School Improvement Plan – Guidelines and Process

I. School Level Narrative

School Building Information

Local Education Agency (LEA) Name

The New Academy Charter School

School Building Name

The New Academy Charter School

4-Digit School Building Code

7846

School Street Address

2500 Jonquil Way Pittsburgh, PA 15102

A. *School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Amy Abraham	Principal	New Academy Charter School
Jamie Hopkins	Asssistant Principal	New Academy Charter School
Chelsea Doran	Special Education Director	New Academy Charter School
Brittany LaPlame-Wilson	Academic Intervention Specialist	New Academy Charter School
William Styche	Executive Director	New Academy Charter School
Sal Costanzo	Chief Administative Director	New Academy Charter School
Bill Casile	Community Representive	New Academy Charter School
Dionna Westry	Curriculum Director	New Academy Charter School
Kristen Harpster	Federal Programming/PIMS	New Academy Charter School
Holly Turkovic	Community Outreach Coordinator	New Academy Charter School

Melissa Miller	Attendance Officer	New Academy Charter School
Korea Charlton	Student	New Academy Charter School
Ty'Zachary Diggs	Student	
Kelly Davern	Parent	New Academy Charter School
Maurice O'Mally	Parent	New Academy Charter School
Kyle Edgar	Special Education Teacher	New Academy Charter School
Ashley Clark	Regular Education Teacher	New Academy Charter School

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

The New Academy Charter School (NACS) leaders ensured that the committee was comprised of a diverse group of stakeholders that are invested in the LEA, school, programs, and outcomes for students. The school leaders brainstormed possible members, contacted selected members, discussed the role, and then selected the members of the team that would contribute to the programs and outcomes of the school in a positive way. School leaders chose a well-rounded team that consisted of the Principal, Assistant Principal, Federal Programming Coordinator, Community Representative, Students, Special Education (SPED) Director, Curriculum Director, Academic Intervention Specialist, Community Outreach Coordinator, Attendance Officer, Executive Director, Special Education Teacher, Regular Education Teacher, Chief Administrative Director, and Parents. Each member brings specific experience and ideas to the table.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The role of the New Academy Charter School (NACS) Steering Committee is to monitor the development of the School Improvement Plan; provide information and suggestions based on their involvement in the charter school and community (and sometimes make decisions) about changes to the plan as it develops.

The School Improvement Steering Committee conducted a comprehensive needs assessment- using the PA Essential Practices for Schools and their Community along with data from the PA Future Ready Index and other data sources. This needs assessment provided formative on current school practices that informed the school's improvement efforts. The data gathered through this assessment process helped the school understand the current teaching and learning for all students. The Steering Committee completed the steps of the Facilitated Self-Assessment which include:
1. Prioritized Cause Needs
2. Root Cause Analysis
3. Identification of the Highest Priority Foci to Achieve Targets and Goals

After identifying the strengths and concerns formulated from the needs assessments, the principal and a school team drafted the school improvement plan. The School Improvement Plan Facilitator provided support throughout the process and monitored the development of the plan. During the process, the School Community Steering Committee gathered to review, discuss, and provide feedback. As the plan is implemented, the School Community Steering Committee will continue to meet on a regular basis to monitor the plan and adjust as needed.

B. *School Level Vision for Learning*

Long-term Vision and the Measures of Success

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	**Measures of Success** *How will you know you are on track to achieving your vision or students?*
New Academy Charter School will be the model of a learner-centered school that will produce students who will leave the New Academy Charter School armed with the knowledge and the skills necessary for them to continue growing as individual learners so that they create a successful future for themselves and society in an ever-changing world.	• By June 30, 2024 87.6% of the New Academy Charter School students will graduate within their 4-5 year adjusted cohort rate combined. • By June 30, 2024, 100% of educators will demonstrate exemplary instructional practices as evident by a Proficient or Distinguished Rating on the Educator Effectiveness Rating Tool.

II. School Level Needs Assessment

A. Identified School Community Needs:

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

The New Academy Charter School and the New Academy Charter School engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners, alumni) and examined relevant data (e.g., student, educator, and parent survey data; Future Ready PA Index student achievement and growth data; educator and student focus group data; and a variety of sources of evidence) to understand the needs of the students, educators, and/or other members of the school community and the potential root causes of those needs. The team convenes approximately once a month to discuss topics within the School Improvement Plan. The meetings are documented by a sign-in sheet as well as an agenda. The first meeting set the stage and determined the Team Norms and Team Hopes which will be referenced at the various meetings.

