

School Plan – Charles Kelly Elementary School/Upper Darby SD

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Charles Kelly Elementary School	School/Branch	Charles Kelly
Address 1	3400 Dennison Avenue		
Address 2			
City	Drexel Hill	State	PA
		Zip Code	19026
Principal Name	Dr. Melanie-Jo McCarthy		
Principal Email	mmccarthyfrick@upperdarbysd.org		
Principal Phone Number	610-638-1070	Ext	
Superintendent/CEO/Executive Director Name	Dr. Daniel McGarry		
Superintendent/CEO/Executive Director Email	dmcgarry@upperdarbysd.org		
School Improvement Facilitator Name	Heather Stottlemeyer and Dr. Jill Vizza		
School Improvement Facilitator Email	hstottlemeyer@dciu.org and jvizza@dciu.org		

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Or ganization	Email
Dr. Melanie McCarthy	Principal	Charles Kelly	mmccarthyfrick@upperdarbysd.org
Kristin Meehan	Lead Teacher	Charles Kelly	kmeehan@upperdarbysd.org
Caitlin Cecco	School Counselor	Charles Kelly	ccecco@upperdarbysd.org
Gina Blair	Parent/Home and School President	Home and School Association	Regina.Blair@gopetplan.com
Lisa Thompson	Reading Specialist	Charles Kelly	lthompson@upperdarbysd.org
Christina Davis	Classroom Teacher	Charles Kelly	cdavis@upperdarbysd.org
Dana Kelly	Special Education Teacher	Charles Kelly	dkelly@upperdarbysd.org
Frank Salerno	Director of Elementary Education	Upper Darby School District	fsalerno@upperdarbysd.org

Heather Stottlemeyer	Teaching and Learning Specialist	DCIU	hstottlemeyer@dciu.org
Dr. Jill Vizza	Teaching and Learning Specialist	DCIU	jvizza@dciu.org

C. Vision for Learning

Vision- What is your School’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

All students, attending Charles Kelly Elementary School, will show academic progress in which they are meeting required academic benchmarks for each grade. This will lead towards academic achievement as well and will result in all of our students being proficient or advanced on both state assessment measures and local assessments.

II. Set- Complete a Needs Assessment

A. Future Ready PA Index:

Review of the School Level Performance

Strengths

Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts/Literature.	Our All Student Group had an 85.0% academic growth score. Our All Student Group exceeds the standard demonstrating growth. This was an increase from the previous year. Our Black students had a 79.0% academic growth score. This was an increase from the previous year. Our Economically Disadvantaged students had an 88.0% academic growth score. This was an increase from the previous year.
Meeting Annual Academic Growth Expectations (PVAAS): Mathematics/Algebra.	Our All Student Group had a 96.0% academic growth score. Our All Student Group exceeds the standard demonstrating growth. This was an increase from the previous year. Our Black students had a 97.0% academic growth score. This was an increase from the previous year. Our Economically Disadvantaged students had a 98.0% academic growth score. This was an increase from the previous year.

On-Track Measures: English Language Growth and Attainment.	Our All Student Group had a 62.5% English Language Growth and Attainment. Our All Student Group meets interim goal/improvement target. 67.7% of our Economically Disadvantaged students had English Language Growth and Attainment. This was an increase from the previous year. 62.5% of our English Learner students had English Language Growth and Attainment. This was an increase from the previous year.
College and Career Measures: Career Standards Benchmark.	Our All Student Group had a 94.7% career standards benchmark. This group meets the performance standard. 94.1% of our Economically Disadvantaged students met the career standards benchmark.

Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
State Assessment Measures: Mathematics/Algebra	22.5% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. 13.2% of our Black students were proficient or advanced. 23.0% of our Economically Disadvantaged students were proficient or advanced. 23.3% of our English Learner students were proficient or advanced.
State Assessment Measures: English Language Arts/Literature	35.3% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. 31.0% of our Black students were proficient or advanced. 34.4% of our Economically Disadvantaged students were proficient or advanced. 25.8% of our English Learners were proficient or advanced.
State Assessment Measures: Science/Biology	50.9% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. 42.9% of our Black students were proficient or advanced. This is a decrease from the previous year. 47.6% of our Economically Disadvantaged students were proficient or advanced. There is an Insufficient Sample for our English Learners.

