

**CHARLES KELLY EL SCH**

3400 Dennison Ave

ATSI Title 1 School Plan | 2023 - 2024

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**VISION FOR LEARNING**

Charles Kelly Elementary School's vision is to develop young children with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. At the Kelly School, we stress the total development of each child: academically, intellectually, socially, emotionally, and physically.

STEERING COMMITTEE

Name	Position	Building/Group
Mikki Schrodell	School Counselor	Charles Kelly Elementary School
Gina Blair	Parent/Home and School President	Charles Kelly Elementary School
Christina Caldwell	Classroom Teacher	Charles Kelly Elementary School
Dana Kelly	Special Education Teacher	Charles Kelly Elementary School
Greg Manfre	Director of Elementary Education	Upper Darby School District
Sadie Thomas	Parent	Charles Kelly Elementary School
Dr. Daniel P. McGarry	Chief School Administrator	Upper Darby School District
Nicholas Hoyt	Community Member	Upper Darby Community Member
Thomas Fitti	District Level Leaders	Upper Darby School District
Denise Flavin-Lefferts	Education Specialist	DCIU
Dina Williams	Principal	Upper Darby School District

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we individualize student instruction based on data consistently and with fidelity, then student reading and math achievement and growth in all/subgroups will improve.	English Language Arts  Mathematics
If we improve our systems and procedures for monitoring and intervening in student attendance, then we can provide interventions to improve overall student attendance.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
Into Reading (1-5), Foundations (1-3) and Heggerty (1)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts	80% of each of the following: All-Student Group, Black Student Subgroup, and Students with Disabilities Subgroup will meet or exceed growth norm expectations for the spring 2024 assessments as measured by the NWEA MAP English Language Arts assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom teachers, reading specialists, ELL and Special Education teachers will implement with fidelity our Reading Program: HMH Into Reading with a focus on Guided Reading, Foundational Skills and Skill and Strategy. Students who are receiving additional targeted support through Tier II or Tier III will receive instruction using the Foundations or Heggerty interventions.	2023-08-28 - 2024-06-12	Classroom teacher Assistant Principal Reading Specialists MTSS Tutors District coaches	All HMH Into Reading materials All Foundations materials All Heggerty materials Title 1 funds will be utilized if Charles Kelly Elementary School is able to host parents (as approved in the UDSD COVID-19 Pandemic Health and Safety Plan) at school events featuring the new interventions and programming mentioned in the action steps. This money will go towards providing dinner / incentives for families for events such as back to school night, family literacy night, multicultural night, etc. Title 1 funds will also be utilized for: Title I Staff Salaries 254,768.00 Title I Staff Benefits 41,110.00 MTSS Supplies 3,000.00 Tutor Salaries 25,200.00 Tutor Benefits 4,472.00 Guidance Salaries 63,183.00 Guidance Benefits. 11,212.00 Library Salaries 66,653.00 Library Benefits 11,828.00 Parent Involvement Supplies/Food 4,100.00 Total 485,526.00

### Anticipated Outcome

Students will show growth on Reading/Language Arts local and state assessments.

### Monitoring/Evaluation

Reading data will be monitored during the school year, and the reading goal located in the 2023-2024 improvement plan will be updated three times during the 2022-2023 school year. District PD data meeting will assess student data to identify trends.

## Evidence-based Strategy

enVision mathematics Common Core/IXL

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.	2023-08-28 - 2024-06-12	Classroom teacher Assistant Principal Reading Specialists MTSS Tutors District coaches	- Title 1 funds will be used for staff to provide students with the enVision Mathematics Common Core instruction, IXL learning plans and MTSS. Title I money to be used as follows: Title I Staff Salaries 254,768.00 Title I Staff Benefits 41,110.00 MTSS Supplies 3,000.00 Tutor Salaries 25,200.00 Tutor Benefits 4,472.00 Guidance Salaries 63,183.00 Guidance Benefits. 11,212.00 Library Salaries 66,653.00 Library Benefits 11,828.00 Parent Involvement 4,100.00 Total 485,526.00

## Anticipated Outcome

Students will show growth on Mathematics local and state assessments.