Dates and Tasks:
    January 17, 2019   New Academy Charter School Executive Director and School Improvement Facilitator Meeting
    January 24, 2019   Charter School Leadership Team and School Improvement Facilitator Meeting and School Principal and School Improvement Facilitator Meeting
    February 4, 2019   Student Focus Group and Exploring the School
    February 12, 2019 Educator Focus Group and Exploring the Classrooms
    February 19, 2019 Exploring the Classrooms
    February 27, 2019 School Leadership Team Meeting
    March 8, 2019   New Academy Charter School Community Steering Committee Meeting
    March 12, 2019   School Team Meeting - Essential Practices
    March 19, 2019   School Team Meeting - Essential Practices
    March 26, 2019   School Team Meeting – Facilitated Self-Assessment
    April 2, 2019   New Academy Charter School Community Steering Committee Meeting
    April 9, 2019   School Leadership Meeting – School Action Planning Meeting
    April 16, 2019   School Leadership Meeting – School Action Planning Meeting
    April 26, 2019   New Academy Charter School Community Steering Committee Meeting
    May 9, 2019   School Leadership Team Meeting -School Action Planning Meeting
    May 16, 2019   School Leadership Team Meeting School Action Planning Meeting
    May 23, 2019   School Leadership Team Meeting School Action Planning Meeting
    May 30, 2019   New Academy Charter School Community Steering Committee Meeting

B. Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment

Condition 3: Provide Student-Centered Support Systems
 	
Practice 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.
	• **Based on Exploring the School:** Classroom/building posters and publications reflect a positive school environment where all members feel welcome.
	• **Based on the Exploring the Classrooms:** It was evident that there was a positive school environment.
	• **Based on the Educator Focus Group**: Based on the EP Summary Report most educators feel that the NACS promotes a positive, welcoming environment that supports school safety.
	• **Based on the Student Focus Group**: Based on the EP Summary Report most students feel that the NACS provides a safe and supportive environment promoting their social, emotionally, intellectually, and physical well-being and the teachers stay on top of them.
	• **Based on the Educator Survey**- Overall, EP Summary Report suggests a safe and supportive environment exists for both staff and students.
	   o 75% (most or all) faculty and staff in the school report feeling responsible that all students can learn.
	   o 77% of the faculty and staff at this school (agree or strongly agree) that there is a respect for colleagues who are experts at their craft.
	• **Based on the Parent Survey**- Overall, EP Summary Report suggests that the parents are pleased with the overall school environment.
	   o 78.3% of parents (agree or strongly agree) that they are treated with respect from their child's school.
	   o 80.4% of parents (agree or strongly agree) that they feel welcome in their child's school.
	   o 93.4% of parent's report that (most or all) of the time, adults at their child's school treat their child with respect.
	   o Over 90% of parent's report that their child is never treated badly based on their race/ethnicity,

	religion, gender identity or sexual orientation.
	
	   o 80.4% of parent's report that their child feels safe at school (most or all) of the time.
	
	• **Based on the Student Survey**- Overall, EP Summary Teport suggests that the students are pleased with the overall school environment.
	
	   o 75% of students (agree or strongly agree) that they feel safe and comfortable with their teachers at school

Condition 3: Provide Student-Centered Support Systems **Practice 14:** Implement evidence-based strategies to engage families to support learning	• **Based on Team meeting agendas (School Leadership, PLC, Curriculum, School Improvement Facilitator Meetings, etc.):** School administration and teachers discussed evidenced-based strategies to engage families to support learning. Throughout the year teachers met and discussed how they were able to provide student-centered support systems within their classroom. • **Based on the New Academy Charter School's School Calendar:** The school calendar provides a list of events indicating Open-House, Parent/Teaching Meetings, Graduation Meetings, etc. that support engagement of families and students. • **The New Academy Charter Schools' School website:** (https://www.theacademyschools.com/charter-school/) provides various activiies to inform the parents of school activities which encourage parent envolement. • **Based Educator/Student Focus Groups-** Based on the EP Summary Report, the educator and student focus groups stated that each student is assigned a teacher-advisor that has ongoing contact between the teacher and the student's families. • **Based on Educator Survey-** Overall, EP Summary reports suggests that there are parent engagement opportunities. o 75% of faculty and staff feel responsible that all students can learn. • **Based on the Parent Survey**- Overall, EP Summary Report suggests that the