Meeting Annual Academic Growth Expectations (PVAAS): Science/Biology	55.0% of our All student group had an academic growth score. The All Student Group did not meet the standard demonstrating growth. 62.0% of our Black students had an academic growth score. 61.0% of our Economically Disadvantaged students had an academic growth score.
On-Track Measures: Regular Attendance	78.3% of our All Student Group had regular attendance. The All Student Group did not meet the performance standard. 74.2% of our Black students had regular attendance. This does not meet the statewide goal/interim target. 76.6% of our Economically Disadvantaged students had regular attendance. This does not meet the statewide goal/interim target. 60.8% of Students with Disabilities had regular attendance. This does not meet the statewide goal/interim target.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Based on the individual student group’s or grade level’s performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts/Literature	85% of our All student group had an academic growth score. The All Student Group exceeds the standard demonstrating growth. This is an increase in performance from the previous year.	79% of our Black students had an academic growth score which was an increase from the previous year. 88.0% of our Economically Disadvantaged students had an academic growth score which was an increase from the previous year.
Meeting Annual Academic Growth Expectations (PVAAS): Mathematics/Algebra	96% of our All student group 96% had an academic growth score. The All Student Group exceeds the standard demonstrating growth. This is an increase in performance from the previous year.	97% of our Black students had an academic growth score which was an increase from the previous year. 98.0% of our Economically Disadvantaged students had an academic growth score which was an increase from the previous year.
College and Career Measures: Career Standards Benchmark	94.7% of our All student group met the career standards benchmark. Our All Student Group meets the performance standard.	94.1% of our Economically Disadvantaged students met career standards benchmark. This was an increase from the previous year

English Language Growth and Attainment	62.5% of our of All Student Group met the growth and attainment goal. This is an increase from the previous year.	67.7% of our Economically Disadvantaged students met the growth and attainment goal. This was an increase from the previous year. 62.5% of our English Learner students met the growth and attainment goal. This was an increase from the previous year.

Challenges

Based on the individual student group’s or grade level’s performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
State Assessment Measures: Mathematics/Algebra	22.5% of our All Student Group was proficient or advanced. The All Student Group did not meet the interim goal/improvement target.	13.2% of our Black students were proficient or advanced which was an increase from the previous year. 23.0% of our Economically Disadvantaged students were proficient or advanced which was an increase from the previous year. 23.3% of our English Learner students were proficient or advanced which was an increase from the previous year. It is important to note that although all three of the previously mentioned student groups had an increase in performance from the previous year, they still did not meet the statewide goal/interim target which is the reasoning behind this challenge.

On-Track Measures: Regular Attendance	78.3% of our All student group had regular attendance. Our All Student Group did not meet the performance standard.	74.2% of our Black students did not meet the statewide goal/interim target. 76.6% of our Economically disadvantaged students did not meet the statewide goal/interim target. 60.8% of our students with Disabilities did not meet the statewide goal/interim.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

College and Career Measures: Career Standards Benchmark
Meeting Annual Academic Growth Expectations (PVAAS): Mathematics/Algebra
Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts/Literature

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.

State Assessment Measures: Mathematics/Algebra
On-Track Measures: Regular Attendance

B. Future Ready PA Academics

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments	English Language Arts/Literature: 35.3% of our All Student Group scored proficient or advanced.
<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>	
<p>Increase in performance from previous year for the following: all student group 35.3%, Asian 51.2%, Black 31.0%, Economically Disadvantaged 34.4%, English learner 25.8%.</p>	

Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

On-Track Measures: Regular Attendance. Our All Student Group did not meet the performance standard with 78.3% of our students having regular attendance. 74.2% of our Black students had regular attendance. This was a decrease from the year before. 76.6% of our Economically Disadvantaged students had regular attendance. This was a decrease from the year before. 60.8% of our Students with Disabilities had regular attendance. This was a decrease from the year before. If 100% of our student met the interim goal and/or improvement target, more students would be proficient or advanced in English Language Arts/Literature.

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments	Mathematics/Algebra: All student group 22.5%
Meeting Annual Academic Growth Expectations (PVAAS)	All Student Group: 96.0%. Our All Student Group exceeds the standard demonstrating growth. 97.0% of our Black students had an academic growth score. This was an increase from the previous year. 98.0% our of Economically Disadvantaged students had an academic growth score. This was an increase from the previous year.

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

51.2% of our Asian group were proficient or advanced. This was an increase from the previous year.