## Monitoring/Evaluation

Math data will be monitored during the school year, and math goals located in 2023-2024 will be updated three times during the 2023-2024 school year.

Evidence-based Strategy
PBIS

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	Increase the Regular Attendance Rate for subgroups listed below by the end of the 2023-2024 school year. All Student Group Percent Regular Attendance Rate from 68.2% to 82.2% Black Student Subgroup Percent Regular Attendance Rate from 60% to 72.2% Students with Disabilities Student Subgroup Percent Regular Attendance Rate from 46.3% to 62.2%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use PBIS Acknowledgement system to increase attendance data.	2023-08-28 - 2024-06-12	Dina Williams/Principal Cynthia Milord/Assistant Principal Shannon Graham/ DCIU PBIS Liaison	Student attendance Calendars
Communication to parents regarding school hours, attendance policy, schoolwide attendance goal.	2023-10-18 - 2024-05-30	Dina Williams/Principal Cynthia Milord/Principal PBIS Tier 1 Team	Home & School Meetings, School Newsletter, weekly communications, Parent nights School Attendance Improvement Plan

**Anticipated Outcome**

Increased attendance.

**Monitoring/Evaluation**

Students - Daily - Student attendance calendar Teachers - Daily - Daily attendance PBIS Team - monthly - review data

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	enVision mathematics Common Core/IXL	Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.	08/28/2023 - 06/12/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the Regular Attendance Rate for subgroups listed below by the end of the 2023-2024 school year. All Student Group Percent Regular Attendance Rate from 68.2% to 82.2% Black Student Subgroup Percent Regular Attendance Rate from 60% to 72.2% Students with Disabilities Student Subgroup Percent Regular Attendance Rate from 46.3% to 62.2% (Attendance )	PBIS	Use PBIS Acknowledgement system to increase attendance data.	08/28/2023 - 06/12/2024

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

\_\_\_\_\_  
Chief School Administrator

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School Improvement Facilitator Signature

\_\_\_\_\_  
Building Principal Signature

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

English Language Arts/Literature: All Student Group and every subgroup for which there is data exceeds the statewide average growth.

Math/Algebra: All Student Group and every subgroup for which there is data exceeds the statewide average growth.

Attendance: All Student Group and every subgroup for which there is data met or exceeded the statewide goal.

All students showed growth in Language Arts: Reading with a Mean RIT score of 171.96 to 190.5 in the winter.

For our Black subgroup, 82% of students showed growth from their Fall to Spring Reading RIT score and 96% in their Fall to Spring Math RIT scores.

Introduced data binders and implemented new Tier I strategies.

All students showed growth in Math, with a Mean RIT score of 176.2 to 194.26 in the winter.

Our All Student Group had a 100% career standards benchmark. This group meets the performance standard.

### Challenges

On-Track Measures: Regular Attendance

State Assessment Measures: Science/Biology All Student Group Did Not Meet Interim Goal.

State Assessment Measures: Percent Proficient/Advanced in English Language Arts/Literature. All Student Group Did Not Meet Interim Goal.

State Assessment Measures: Percent Proficient/Advanced in Mathematics/Algebra 1. All Student Group Did Not Meet the Interim Goal.

Our schedule only contained a part-time counselor for the 2022-2023 school year.

For our Black subgroup, 7% failed to show growth from their Fall to Spring Reading RIT scores and 4% failed to show growth in their Fall to Spring Math RIT scores.

Student attendance

All students showed growth in Language Arts: Reading with a Mean RIT score of 171.96 to 190.5 in the winter. This is below

## Strengths

For our Students with Disabilities subgroup, 63% of students showed growth from their Fall to Spring Reading RIT scores and 77% in their Fall to Spring Math RIT scores.

Foster a culture of high expectations for success for all students, educators, families, and community members.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

The introduction of The Next Generation Science Standards and new curriculum will help to increase engagement.