	parents feel that there are multiple parent engagement opportunities. o 84.7% of parents (agree or strongly agree) that their child's school meets the specific non-academic needs of their child (for example, behavioral and social-emotional needs). o 91.3% of parents (agree or strongly agree) that their child's school has high expectations for their child's learning. o 87% of parents (agree or strongly agree) that teachers at their child's school encourages their child to work hard.
Condition 3: Provide Student- Centered Support Systems **Practice 15:** Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	• **Based on Team meeting agendas (School Leadership, PLC, Curriculum, School Improvement Facilitator Meetings, etc.): D**ocumentation of partnerships with local businesses, community organizations, and other agencies the New Academy Charter has had throughout the school year. • **Based on the New Academy Charter School's School Calendar:** List of events indicating Open-House, Parent/Teaching Meetings, Graduation Meetings etc… that support the partnership made throughout the school year. • **Based on the Educator/Student Focus Group** - Based on the EP Summary Report, the educator and student focus groups stated that there are numerous opportunities for community engagement both on and off campus. Since moving to a new location the school has increased partnerships and community outreach opportunities to promote a positive school environment. • **Based on the Parent Survey**- Overall, EP Summary Report suggests that the parents feel that there are multiple parent engagement opportunities that support learning. o 76.1% of parents(agree or strongly agree) that they are satisfied with the response they get when they contact their child's school with questions or concerns.

	93.4% of parents (agree or strongly agree) that the schools communicate in a language they understand. 95.6% of parents (agree or strongly agree) that documents sent home are in a language they understand. 87% of parents (agree or strongly agree) that the school communicates with them in a timely manner. 82.6% of parents (agree or strongly agree) that their child's school values their feedback.
Condition 4: Foster Quality Professional Learning **Practice 17:** Use multiple professional learning designs to support the learning needs of staff.	**Based on the Educator Focus Groups**- Based on the EP Summary Report, the educator focus group indicated that goals for professional learning are established based on the information from teacher surveys. **Based on the Educator Survey**- Based on the EP Summary Report, the educator survey resulted in an agreement that educators have a strong influence over their professional development program. 75% of educators (occasionally or most of the time) feel that professional development activities this year included opportunities to work productively with colleagues in the school.
Condition 4: Foster Quality Professional Learning **Practice 18:** Monitor and evaluate the impact of professional learning on staff practices and student learning	**Based on the Educator Focus Groups**- Based on the EP Summary Report, the educator focus group reported that school leaders set the rule for classroom practice and the goals for their professional learning are based on teacher surveys. **Based on the Educator Survey**- Based on the EP Summary Report, the educator focus group reported that professional learning provides them the feedback and support needed to improve their teaching. 75% of educators (occasionally or most) of the time feel that professional development activities this year include opportunities to analyze student work/data

C. ***Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.***

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
Condition 1: Focus on Continuous Improvement of Instruction Essential Practice **Practice 3:** Use a variety of assessments (including diagnostic, formative and summative) to monitor student learning and adjust programming and instructional practices.	Based on the current curriculum and teacher lesson plans, there is a lack of a variety of assessments, including formative, summative and diagnostic. Limited amounts of professional development are offered that focus on a variety of assessments; including formative, summative and diagnostic. In the review of sources of evidence, formative, summative, and diagnostic assessments were not evident nor was feedback and reflection. Professional learning plans for teachers do not include training on a variety of assessments. Limited amount of time has been devoted to foster data informed instruction, assessment and school-wide decisions about curriculum.	Yes	Overall classroom instruction is in-effective because of novice teachers who lack re-teaching strategies, content differentiation, remediation and reflection practices due to a lack of responsibility and ownership of students' learning as well as a lack of meaningful and timely feedback from administration.
Condition 3: Provide Student-Centered Support Systems Essential Practice	From the sources of evidence reviewed by the team, it is evident that there	Yes	Lacks a multi-tiered system for support for academics and behavior

Practice 13: Implement a multi-tiered system of supports for academics and behavior. (MTSS)	is a lack of scheduled collaboration time, a tracking system to track academic and behavior concerns, and a lack of universal protocols. Based on the Educator Survey and Educator Focus Group, there is a lack of common planning time.		and no supervised team or collaboration time to address interventions, protocols, and identify at-risk students and assign interventions to support graduation and transition from high school.
		Choose an item.	
		Choose an item.	
		Choose an item.	