97.0% of our Black students had an academic growth score. This was an increase from the previous year. 98.0% our of Economically Disadvantaged students had an academic growth score. This was an increase from the previous year.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

On-Track Measures: Regular Attendance. Our All Student Group did not meet the performance standard with 78.3% of our students having regular attendance. 74.2% of our Black students had regular attendance. This was a decrease from the year before. 76.6% of our Economically Disadvantaged students had regular attendance. This was a decrease from the year before. 60.8% of our Students with Disabilities had regular attendance. This was a decrease from the year before. If 100% of our student met the interim goal and/or improvement target, more students would be proficient or advanced in Mathematics/Algebra.

State Assessment Measures: Mathematics/Algebra: 22.5% of our All Student Group were proficient or advanced. 13.2% of our Black students were proficient or advanced. 23.0% of our Economically Disadvantaged students were proficient or advanced. 23.4% of our English Learner students were proficient or advanced.

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments	Science/Biology: All student group 50.9%.
Meeting Annual Academic Growth Expectations (PVAAS)	Science/Biology: All student group 55%.
<p>Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.</p>	
Our Asian students had an increase in performance from the previous year.	
Our Black students had an increase in performance from the previous year.	
Our Economically Disadvantaged students had an increase from the previous year.	
<p>Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.</p>	
50.9% of our All Student Group were proficient or advanced. Our All Student Group did not meet the interim goal/improvement target. This was also a decrease from the previous year. 42.9% of our Black students were proficient or advanced. This was a decrease from the previous year. 47.6% of our Economically Disadvantaged students were proficient or advanced. This was a decrease from the previous year.	
55.0% of our All Student Group showed academic growth. Our All Student Group did not meet the standard demonstrating growth.	

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
Career Standards Benchmark	All student group: 94.7% of all students met or exceeded the interim target. 92.5% of our Black students did not meet the statewide goal or interim target. 94.1% of our Economically Disadvantaged students met or exceeded the interim goal.

Arts and Humanities (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Environment and Ecology (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Family and Consumer Sciences (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Health, Safety and Physical Education (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Social Studies (Civics and Government, Economics, Geography, History) - (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

College and Career Measures: Career Standards Benchmark: 94.7% of our All student group met the career standard benchmark. 92.5% of our Black students met the career standard benchmark. 94.1% of our Economically Disadvantaged students met the career standards benchmark which was an increase from the previous year.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

92.5% of our Black students met the career standard benchmark which was a decrease from the previous year.

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
State Assessment Measures: Proficient or Advanced on Pennsylvania State Assessments-English Language Arts/Literature	25.8% of our English Learner students scored proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. This is an increase in performance from the previous year.
State Assessment Measures: Proficient or Advanced on Pennsylvania State Assessments-Mathematics/Algebra	23.3% of our English Learner students scored proficient or advanced on Pennsylvania State Assessment in Mathematics/Algebra. This is an increase in performance from the previous year.
State Assessment Measures: Proficient or Advanced on Pennsylvania State Assessments-Science/Biology	IS (Insufficient sample)

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
State Assessment Measures: Proficient or Advanced on Pennsylvania State Assessments-English Language Arts/Literature	IS (Insufficient sample)
State Assessment Measures: Proficient or Advanced on Pennsylvania State Assessments-Mathematics/Algebra	IS (Insufficient sample)
State Assessment Measures: Proficient or Advanced on Pennsylvania State Assessments-Science/Biology	IS (Insufficient sample)

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations
State Assessment Measures: Proficient or Advanced on Pennsylvania State Assessments-English Language Arts/Literature	34.4% of our Economically disadvantaged students scored proficient or advanced on Pennsylvania State Assessments in English Language Arts/Literature. This is an increase in performance from the previous year.
State Assessment Measures: Proficient or Advanced on Pennsylvania State Assessments-Mathematics/Algebra	23.0% of our Economically disadvantaged students scored proficient or advanced on Pennsylvania State Assessments in Mathematics/Algebra. This is an increase in performance from the previous year.
State Assessment Measures: Proficient or Advanced on Pennsylvania State Assessments-Science/Biology	47.6% of our Economically disadvantaged students scored proficient or advanced on Pennsylvania State Assessments in Science/Biology. This is a decrease in performance from the previous year.