TFI for PBIS Fidelity was 80% at Tier I, 88% at Tier 2.

## Challenges

average reading achievement compared to national norms.

For our Students with Disabilities subgroup, 37% failed to show growth from their Fall to Spring Reading RIT scores and 15% failed to show growth in their Fall to Spring Math RIT scores.

Align curricular materials and lesson plans to the PA Standards.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA.

Use multiple professional learning designs to support the learning needs of staff.

All students showed growth in Math with a Mean RIT score of 176.2 to 194.26 in the winter. This is below average math achievement compared to national norms.

Student attendance

PBIS Team will need a clear delineation of assigned roles. We will also add a parent to our PBIS Team and add parent surveys that will go out to our community to obtain 100% at Tier 1 and 2.

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**Most Notable Observations/Patterns**

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It important that focus on making growth in our ELA, Math, Science, and attendance in all student groups but specifically the black, student with disabilities subgroups.

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Challenges	Discussion Point	Priority for Planning
On-Track Measures: Regular Attendance	Continue to promote student attendance through our school wide PBIS initiatives.	✓
State Assessment Measures: Percent Proficient/Advanced in English Language Arts/Literature. All Student Group Did Not Meet Interim Goal.	Curriculum resources/materials will support the attainment of goals set forth in this plan.	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	Curriculum resources/materials will support the attainment of goals set forth in this plan.	
Use multiple professional learning designs to support the learning needs of staff.	Professional development opportunities will be made available to teachers during the 2020-20201 school year pertaining to effective teaching and learning.	✓
For our Black subgroup, 7% failed to show growth from their Fall to Spring Reading RIT scores and 4% failed to show growth in their Fall to Spring Math RIT scores.		



## ADDENDUM B: ACTION PLAN

### Action Plan: Into Reading (1-5), Foundations (1-3) and Heggerty (1)

Action Steps	Anticipated Start/Completion Date
Classroom teachers, reading specialists, ELL and Special Education teachers will implement with fidelity our Reading Program: HMH Into Reading with a focus on Guided Reading, Foundational Skills and Skill and Strategy. Students who are receiving additional targeted support through Tier II or Tier III will received instruction using the Foundations or Heggerty interventions.	08/28/2023 - 06/12/2024
Monitoring/Evaluation	Anticipated Output
Reading data will be monitored during the school year, and the reading goal located in the 2023-2024 improvement plan will be updated three times during the 2022-2023 school year. District PD data meeting will assess student data to identify trends.	Students will show growth on Reading/Language Arts local and state assessments.

Material/Resources/Supports Needed	PD Step
<p>All HMH Into Reading materials All Foundations materials All Heggerty materials Title 1 funds will be utilized if Charles Kelly Elementary School is able to host parents (as approved in the UDSD COVID-19 Pandemic Health and Safety Plan) at school events featuring the new interventions and programming mentioned in the action steps. This money will go towards providing dinner / incentives for families for events such as back to school night, family literacy night, multicultural night, etc. Title 1 funds will also be utilized for: Title I Staff Salaries 254,768.00 Title I Staff Benefits 41,110.00 MTSS Supplies 3,000.00 Tutor Salaries 25,200.00 Tutor Benefits 4,472.00 Guidance Salaries 63,183.00 Guidance Benefits. 11,212.00 Library Salaries 66,653.00 Library Benefits 11,828.00 Parent Involv Supplies/Food 4,100.00 Total 485,526.00</p>	no
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## Action Plan: enVision mathematics Common Core/IXL