D.   *Established Priorities and Aligned Outcome Categories*

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under "Outcome Category."

Priority Statements	Rationale	Outcome Category
1. Use a variety of assessments (including diagnostic, formative and summative) to monitor student learning and adjust programming and instructional practices.	If appropriate and targeted professional development is provided; then, then the curriculum will be improved to include differentiation, authentic assessments, re-teaching, and reflection, and student learning will be monitored and programs will be adjusted to ultimately improve students achievement and graduation rates.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
2. Implement a multi-tiered system of support for academics and behavior. (MTSS)	If a multi-tiered system of support is planned; then teachers will implement the plan with universal protocols, terminology, and a comprehensive tracking system; and students will be supported in their academics,	Essential Practices Condition 3 - Provide Student-Centered Support Systems

	behavior, graduation, and transition from high school.	
3.		Choose an item.

III. Measurable Goal Statements

Measurable Goals: Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

Priority Statement #1: ___ Use a variety of assessments (including diagnositc, formative and summative) to monitor student learning and adjust programming and instructional practices._____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 30, 2020, 100% of teacher lesson plans, walkthroughs, and classroom observations will indicate the use of a variety of assessments to monitor student learning and will include at least one adjustment to programming and instructional practices.	66% of teacher lesson plans, walkthroughs, and classroom observations will indicate the use of a variety of assessments to monitor student learning and will include at least one adjust to programming and instructional practices by September 30, 2019.	76% of teacher lesson plans, walkthroughs, and classroom observations will indicate the use of a variety of assessments to monitor student learning and will include at least one adjust to programming and instructional practices by December 31, 2019.	86% of teacher lesson plans, walkthroughs, and classroom observations will indicate the use of a variety of assessments to monitor student learning and will include at least one adjust to programming and instructional practices by March 30, 2020.
By June 30, 2020, there will be an increase from 2% to 20% Proficient or Advanced on the ELA PSSA/Keystone Exam.	5% of students will be on grade level (proficient) as measured by the Universal Screener on the Fall Benchmark Assessment by September 30, 2019.	10% of students will be on grade level (proficient) as measured by the Universal Screener on the Winter Benchmark Assessment by December 30, 2019.	15% of students will be on grade level (proficient) as measured by the Universal Screener on the Spring Benchmark Assessment by March 30, 2020.
By June 30, 2020, there will be an increase from 0% to 17% Proficient or Advanced on the Math PSSA/Keystone Exam.	5% of students will be on grade level (proficient) as measured by the Universal Screener on the Fall Benchmark	10% of students will be on grade level (proficient) as measured by the Universal Screener on the Winter Benchmark Assessment by December 30, 2019.	15% of students will be on grade level (proficient) as measured by the Universal Screener on the Spring Benchmark

	Assessment by September 30, 2019.		Assessment by March 30, 2020.

Priority Statement #2: _Implement a multi-tiered system of supports for academics and behavior. (MTSS)_____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 30, 2020, student attendance rate will increase from 7.2% to 20% based on PIMS regular attendance calculation for 60 consecutive days with a 90% attendance rate based on Future Ready PA Ready Index.	Student attendance will increase by 5% from the baseline on the Fall Benchmark PIMS Report by September 30, 2019.	Student attendance will increase by 10% from the baseline on the Winter Benchmark PIMS Report by December 31, 2019.	Student attendance will increase by 15% from the baseline on the Spring Benchmark PIMS Report by March 30, 2020.
By June 30, 2020, there will be a decrease in behavior referrals of 20% from the Misconduct Report from the school year ending June 2019.	Behavior Referrals will decrease by 5% from the baseline on Fall Benchmark Misconduct Report by September 30, 2019.	Behavior Referrals will decrease by 10% from the baseline on Winter Benchmark Misconduct Report by December 31, 2019.	Behavior Referrals will decrease by 15% from the baseline on Spring Benchmark Misconduct Report by March 20, 2020.
By June 30, 2020, there will be an increase from 2% to 20% Proficient or Advanced on the ELA PSSA/Keystone Exam.	5% of students will be on grade level (proficient) as measured by the Universal Screener on the Fall Benchmark Assessment by September 30, 2019.	10% of students will be on grade level (proficient) as measured by the Universal Screener on the Winter Benchmark Assessment by December 31, 2019.	15% of students will be on grade level (proficient) as measured by the Universal Screener on the Spring Benchmark Assessment by March 20, 2020.
By June 30, 2020, there will be an increase from 0% to 17% Proficient or Advanced on the Math PSSA/Keystone Exam.	5% of students will be on grade level (proficient) as measured by the Universal Screener on the Fall Benchmark Assessment by September 30, 2019.	10% of students will be on grade level (proficient) as measured by the Universal Screener on the Winter Benchmark Assessment by December 31, 2019.	15% of students will be on grade level (proficient) as measured by the Universal Screener on the Spring Benchmark Assessment by March 30, 2020.

