and achievement.