Action Steps	Anticipated Start/Completion Date
Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.	08/28/2023 - 06/12/2024
Monitoring/Evaluation	Anticipated Output
Math data will be monitored during the school year, and math goals located in 2023-2024 will be updated three times during the 2023-2024 school year.	Students will show growth on Mathematics local and state assessments.
Material/Resources/Supports Needed	PD Step
- Title 1 funds will be used for staff to provide students with the enVision Mathematics Common Core instruction, IXL learning plans and MTSS. Title I money to be used as follows: Title I Staff Salaries 254,768.00 Title I Staff Benefits 41,110.00 MTSS Supplies 3,000.00 Tutor Salaries 25,200.00 Tutor Benefits 4,472.00 Guidance Salaries 63,183.00 Guidance Benefits. 11,212.00 Library Salaries 66,653.00 Library Benefits 11,828.00 Parent Involv Supplies/Food 4,100.00 Total 485,526.00	yes

**Action Plan: PBIS**

Action Steps		Anticipated Start/Completion Date	
Use PBIS Acknowledgement system to increase attendance data.		08/28/2023 - 06/12/2024	
Monitoring/Evaluation		Anticipated Output	
Students - Daily - Student attendance calendar Teachers - Daily - Daily attendance PBIS Team - monthly - review data		Increased attendance.	
Material/Resources/Supports Needed			PD Step
Student attendance Calendars			yes

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Action Steps	Anticipated Start/Completion Date
Communication to parents regarding school hours, attendance policy, schoolwide attendance goal.	10/18/2023 - 05/30/2024

Monitoring/Evaluation	Anticipated Output
Students - Daily - Student attendance calendar Teachers - Daily - Daily attendance PBIS Team - monthly - review data	Increased attendance.

Material/Resources/Supports Needed	PD Step
Home & School Meetings, School Newsletter, weekly communications, Parent nights School Attendance Improvement Plan	no

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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	enVision mathematics Common Core/IXL	Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.	08/28/2023 - 06/12/2024
Increase the Regular Attendance Rate for subgroups listed below by the end of the 2023-2024 school year. All Student Group Percent Regular Attendance Rate from 68.2% to 82.2% Black Student Subgroup Percent Regular Attendance Rate from 60% to 72.2% Students with Disabilities Student Subgroup Percent Regular Attendance Rate from 46.3% to 62.2% (Attendance )	PBIS	Use PBIS Acknowledgement system to increase attendance data.	08/28/2023 - 06/12/2024

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Data Meetings	1st, 2nd, 3rd, 4th, 5th Grade Teachers.	Math MTSS Tier II and III Interventions & Supports
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Data, MAP, PSSA.	08/28/2023 - 06/12/2024	Principal Assistant Principal Math Supervisor Math Coaches
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning		Teaching Diverse Learners in Inclusive Settings
1e: Designing Coherent Instruction		
Professional Development Step	Audience	Topics of Prof. Dev
PBIS Attendance Acknowledgement System	Teachers, Students , Parents	Student Attendance Calendars Incentives System for Rewards Parent Communication PBIS Expectations

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased attendance data	10/18/2023 - 05/31/2024	Dina Williams/Principal Cynthia Milord/Assistant Principal PBIS Tier 1 Team Shannon Graham, DCIU PBIS Liaison

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior	Common Ground: Culturally Relevant Sustaining Education
3c: Engaging Students in Learning	
2a: Creating an Environment of Respect and Rapport	
4b: Maintaining Accurate Records	
2b: Establishing a Culture for Learning	
4c: Communicating with Families	
2c: Managing Classroom Procedures	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Review and discuss progress on the plan's goals	Progress monitoring of goals	Home and School Meeting	School community-families	September 22nd - Home and School Meeting October 20th - Home & School Meeting November 17th - Home & School Meeting January 19th - Home & School Meeting February 16th - Home & School Meeting March 23rd - Home and School Meeting April 24th - Special School Improvement Plan Meeting for Families. June 8th - Special Home and School Meeting Presentation
Review and discuss progress on the plan's goals	Progress monitoring of goals	Faculty Meeting	School community-teachers and staff	August 23rd Dec 7th April 19th
Posted plan on school's website	School level plan	Website	All school wide community	6/12/2023
Present to Upper Darby School Board	Presentation of the 2023 - 2024 School Level Plan	School Board Committee Meeting presentation	All school wide community members in attendance of the school board	6/20/2023

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
			committee meeting	

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