Priority Statement #3: __ _____

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

IV. Action Plans

A.   *Evidence-Based Strategies*

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

Priority Statement #1: __ Use a variety of assessments (including diagnositc, formative and summative) to monitor student learning and adjust programming and instructional practices_____

Measurable Goals	Evidence-Based Strategy
By June 30, 2020, 100% of teacher lesson plans, walkthroughs, and classroom observations will indicate the use of a variety of assessments to monitor student learning and will include at least one adjustment to programming and instructional practices.	Instructional Coaching: "Instructional coaching helps teachers take all ideas and practices learned and implement them in useful ways to foster student achievement. They provide intensive, differentiated support and observe educators teaching practices so they can provide constructive feedback. They also actively engage teachers in supportive practices that are embedded in meaningful growth conversations." (Thomas, et al., 2015) (Tier 3-4)
By June 30, 2020 there will be an increase from 2% to 20% Profcient or Advanced on the ELA PSSA/Keystone Exam.	READ 180: READ 180® is designed for struggling readers two or more years below grade level. Combining online and direct instruction, assessment, and teacher professional development, READ 180® is

	delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-groups include individualized computer instruction, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school (HMH, 2019). (Tier 1-3)
By June 30, 2020 there will be an increase from 0% to 17% Profcient or Advanced on the Math PSSA/Keystone Exam.	(Academic) Do the Math Now! Algebra: Do The Math® provides flexible, classroom-tested instruction for building numerical reasoning, providing teachers with hands-on strategies to build their understanding and confidence. The program provides this support for each of the module's 30 half-hour lessons to build capacity as students move from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions. (ESSA Tier 2)

Priority Statement #2: __Implement a multi-tiered system of supports for academics and behavior. (MTSS) _____

Measurable Goals	Evidence-Based Strategy
By June 30, 2020, student attendance rate will increase from 7.2% to 20% based on PIMS regular attendance calculation for 60 consecutive days with a 90% attendance rate based on Future Ready PA Ready Index.	(Attendance) Early Warning Intervention and Monitoring System (EWIMS): "The Early Warning Intervention and Monitoring System is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation." (American Institutes for Research) (EdInsight is our student monitoring system) (Tier 1)
By June 30, 2020 there will be a decrease in behavior referrals of 20% from the Misconduct Report from the school year ending June 2019.	(Behavior) School Wide Postive Behavioral Intervention and Supports (PBIS) "Positive Behavior Intervention and Supports (PBIS) establishes schoolwide systems of support that include practice strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts." (PBIS, 2019) (Tier 1-4)
(Academic) By June 30, 2020 there will be an increase from 2% to 20% Profcient or Advanced on the ELA PSSA/Keystone Exam.	(Academic) "Dual enrollment programs encourage collaboration between secondary and postsecondary institutions by allowing high school students to take college courses and earn college credits while still attending high school. These programs support college credit accumulation and degree attainment, and grant college access

	for students typically underrepresented in higher education" (What Works Clearinghouse, 2017). (Tier 1)
(Academic) By June 30, 2020 there will be an increase from 0% to 17% Profcient or Advanced on the Math PSSA/Keystone Exam.	(Academic) Do the Math Now! Algebra: Do The Math® provides flexible, classroom-tested instruction for building numerical reasoning, providing teachers with hands-on strategies to build their understanding and confidence. The program provides this support for each of the module's 30 half-hour lessons to build capacity as students move from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions. (ESSA Tier 2)

Priority Statement #3: _ _____

Measurable Goals	Evidence-Based Strategy

B. *Action Plan Steps*

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

Expenditures:

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

Professional Learning Opportunities:

The following information is to be completed for professional development components for each of the Priority Goals**:**