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student Groups	Comments/Notable Observations
Asian	State Assessment Measures: 51.2% of our Asian students scored Proficient or Advanced on Pennsylvania State Assessments-English Language Arts/Literature. This is an increase from the previous year. 51.2% of our Asian students scored Proficient or Advanced on Pennsylvania State Assessments-Mathematics/Algebra. This is an increase from the previous year. There is an IS (Insufficient Sample) of our Asian students for the percent of students who scored proficient or Advanced on Pennsylvania State Assessments-Science/Biology.

Black	<p>State Assessment Measures: 31.0% of our Black students scored Proficient or Advanced on Pennsylvania State Assessments-English Language Arts/Literature. This is an increase from the previous year. 13.2% of our Black students scored Proficient or Advanced on Pennsylvania State Assessments-Mathematics/Algebra. This is an increase from the previous year.</p> <p>42.9% of our Black students scored Proficient or Advanced on Pennsylvania State Assessments-Science/Biology. This is a decrease from the previous year.</p>
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Choose an item.	
Choose an item.	

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Meeting Annual Academic Growth Expectations (PVAAS): English Language Arts/Literature. 85.0% of our All student group had an academic growth score. Our All Student Group exceeds the standard demonstrating growth. 79.0% of our Black students had an academic growth score. 88.0% of our Economically Disadvantaged students had academic growth score.

Meeting Annual Academic Growth Expectations (PVAAS): Mathematics/Algebra: 96.0% of our All student group had an academic growth score. Our All Student Group exceeds the standard demonstrating growth. 97.0% of or Black students had an academic growth score. 98.0% of our Economically Disadvantaged students had an academic growth score.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

47.6% of our Economically disadvantaged students scored proficient or advanced on Pennsylvania State Assessments in Science/Biology. This is a decrease in performance from the previous year.

42.9% of our Black students scored Proficient or Advanced on Pennsylvania State Assessments- Science/Biology. This is a decrease from the previous year.

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards		x		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based			x	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices			x	
Identify and address individual student learning needs			x	
Provide frequent, timely, and systematic feedback and support on instructional practices			x	
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members				x
Collectively shape the vision for continuous improvement of teaching and learning			x	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school			x	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community		x		
Continuously monitor implementation of the school improvement plan and adjust as needed			x	
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel				x

welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically				
Implement an evidence-based system of schoolwide positive behavior interventions and supports			x	
Implement a multi-tiered system of supports for academics and behavior			x	
Implement evidence-based strategies to engage families to support learning			x	
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA		x		
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data			x	
Use multiple professional learning designs to support the learning needs of staff			x	
Monitor and evaluate the impact of professional learning on staff practices and student learning			x	

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
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.
Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
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.

F. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.

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.

Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.

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

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

Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

It is important to note that although our students performed below the statewide average in Proficient or Advanced on Pennsylvania Assessments in English Language Arts/Literature (we were 35.3% while the statewide average was 62.1%) and Mathematics/Algebra (we were 22.5% while the statewide average was 45.2%), we exceeded the statewide growth score for both English Language Arts/Literature (we were 85.0% while the statewide average was 75.0%) and Mathematics/Algebra (we were 96.0% while the statewide average was 75.3).

III. Go – Develop the Plan

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
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.	Y
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.	Y

Strengths (Please enter one strength statement in each line.)	
Strengths	Discussion Points
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	The positive culture and climate at Charles Kelly enables us to receive official recognition as a PBIS school which supports the implementation of our goals set forth in this plan.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	The evidence-based system of schoolwide positive behavior interventions and supports implemented with fidelity at Charles Kelly is PBIS.

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	Priority Statements
Academic Achievement ELA/Black students.	Increase student reading achievement and growth.
Academic Achievement Mathematics/Black students.	Increase student math achievement and growth.
Regular Attendance	Increase overall student attendance.

Goal Setting

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: **Increase math student achievement.**

Outcome Category

Mathematics

Measurable Goal Statement (Smart Goal)

3rd grade students in the Black subgroup will meet or exceed the growth norm expectations for the winter and spring as measured by the NWEA MAP MATHEMATICS assessment.

Measurable Goal Nickname (35 Character Max)

Black 3rd Grade Math

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
180.5 3rd grade mean RIT. *Using Winter 2019/2020 2 nd grade MAP data (this is subject to change if 2020 fall MAP data is available).	8.5 mean RIT increase from Fall to Winter = 189 3rd grade mean Winter RIT score.	N/A since MAP assessment is only administered in the fall, winter and spring.	6.0 mean RIT increase from Winter to Spring = 195 3rd grade mean Spring RIT score.

Priority: Increase English Language Arts/Reading student achievement.

Outcome Category

English Language Arts

Measurable Goal Statement (Smart Goal)

3rd Grade students in the Black subgroup will meet or exceed the growth norm expectations for the Winter and Spring as measured by the NWEA MAP READING assessment.

Measurable Goal Nickname (35 Character Max)

Black 3rd Grade Reading

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
178.7 3 rd grade mean RIT. *Using Winter 2019/2020 2 nd grade MAP data (this is subject to change if 2020 Fall MAP data is available).	8.3 mean RIT increase from Fall to Winter =187 3 rd grade mean Winter RIT score.	N/A since MAP assessment is only administered in the Fall, Winter and Spring.	3.5 mean RIT increase from Winter to Spring =190.5 3 rd grade mean Spring RIT score.

Priority: Increase Student Attendance

Outcome Category

Attendance

Measurable Goal Statement (Smart Goal)

Increase the All Student Group Percent Regular Attendance Rate from 78.3% to 85% by the end of the 2020-2021 school year. Percent of schoolwide attendance for each quarter will be based on daily attendance data.

Measurable Goal Nickname (35 Character Max)

Attendance			
Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
78.3% regular attendance rate.	80% regular attendance rate.	83% regular attendance rate.	85% regular attendance rate.

B. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same Evidenced based strategy may be used for more than one goal. (Add more rows if needed)

Evidence-Based Strategy	Measurable Goals
<p>With the previous support of the McKay Consulting Group, evidence based strategies will be the following components to be observed during learning walks in which the focus pertains to the implementation of Math Learning Targets: visible to students, unpacked with students, owned by students, used throughout the lesson to check for understanding, rigorous, student engagement assessment practices include: teachers offer targeted feedback “side by side” to students individually or in small groups, quick checks, student discussion protocols, and exit tickets. <u>You Don’t Have to be Bad to Get Better, A Leader’s Guide to Improve Teacher Quality</u> by Candi B. McKay will serve as a reference for this evidence-based strategy.</p>	<p>3rd grade students in the Black group will meet or exceed the growth norm expectations for the winter and spring as measured by the NWEA MAP MATHEMATICS assessment.</p>
<p>With the previous support of the McKay Consulting Group, evidence based strategies will be the following components to be observed during learning walks in which the focus pertains to the implementation of Reading Learning Targets: visible to students, unpacked with students, owned by students, used throughout the lesson to check for understanding, rigorous, student engagement assessment practices include: teachers offer targeted feedback “side by side” to students individually or in small groups, quick checks, student discussion protocols, and exit tickets. <u>You Don’t Have to be Bad to Get Better, A Leader’s Guide to Improve Teacher Quality</u> by Candi B. McKay will serve as a reference for this evidence-based strategy.</p>	<p>3rd Grade students in the Black group will meet or exceed the growth norm expectations for the Winter and Spring as measured by the NWEA MAP READING assessment.</p>
<p>With the support of district math coaches, learning targets and professional development that is focused on math instruction, evidence based strategies will be implemented during instruction thus yielding an increase in math student achievement.</p>	<p>3rd grade students in the Black group will meet or exceed the growth norm expectations for the winter and spring as measured by the NWEA MAP MATHEMATICS assessment.</p>
<p>Teachers will be provided professional development opportunities during the Spring of 2020 as well as continuously during the 2020-20201 school year. With the previous support of the McKay Consulting Group, evidence based strategies will be the following components to be observed during learning walks in which the focus pertains to the implementation of Learning Targets: visible to students, unpacked with students, owned by students, used throughout</p>	<p>3rd grade students in the Black group will meet or exceed the growth norm expectations for the winter and spring as measured by the NWEA MAP MATHEMATICS assessment.</p>

<p>the lesson to check for understanding, rigorous, student engagement assessment practices include: teachers offer targeted feedback “side by side” to students individually or in small groups, quick checks, student discussion protocols, and exit tickets. <u>You Don’t Have to be Bad to Get Better, A Leader’s Guide to Improve Teacher Quality</u> by Candi B. McKay will serve as a reference for this evidence-based strategy. Teacher manuals from Envisions 2.0 will also be used for this purpose.</p>	
<p>Students who have been identified as habitually truant will have a Student attendance improvement plan (SAIP). Our Social Worker and/or School Counselor will maintain frequent communication with the families of these identified students. Staff will use practices learned from trauma informed care, Restorative Practice and PBIS to support these identified students. Staff will use information gained from deep equity trainings to further support these identified students. Students will be recognized for perfect attendance during student of the month assemblies and our Royal awards.</p>	<p>Increase the All Student Group Percent Regular Attendance Rate from 78.3% to 85% by the end of the 2020-2021 school year. Percent of schoolwide attendance for each quarter will be based on daily attendance data.</p>

C. Action Plan

Create an Action Plan for each Evidenced-based Strategy

(If you need more than the number of tables provided please copy and paste more into the document)

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

Evidence-based Strategy Name	Measurable Goals
<p>With the previous support of the McKay Consulting Group, evidence based strategies will be the following components to be observed during learning walks in which the focus pertains to the implementation of Math Learning Targets: visible to students, unpacked with students, owned by students, used throughout the lesson to check for understanding, rigorous, student engagement assessment practices include: teachers offer targeted feedback “side by side” to students individually or in small groups, quick checks, student discussion protocols, and exit tickets. <u>You Don’t Have to be Bad to Get Better, A Leader’s Guide to Improve Teacher Quality</u> by Candi B. McKay will serve as a reference for this evidence-based strategy.</p>	<p>3rd grade students in the Black group will meet or exceed the growth norm expectations for the winter and spring as measured by the NWEA MAP MATHEMATICS assessment.</p>

Action Step	Anticipated Start	Completion Date
<p>The building principal will conduct learning walks during math instruction, a minimum of 20 every marking period, either announced or unannounced.</p>	<p>9/7/2020</p>	<p>5/7/2021</p>
Lead Person/Position	Material/Resources/Supports Needed	
<p>Building principal</p>	<p>Learning walk form</p>	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
<p>The building principal will share information gained from the learning walks with classroom teachers.</p>	<p>9/7/2020</p>	<p>5/7/2021</p>
Lead Person/Position	Material/Resources/Supports Needed	
<p>Building principal</p>	<p>Learning walk form</p>	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
The building principal will meet with staff members after learning walks have been conducted either at the request of the building principal or the classroom teacher. District coaches will also work with teachers, as recommended by the building principal, to assist in modeling effective implementation of learning targets.	9/7/2020	5/7/2021
Lead Person/Position	Material/Resources/Supports Needed	
The building principal, classroom teacher when applicable, district coaches when applicable.	Learning walk form	
Prof Development Step	No	

Anticipated Output	Monitoring/Evaluation
Increase in math student achievement through the effective use of learning targets and student engagement assessment practices.	Monitoring and evaluation will be through the utilization of the learning walk form.

Evidence-based Strategy Name	Measurable Goals
<p>With the previous support of the McKay Consulting Group, evidence based strategies will be the following components to be observed during learning walks in which the focus pertains to the implementation of Reading Learning Targets: visible to students, unpacked with students, owned by students, used throughout the lesson to check for understanding, rigorous, student engagement assessment practices include: teachers offer targeted feedback “side by side” to students individually or in small groups, quick checks, student discussion protocols, and exit tickets. <u>You Don’t Have to be Bad to Get Better. A Leader’s Guide to Improve Teacher Quality</u> by Candi B. McKay will serve as a reference for this evidence-based strategy.</p>	<p>3rd Grade students in the Black group will meet or exceed the growth norm expectations for the Winter and Spring as measured by the NWEA MAP READING assessment.</p>

Action Step	Anticipated Start	Completion Date
Teachers will include Reading learning targets in their lesson plans for ELA.	9/7/2020	5/7/2021
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Lesson plans	
Prof Development Step	No	

Action Step	Anticipated Start	Completion Date
Teachers will create guided reading opportunities for students that will be observed during learning walks.	9/7/2020	5/7/2021
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers/building principal	Learning walk form, Into Reading Materials	
Prof Development Step	No	

Action Step	Anticipated Start	Completion Date
Teachers will create centers when applicable, during their ELA block that will be observed during learning walks.	9/7/2020	5/7/2021
Lead Person/Position	Material/Resources/Supports Needed	
Classroom teachers	Into Reading Materials, learning walk form	
Prof Development Step No		

Anticipated Output	Monitoring/Evaluation
Increase in Reading student achievement through the effective use of learning targets, guided reading and centers during ELA block.	Monitoring and evaluation will be through the utilization of the learning walk form.

With the support of district math coaches, learning targets and professional development that is focused on math instruction, evidence based strategies will be implemented during instruction thus yielding an increase in math student achievement.	3 rd grade students in the Black group will meet or exceed the growth norm expectations for the winter and spring as measured by the NWEA MAP MATHEMATICS assessment.	
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Classroom teachers will continuously analyze current math data during grade level meetings as well as data meetings.	9/7/2020	5/7/2021
Classroom teachers	Math data	

Specific classroom teachers will create guided math groups.	9/7/2020	5/7/2021
Specific classroom teachers	Envision 2.0 materials and math data	

4 th and 5 th grade teachers will work with Tena Fulghum, Making Math Matter, in improving content knowledge as well as develop coherence between grades 4-6.	9/7/2020	5/7/2021
Math Curriculum Supervisor, Tena Fulghum, 4 th and 5 th grade classroom teachers	Math materials	

Anticipated Output	Monitoring/Evaluation
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Increase in math student achievement through the effective analysis of math data.	Monitoring and evaluation will be through the analysis of data during grade level meetings as well as data meetings.
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Evidence-based Strategy Name	Measurable Goals
<p>Teachers will be provided professional development opportunities during the Spring of 2020 as well as continuously during the 2020-20201 school year. With the previous support of the McKay Consulting Group, evidence based strategies will be the following components to be observed during learning walks in which the focus pertains to the implementation of Learning Targets: visible to students, unpacked with students, owned by students, used throughout the lesson to check for understanding, rigorous, student engagement assessment practices include: teachers offer targeted feedback “side by side” to students individually or in small groups, quick checks, student discussion protocols, and exit tickets. <u>You Don’t Have to be Bad to Get Better, A Leader’s Guide to Improve Teacher Quality</u> by Candi B. McKay will serve as a reference for this evidence-based strategy. Teacher manuals from Envisions 2.0 will also be used for this purpose.</p>	<p>3rd grade students in the Black group will meet or exceed the growth norm expectations for the winter and spring as measured by the NWEA MAP MATHEMATICS assessment.</p>

Action Step	Anticipated Start	Completion Date
<p>The building principal will conduct learning walks, a minimum of 20 every marking period, in which the focus pertains to classroom teachers implementing the new math program with fidelity.</p>	<p>9/7/2020</p>	<p>5/7/2021</p>
Lead Person/Position	Material/Resources/Supports Needed	
<p>Building principal</p>	<p>Learning walk form, new math program</p>	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
District math coaches will conduct classroom learning walks with the purpose of offering support to classroom teachers who may need assistance in implementing the new reading program with fidelity.	9/7/2020	6/7/2021
Lead Person/Position	Material/Resources/Supports Needed	
District math coaches	New math program, learning walk form	
Prof Development Step No		

Action Step	Anticipated Start	Completion Date
Time will be set aside during faculty meetings in which conversations pertaining to the implementation of the new math program will take place. Professional development days will also be devoted to the effective implementation Envision 2.0 during the school year.	9/7/2020	5/7/2021
Lead Person/Position	Material/Resources/Supports Needed	
District math coaches, building principal, lead teacher, classroom teachers	New math program/time needed during faculty meetings.	
Prof Development Step Yes		

Anticipated Output	Monitoring/Evaluation
Classroom teachers will effectively implement the new math program thus yielding to an increase in math student achievement.	Monitoring and evaluation will be through the use of learning walks as well as analysis of data.

Evidence-based Strategy Name	Measurable Goals
<p>Students who have been identified as habitually truant will have a Student attendance improvement plan (SAIP). Our Social Worker and/or School Counselor will maintain frequent communication with the families of these identified students.</p> <p>Staff will use practices learned from trauma informed care, Restorative Practice and PBIS to support these identified students.</p> <p>Staff will use information gained from deep equity trainings to further support these identified students.</p> <p>Students will be recognized for perfect attendance during student of the month assemblies and our Royal awards.</p>	<p>Increase the All Student Group Percent Regular Attendance Rate from 78.3% to 85% by the end of the 2020-2021 school year. Percent of schoolwide attendance for each quarter will be based on daily attendance data.</p>

Action Step	Anticipated Start	Completion Date
Students will be identified as either truant or habitually truant.	9/7/2020	6/7/2021
Lead Person/Position	Material/Resources/Supports Needed	
Social Worker	Attendance report	
Prof Development Step: No	Choose an item.	

Action Step	Anticipated Start	Completion Date
SAIP will be developed for those students who were identified as habitually truant.	9/7/2020	6/7/2021
Lead Person/Position	Material/Resources/Supports Needed	
Social worker and school counselor.	Attendance report, SAIP	
Prof Development Step: No	Choose an item.	

Action Step	Anticipated Start	Completion Date
Students will be recognized for perfect attendance at Student of the Month assemblies.	9/7/2020	6/7/2021
Lead Person/Position	Material/Resources/Supports Needed	
Lead teacher	Attendance report, Perfect attendance certificate	
Prof Development Step: No	Choose an item.	

Anticipated Output	Monitoring/Evaluation
An increase in student attendance rate.	Monitoring and evaluation will occur through the ongoing review of attendance reports.

Evidence-based Strategy Name	Measurable Goals

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Action Step	Anticipated Start	Completion Date
	Click or tap to enter a date.	Click or tap to enter a date.
Lead Person/Position	Material/Resources/Supports Needed	
Prof Development Step	Choose an item.	

Anticipated Output	Monitoring/Evaluation

D. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document)

Professional Development Activity Name: Guided math groups.		
Action Step	Specific classroom teachers will create guided math groups.	
Audience	Specific classroom teachers	
Topics to be Included	How to create guided math groups	
Evidence of Learning	Lesson plans, classroom observations, learning walks	
Material/Resources/Supports Needed	New math program	
Lead Person/Position	District math coaches, lead teacher, classroom teachers	
Anticipated Timeline	Start: 9/7/2020	Completion: 5/7/2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Collaboration	Frequency	Once a marking period
Danielson Framework Component Met in this Plan	1e designing Coherent Instruction 3c Engaging Students in Learning Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name: Envision 2.0 PD		
Action Step	Time will be set aside during faculty meetings in which conversations pertaining to the implementation of the new math program will take place. Professional development days will also be devoted to the effective implementation Envision 2.0 during the school year.	
Audience	Classroom teachers	
Topics to be Included	Effective implementation of Envision 2.0	
Evidence of Learning	Lesson plans, learning walks, classroom observation	
Material/Resources/Supports Needed	New math program	
Lead Person/Position	Classroom teachers, district math coaches, building principal	
Anticipated Timeline	Start: 9/7/2020	Completion: 5/7/2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Collaboration	Frequency
Danielson Framework Component Met in this Plan	4d Participating in a Professional Community 1c Setting Instructional Outcomes	Once a marking period
	Once the Comprehensive Portal Opens you will be able to select more than 2.	

Professional Development Activity Name: Math Coherence grades 4-6		
Action Step	4 th and 5 th grade teachers will work with Tena Fulghum, Making Math Matter, in improving content knowledge as well as develop coherence between grades 4-6.	
Audience	4 th and 5 th grade classroom teachers	
Topics to be Included	Content knowledge as well as coherence between grades 4-6.	
Evidence of Learning	Lesson plans	
Material/Resources/Supports Needed	Math materials	
Lead Person/Position	District Math Supervisor	
Anticipated Timeline	Start: 9/7/2020	Completion: 5/7/2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Collaboration	Frequency	During the school year
Danielson Framework Component Met in this Plan	1d Demonstrating Knowledge of Resources Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name:		
Action Step		
Audience		
Topics to be Included		
Evidence of Learning		
Material/Resources/Supports Needed		
Lead Person/Position		
Anticipated Timeline	Start: Click or tap to enter a date.	Completion: Click or tap to enter a date.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Frequency
Danielson Framework Component Met in this Plan	Choose an item. Choose an item. Once the Comprehensive Portal Opens you will be able to select more than 2.

Plan Communications

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 Step	Mode
All school improvement committee members will be an active participate and contributor the creation and review of the plan.	Collaboration
	Audience
Topics of Message	School improvement committee members
Fidelity of the plan	Anticipated Timeline
	During the school year

Communication Step	Mode
The School Improvement Plan will be posted on our school’s website for all stakeholders to review and provide input.	Viewing
	Audience
Topics of Message	All stakeholders
	Anticipated Timeline
	During the school year

Communication Step	Mode
Reminders of the plan’s location will be included in electronic communications to parents/guardians.	Electronic communications
	Audience
Topics of Message	Parents/guardians
	Anticipated Timeline
	During the school year

Communication Step	Mode
Review of the plan will take place during a Home and School Association meeting.	In person
	Audience
Topics of Message	Attendees of a Home and School Association meeting
	Anticipated Timeline
	Once during the school year