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

School Level Action Plans

Priority #1 – Measurable Goal #1: _By June 30, 2020, 100% of teacher lesson plans, walkthroughs, and classroom observations will indicate the use of a variety of assessments to monitor student learning and will include at least one adjustment to programming and instructional practices.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Discussion of lesson plan essential components.	lesson plan template, assessments, walk-through forms, resources to support professional learning	Leadership Team	Spring 2019
Develop a lesson plan template based on the lesson plan essential components.	lesson plan template, assessments, walk-through forms, resources to support professional learning	Leadership Team	Summer 2019
Discussion of types of assessment for upcoming professional development.	lesson plan template, assessments, walk-through forms, resources to support professional learning	Leadership Team	Summer 2019
Implementation of professional development opportunities around types of assessment.	lesson plan template, assessments, walk-through forms, resources to support professional learning	Leadership Team	Fall 2019
Introduction and implementation of the lesson plan template including types of assessment. Create book study groups based on content area taught to adjust current instructional practices surrounding assessment. Instructional Coach/Intervention Specialist will provide instructional	lesson plan template, assessments, walk-through forms, resources to support professional learning, Instructional Coach/Intervention Specialist	Leadership Team and Instructional Coach/Intervention Specialist	Fall 2019-Summer 2020

coaching to support best practices surrounding assessments in ELA.			

Anticipated Outputs:
Lesson plans to reflect professional learning opportunities. Lesson plans to reflect a variety of assessments and chosen appropriately.

Monitoring/Evaluation Plan:
Lesson Plans will be checked weekly. Classroom observations will be conducted bi-monthly.

Expenditures: Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Resources surrounding types of Assessments for Math Teachers: 1. Mathematic Formative Assessment, Volume 1: 75 Practical Strategies for Linking, Assessment, Instruction, and Learning (Corwin Mathematics Services) Volume 1 Edition by Page D. Keeley (Author), Cheryl Rose Tobey (Author) ISBN-13-978-1412968126 ($33.56 per book) 9 books Resources for All Teachers, excluding Math Teachers: 2. Teacher-Made Assessment: How to Connect Curriculum, Instruction, and Student-Learning Edition #2 (Authors) Christopher R. Gareis, Leslie W. Grant ISBN-13-978-1138776128 ($24.98 per book) 18 books	CSI Funds	$900.00
Coaching Resources for all Teachers: Instructional Coaching a Partnership Approach for Improving Instruction Jim Knight (author) ISBN-13-978-1412927224636.58 ($36.58 per book) 30 books	CSI Funds	$1,150.00
Resouce and Training for Instructional Coach/Intervention Specialist: 1. Reflection Guide to Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching Jim Kight (author) ISBN13-978-1544308753 $25.00 2. Two PA Institute Instructional Coaching Conference $2000.00	CSI Funds	$2025.00 On-going instructional coaching professional development is at no cost.

Professional Learning - Describe the Professional Development Plan to achieve this goal.	
Professional Learning Goal: Educate all teachers on the various assessment types and the new lesson plan template.	
Audience	All teachers
Topics to be Included	assessment resources and lesson plan template
Evidence of Learning	lesson plans and classroom walkthroughs
Anticipated Timeframe	Enter Start Date: Summer 2019 Anticipated Completion Date: June 30, 2020
Lead Person/Position	Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2: Educate the Instructional Coach/Intervention Specialist on Instructional Coaching	
Audience	Instructional Coaches
Topics to be Included	Instructional Coaching
Evidence of Learning	PIIC Assignments
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Instructional Coach Mentor, PA Institute for Instructional Coaching at IU#3

Priority #1- Measurable Goal #2: _By June 30, 2020, there will be an increase from 2% to 20 % proficient or advanced on the ELA PSSA/ Keystone Exam and an increase from 0% to 17% proficient or advanced on the math PSSA/Keystone Exam._____

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Purchase and introduction of selected Universal Screener and resources for ELA and Math through professional development for the 2019-2020 school year.	AIMSWebb Plus (Universal Screener), Do the Math Now! and Read 180	Principal	Spring 2019
Implementation of the Universal Screener and resources for ELA and Math for the 2019-2020 school year.	Universal Screener, math resources, ELA reources, data binders	Principal	Spring 2019
Instructional Coach/Intervention Specialist will provide instructional coaching to support best practices surrounding in ELA.	Universal Screener, math resources, ELA resources, Instructional Coach/Intervention Specialist.	Instructional Coach/Intervention Specialist	Fall 2019-Summer 2020
Monitor implementation of the Universal Screener and resources for ELA and Math for the 2019-2020 school year	Universal Screener, math resources, ELA reources, data binders	Principal and Instructional Coach/Intervention Specialist	Fall 2019-Summer 2020

Anticipated Outputs:

There will be an increase in proficiency in ELA and math based on the benchmark assessments.
The selected ELA and math resources will be implemented with fidelity.

Monitoring/Evaluation Plan:
The ELA and Math Benchmark Assessments will be administered in Fall, Winter, and Spring **Classroom observations will be conducted bi-monthly to monitor the implementation of the resources.**

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Universal Screener
  1. AIMSWebb Plus (ELA and Math) 151 licenses @ $8.50 per student
  2. AIMSWebb Plus (1/2 day Benchmark Getting Started Remote Training $1,500.00
  3. AIMSWebb Plus (1/2 day Progress Monitoring Remote Training $1,500.00
	CSI Funds	$4,275.00

Math Supplemental Resource Do the Math Now! Intensive Intervention Program Whole Class Kit for 24 students $14,,039.03	CSI Funds	$14,039.03
ELA Supplemental Resource Read 180 (Update current program) Estimate: $10,463.14	CSI Funds	$10,463.14
Student Laptops to support AIMSWebb Plus, College Within the High School Program, Read 180 32 laptops @ $980.00 per laptop including Processor, Operating System, Display, Hard Drive, Memory, Wireless, 3 year Warranty, Microsoft Server + Licensing ECR4Kids30-baylocking laptop and tablet charging station cart with keypad entry – 3 laptop cart @ $399.00 per cart	CSI Funds	$32,557.00
Assessment Data Binders for Teachers: QuickFit Binders 5" 4 pkg. $72.57 and Office Essential Big Tab Write-on Dividers 12 pkg. $13.43	CSI Funds	$1,100.00

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1: To educate Math and ELA staff on the selected Universal Screener on the implementation and interpetation of data.

Audience	Math and ELA teachers
Topics to be Included	Universal Screener
Evidence of Learning	All ELA and Math teachers will administer the assessment
Anticipated Timeframe	Enter Start Date:June 2019 Anticipated Completion Date:June 30, 2020
Lead Person/Position	Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:Educate the Instructional Coach/Intervention Specialist on Instructional Coaching

Audience	Instructional Coaches
Topics to be Included	Instructional Coaching
Evidence of Learning	PICC Assignments
Anticipated Timeframe	Enter Start Date:Augut 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Instructional Coach Mentor, PA Institute for Instructional Coaching at IU#3

Priority #2 – Measurable Goal #1: _By June 30, 2020, student attendance rate will increase from 7.2 % to 20% based on PIMS regular attendance calculation for 60 consecutive days with a 90% attendance rate based on the Future Ready PA Index and a 20% decrease in behavior referrals from the Misconduct Report from the school year 2018-2019. _____

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Discussion of current practices for incentives surrounding attendance and behavior and possible additional practices.	Incentives for behavior and attendance compliance	Leadership Team	Summer 2019
Creation of the School Spirit Team that will encompass multiple voices to generate a systematic plan that will address attendance and behavioral concerns and incentives and plan for celebrations around assessments.	Incentives for behavior and attendance compliance	Leadership Team and School Spirit Team	Fall 2019
Implement the systematic plan for attendance and behavior.	Incentives for behavior and attendance compliance	Leadership Team and School Spirit Team	Fall 2019

Anticipated Outputs:
There will be an increase in student attendance.
There will be a decrease in student behavior.

Monitoring/Evaluation Plan:
The principal will track attendance daily.

Student behavior will be tracked monthly through a Misconduct Report.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
PBIS Resources 1. SWIS 5.0 SWIS 5 Walkthrough $350.00 for the program 2. PBIS Incentives to support school-wide behavior system ($1,050.00)	CSI Funds	$1,400.00

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 1:To educate all staff on the systematic plan

Audience	All Staff
Topics to be Included	Attendance, behavior and systematic plan
Evidence of Learning	Increase in student attendance and decrease in behavioral referrals
Anticipated Timeframe	Enter Start Date:June 2019 Anticipated Completion Date:June 30, 2020
Lead Person/Position	Attendance Officer

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #2 – Measurable Goal #2: By June 30, 2020, there will be an increase from 2% to 20 % proficient or advanced on the ELA PSSA/ Keystone Exam and an increase from 0% to 17% proficient or advanced on the math PSSA/Keystone Exam.

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Purchase and introduction of selected Universal Screener and resources for ELA and Math through professional development for the 2019-2020 school year..	AIMSWebb Plus (Universal Screener), Do the Math Now! and Read 180	Principal	Spring 2019
Implementation of the Universal Screener and resources for ELA and Math for the 2019-2020 school year..	AIMSWebb Plus (Universal Screener), Do the Math Now! and Read 180	Principal	Fall 2019
Monitor implementation of the Universal Screener and resources for ELA and Math for the 2019-2020 school year	AIMSWebb Plus (Universal Screener), Do the Math Now! and Read 180	Principal	Fall 2019 - Summer 2020
Discussion of College in the High and resources for the 2019-2020 school year.	College in the High School	Principal	Summer 2019
Implementation of College in the High and resources for the 2019-2020 school year.	College in the High School	Community College of Allegheny County and Principal	Fall 2019 - Summer 2020

Anticipated Outputs:

-There will be an increase of proficiency in ELA and math based on the benchmark assessments.
The selected ELA and math resources will be implemented with fidelity.

Monitoring/Evaluation Plan:

The ELA and Math Benchmark Assessments will be administered in Fall, Winter, and Spring
Classroom observations will be conducted bi-monthly to monitor the implementation of the resources.

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
College in a High School (Community College of Allegheny County) CNA (Workforce) Program, Central Services, and Computer Aid and Drafting • Tuition • Registration Fee • Curriculum • Instructor or Liason Fee • Materials	CSI Funds	$22,285.53

Professional Learning - Describe the Professional Learning Plan to achieve this goal.		
Professional Learning Goal 1: To educate Math and ELA staff on the selected Universal Screener on the implementation and interpretation of data.		
Audience	Math and ELA teachers	
Topics to be Included	Universal Screeners	
Evidence of Learning	All ELA and Math teachers will administer the assessment	
Anticipated Timeframe	Enter Start Date:June 2019 Anticipated Completion Date:June 30, 2020	

	Principal
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #1:

_____   _____

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Priority #3 – Measurable Goal #2:

_____

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Anticipated Outputs:			
Monitoring/Evaluation Plan:			

Expenditures: Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 1:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.	
Professional Learning Goal 2:	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
The New Academy Charter School Improvement Plan will be posted on the school website for at least 28 days as well as displayed at the Public Library.	All New Academy Charter School Stakeholders	The New Academy Charter School will provide all stakeholders the opportunity to review the New Academy Charter School Improvement Plan and provide feedback, and ensure the Stakeholders that their feedback will be considered in finalizing the New Academy Charter School Improvement Plan.	June 2019
The New Academy Charter School Community Steering Committee will share the completed, pre-approved New Academy Charter School Plan with The Academy Schools Board.	The Academy Schools Board and Community	The New Academy Charter School Community Steering Committee will ensure that the School Board and Community have a clear understanding of the School Improvement Paln.	June 2019
The Academy Schools Board will approve the New Academy Charter School Improvement Plan.	The Academy Schools Board and the Community	The approval of the New Academy Charter School Improvement Plan	June 2019

The New Academy Charter School Improvement Plan will be posted on the New Academy Charter School Webpage.	All New Academy Charter School Stakeholders	The New Academy Charter School Improvement Plan will be available for all Academy Charter School and New Academy Charter School Stakeholders.	July 1, 2019
The New Academy Steering Committee will review and update the plan quarterly and provide the updates to all New Academy Charter School Stakeholders via the New Academy Charter School Website.	All New Academy Charter School Stakeholders	The New Academy Charter School Improvement Plan will be available for all Academy Charter School and New Academy Charter School Stakeholders.	Fall 2019 Winter 2019 Spring 2020 Summer 2020

VI. Plan Submission

Affirmations

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

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

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

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

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

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

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by *(School Name)* ____ _____ for the _____-_____ school year.

Board Approval*: Date of Board Meeting:* _____

Board President:

_____   _____   _____
Name (printed)   *Signature*   *Date*

Superintendent of Schools/Chief Executive Officer:

_____   _____   _____
Name (printed)   *Signature*   *Date*

Building Administrator:

_____   _____   _____
Name (printed)   *Signature*   *Date*

School Improvement Facilitator:

_____   _____   _____
Name (printed)   *Signature*   *Date*

Scan and insert the signed Assurances Page: