

Profile and Plan Essentials

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| School | | AUN/Branch |
| Upper Darby School District | | 7943 |
| Address 1 | | |
| 3400 Dennison Avenue | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Drexel Hill | PA | 19026 |
| Chief School Administrator | | Chief School Administrator Email |
| Daniel McGarry | | dmcgarry@upperdarbysd.org |
| Principal Name | | |
| Dina Williams | | |
| Principal Email | | |
| dwilliams@upperdarbysd.org | | |
| Principal Phone Number | | Principal Extension |
| 6106381070 | | 5707 |
| School Improvement Facilitator Name | | School Improvement Facilitator Email |
| Denise Flavin-Lefferts | | dflavin-lefferts@dcui.org |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|------------------------|----------------------------------|---------------------------------|----------------------------|
| Dana Kelly | Special Education Teacher | Charles Kelly Elementary School | dkelly@upperdarbysd.org |
| Greg Manfre | Director of Elementary Education | Upper Darby School District | gmanfre@upperdarbysd.org |
| Sadie Thomas | Parent | Charles Kelly Elementary School | jclarkfamily78@gmail.com |
| Dr. Daniel P. McGarry | Chief School Administrator | Upper Darby School District | dmcgarry@upperdarbysd.org |
| Thomas Fitti | District Level Leaders | Upper Darby School District | tfitti@upperdarbysd.org |
| Denise Flavin-Lefferts | Education Specialist | DCIU | dflavin-lefferts@dciu.org |
| Dina Williams | Principal | Upper Darby School District | dwilliams@upperdarbysd.org |
| Nancy Iori | Teacher | Charles Kelly Elementary School | niori@upperdarbysd.org |
| Denise Samuel | Parent | Charles Kelly Elementary School | dniz72@yahoo.com |
| Cynthia Milord | Other | Charles Kelly Elementary | smilord@upperdarbybsd.org |
| Fadoua Agouzoul | Community Member | Charles Kelly Elementary School | fagouzoul@upperdarbysd.org |
| Roslyn Purnell | Education Specialist | Charles Kelly Elementary School | rpurnell@upperdarbysd.org |
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Vision for Learning

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.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

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|----------------|----------------|----------------|-----------------|-----------------|-----------------|----------------|
| False K | True 1 | True 2 | True 3 | True 4 | True 5 | False 6 |
| False 7 | False 8 | False 9 | False 10 | False 11 | False 12 | |

Review of the School Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|---|--|
| SY 2022-23 English Language Arts/Literature Hispanic subgroup demonstrating growth. | Based on the 2022-2023 PA Future Ready Index: the Hispanic subgroup had an increase in Proficiency. |
| PSSA Achievement - Black Subgroup | The Black Subgroup Maintained proficiency in ELA from the previous year and increased proficiency in Math, moving from 9.2% proficient to 17.6% proficient. |
| Career Standards Benchmark All Student Group Exceeds Performance Standard. | Based on the Future Ready PA Index data from the 2022-23 school year, our all student group met the performance standard with 100% which exceeded the statewide average. This group meets the performance standard. |
| English Language Growth and Attainment All Student Group meets the interim goal/improvement target. | Based on the 2022-2023 PA Future Ready Index: Our Academic Growth Score is 60, this meets or exceeds the statewide goal. Teachers implemented reading interventions within the classroom, with reading specialists, ELL and Special Education teachers with fidelity through our Reading Program: HMM Into Reading. This focused on Guided Reading, Foundational Skills, and Skill and Strategy. Students also are receiving additional targeted support through Tier II or Tier III and will receive instruction using the Foundations or Heggerty interventions. |

Challenges

| Indicator | Comments/Notable Observations |
|--|---|
| ELA PSSA Achievement | 20.8% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. |
| Math PSSA Achievement | 16% of our All student group were proficient or advanced. All Student Group Did Not Meet the Interim Goal/Improvement Target. |
| SY 2022-23 Future Ready Index ELA Growth | All student group Growth score of 50, which is not meeting the state expected growth standard |
| Science PVAAS Growth SY 2022-23 | All student group Growth score of 50, which is not meeting the state expected growth standard |
| On-Track Measures: Regular | 66.1% of our All Student Group is considered regular attenders which did not meet the performance |

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| Attendance | standard. |
| Math PVAAS Growth SY 2022-23 | All student group Growth score of 50, which is not meeting the state expected growth standard |

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

Strengths

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|---|--|
| Indicator ELA PVAAS Growth ESSA Student Subgroups English Learners | Comments/Notable Observations The English Learner subgroup had an increase in performance from the previous but not yet meeting the statewide goal/interim target. |
| Indicator ELA PSSA Achievement ESSA Student Subgroups African-American/Black, Hispanic | Comments/Notable Observations The Hispanic subgroup has an increase in performance from the previous year but not yet meeting the statewide goal/interim target.. The Black subgroup maintained performance from the previous year but not yet meeting the statewide goal/interim target. |
| Indicator MATH PSSA Achievement ESSA Student Subgroups African-American/Black | Comments/Notable Observations The Black subgroup has an increase in performance from the previous year but not yet meeting the statewide average. |
| Indicator Career Standards Benchmark. ESSA Student Subgroups African-American/Black, Economically Disadvantaged | Comments/Notable Observations 100% of our Economically Disadvantaged & Black students met the career standards benchmark. |
| Indicator Math PVAAS Growth ESSA Student Subgroups English Learners | Comments/Notable Observations The English Learner subgroup had an increase in performance from the previous year and meets or exceeded the statewide goal/interim target. |
| Indicator On Track Regular attendance ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), English Learners, Students with Disabilities | Comments/Notable Observations 60.2% of the Black student subgroup were not chronically absent which is maintained from the previous year. 75.9% of the Hispanic student subgroup were not chronically absent which is maintained from the previous year. 57.1% of the Two or More Races student subgroup were not chronically absent which is maintained from the previous year. 81% of the English Learner student subgroup were not chronically absent which is an increase from the previous year and meets/exceeds the statewide target. 53.1% of the Students with Disability student subgroup were not chronically absent which is an increase from the previous year. |

Challenges

| Indicator ESSA Student Subgroups | Comments/Notable Observations |
|---|--|
| Indicator ELA PSSA PVAAS Growth ESSA Student Subgroups African-American/Black, Economically Disadvantaged, English Learners | Comments/Notable Observations The Black students subgroup had a decrease in growth from the previous year. The Economically Disadvantaged student subgroup had a decrease in growth from the previous year. The English Learner student subgroup did not meet the statewide goal/interim target for SY 2022-23 and insufficient sample in SY 2021-22. |
| Indicator ELA PSSA Achievement ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities | Comments/Notable Observations 13% of English Learners were proficient or advanced, and this is a decrease in performance from the previous year. 0% of Students with Disabilities were proficient or advanced, and this is a decrease in performance from the previous year. 22% of students in the Black subgroup were proficient or advanced which maintained from the previous but did not meet statewide goal/interim target. 27.3% of students in the Asian subgroup were proficient or advanced and this is a decrease in performance from the previous year. Students considered Economically Disadvantaged: 19.5% were proficient or advanced. |
| Indicator Science/Biology PSSA Achievement ESSA Student Subgroups African-American/Black, Economically Disadvantaged | Comments/Notable Observations 27.3% of Economically Disadvantaged were proficient or advanced, and this is a decrease in performance from the previous year. 33.3% of the Black Student subgroup were proficient or advanced, and this is a decrease in performance from the previous year. |
| Indicator On-Track Measures: Regular Attendance ESSA Student Subgroups Asian (not Hispanic), Economically Disadvantaged | Comments/Notable Observations 75% of the Asian student subgroup were not chronically absent which is a decrease from the previous year. 63.3% of the Economically Disadvantaged student subgroup were not chronically absent which is a decrease from the previous year. |
| Indicator Math PSSA Achievement ESSA Student Subgroups Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities | Comments/Notable Observations 23.5% of students in the Asian subgroup were proficient or advanced which decreased from the previous year and did not meet statewide goal/interim target. 6.1% of students in the Hispanic subgroup were proficient or advanced which decrease from the previous year and did not meet statewide goal/interim target. 14.1% of students in the Economically Disadvantaged subgroup were proficient or advanced which decreased from the previous year and did not meet statewide goal/interim target. 8.5% of students in the English Learner subgroup were proficient or advanced which decreased from the previous year and did not meet statewide goal/interim target. 3.6% of students in the Students with Disabilities subgroup were proficient or advanced which decreased |

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| | from the previous year and did not meet statewide goal/interim target. |
| Indicator Math/Science PVAAS Growth ESSA Student Subgroups African-American/Black, Economically Disadvantaged | Comments/Notable Observations The Black students subgroup had a decrease in growth from the previous year. The Economically Disadvantaged student subgroup had a decrease in growth from the previous year. |

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

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| PSSA Achievement - the Black student subgroup maintained achievement in ELA and increased achievement in Math |
| PVAAS Growth - English Learner subgroup had an increase in or ELA performance and Math performance. |
| On Track Regular attendance - student subgroups, with the exception of the Asian subgroup and Economically Disadvantaged subgroup, either maintained or increased from the previous school year. |

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

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| PSSA Achievement in English Language Arts/Literature, all Student group did not meet the statewide goal/interim target. |
| PSSA Achievement in Mathematics, all Student group did not meet the statewide goal/interim target. |
| PSSA Achievement in Science, all Student group did not meet the statewide goal/interim target. |
| Math PVAAS Growth 2022-23, all student group decreased and did not meet the statewide goal/interim target. |
| ELA PVAAS Growth 2022-23, all student group decreased and did not meet the statewide goal/interim target. |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|-------------------|--|
| NWEA 2023-2024 | The RIT score for Language Arts: Reading with increased from a Mean RIT score of 137.26 to 173.16 in the winter. Percentage of students who met growth projection: 1st grade - 65% 2nd grade - 38% 3rd grade - 40% 4th grade - 24% 5th grade - 43% |

English Language Arts Summary

Strengths

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|---|
| The average Mean RIT score increased in Language Arts: Reading from a Mean RIT score of 137.26 in the fall to 173.16 in the winter. |
| 65% of our First grade students met their projected ELA growth from Fall to Winter on MAP assessment. |
| The Literacy Team meets every Wednesday to assess student tiered grouping to determine if students were placed in the appropriate tier. Reading Specialists utilized district ELA benchmarks, AIMSWEB, and MAP data for Tier level placement. MTSS Tutors and Reading Specialists pulled Tier II and III students to address comprehension and fluency concerns. If a student needs more support based on their data from Tier II and III interventions, they are referred to the Student Support Team, and data is assessed by the SST Team to determine the next steps or possible evaluation. We have implemented a new SST process for teachers that offers more comprehensive feedback and a streamlined process for SST determinations. |
| First Grade exceeded the grade level norm projected ELA growth and 5th grade met the norm projected ELA growth from Fall to Winter MAP assessment. |

Challenges

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| 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 average reading achievement compared to national norms. |
| The 4th grade only had 24% of students meet their projected ELA growth from fall to winter (10 out of 42 students). |
| We have had an increased number of EL students enroll in the building. |
| 4th grade was far below grade level norms for ELA growth from Fall to Winter. |

Mathematics

| Data | Comments/Notable Observations |
|-------------------|---|
| NWEA 2023-2024 | The average RIT Score in Math increased from 171.32 in the fall to 179.28 in the winter. Percent of students who met growth projection from fall to winter: 1st grade - 67% 2nd grade - 44% 3rd grade - 53% 4th grade - 37% 5th grade - 44% |

Mathematics Summary

Strengths

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| More than 50% of 3rd grade students met their projected Math growth from Fall to Winter. |
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| 67% of First grade students met their projected Math growth from Fall to Winter. |
| The Math Supervisor and coaches implemented Tier 2 math interventions using program-embedded local assessment benchmarks to track student progress and make sure that students were receiving adequate interventions based on needs. The Math Supervisor and coaches offered ongoing support for teachers throughout the school year to offer feedback and address concerns through local student benchmark data. |
| Grades, 1, 2, 3 & 5 exceeded the Grade level Norm projected Math growth from Fall to Winter. |

Challenges

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| Only 37% of 4th grade students met their projected Math growth from Fall to Winter (17 of the 46 students). I |
| 4th grade was far below grade level norms for Math growth from Fall to Winter. |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---|--|
| Continued implementation of TWIG Science program. | This is the 2nd year teachers implemented the TWIG science program with fidelity. Students were engaged during observed lessons/experiments. |

Science, Technology, and Engineering Education Summary

Strengths

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| Every teacher at Charles Kelly receives continued support throughout the school year to implement TWIG with fidelity. This program incorporates STEM problem-solving based learning activities and utilizes interactive lessons to increase student engagement. |
| All grade level field trips are Science focused. |

Challenges

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| Continued need for teachers to have professional Development in the new STEEL Standards. |
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Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|---|---|
| Based on Naviance data from the 2023-2024 school year, all our students met the performance standard with 100%. | Our students have met 100% career standard. |

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

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| In School year 2023-2024, 5th grade will have Career Day. |
| In school year 2023-2024, we had a school-wide college awareness day. |

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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| Partnerships with local businesses, community organizations and other agencies. |
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Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

| | |
|-------------|---|
| Data | Comments/Notable Observations |
| Reading | 24% of Students with Disabilities showed growth in the Reading NWEA MAP score from Fall 2023 to Winter 2024 |
| Mathematics | 38% of Students with Disabilities showed growth in the Math NWEA MAP score from Fall 2023 to Winter 2024 |
| | |

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

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|----------------|---|
| Student Groups | Comments/Notable Observations |
| Black | From Fall 2023 to Winter 2024 of the 2023-2024 school year, 43% of Black students NWEA MAP scores showed growth in Reading. |
| Black | From Fall 2023 to Winter 2024 of the 2023-2024 school year, 48% of Black students NWEA MAP scores showed growth in Math. |

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

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| For our Black subgroup, close to 50% of students showed growth from their Fall to Spring Math NWEA MAP score. |

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Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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| For our Students with Disabilities subgroup, 76% failed to show growth from their Fall to Winter Reading NWEA MAP scores and 62% failed to show growth in their Fall to Winter NWEA MAP Math scores. |
| For our Black subgroup, 57% failed to show growth from their Fall to Winter Reading NWEA MAP scores and 52% failed to show growth in their Fall to Winter Math NWEA MAP scores. |
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Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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|---|-------------|
| Align curricular materials and lesson plans to the PA Standards | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Operational |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| Identify and address individual student learning needs | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Emerging |

Empower Leadership

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|---|-------------|
| Foster a culture of high expectations for success for all students, educators, families, and community members | Operational |
| Collectively shape the vision for continuous improvement of teaching and learning | Emerging |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Operational |

Provide Student-Centered Support Systems

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|--|-------------|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| Implement evidence-based strategies to engage families to support learning | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Emerging |

Foster Quality Professional Learning

| | |
|--|-------------|
| Identify professional learning needs through analysis of a variety of data | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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| Foster a culture of high expectations for success for all students, educators, families, and community members. |
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| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. |
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| Implement an evidence-based system of schoolwide positive behavior interventions and supports. |
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Challenges

Thinking about all the most pressing challenges 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?

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| Collectively shape the vision for continuous improvement of teaching and learning |
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| Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA. |
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| Use multiple professional learning designs to support the learning needs of staff. |
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength | Check for Consideration in Plan |
|---|---------------------------------|
| PSSA Achievement - the Black student subgroup maintained achievement in ELA and increased achievement in Math | True |
| PVAAS Growth - English Learner subgroup had an increase in or ELA performance and Math performance. | False |
| The average Mean RIT score increased in Language Arts: Reading from a Mean RIT score of 137.26 in the fall to 173.16 in the winter. | False |
| On Track Regular attendance - student subgroups, with the exception of the Asian subgroup and Economically Disadvantaged subgroup, either maintained or increased from the previous school year. | True |
| More than 50% of 3rd grade students met their projected Math growth from Fall to Winter. | True |
| 65% of our First grade students met their projected ELA growth from Fall to Winter on MAP assessment. | True |
| The Literacy Team meets every Wednesday to assess student tiered grouping to determine if students were placed in the appropriate tier. Reading Specialists utilized district ELA benchmarks, AIMSWEB, and MAP data for Tier level placement. MTSS Tutors and Reading Specialists pulled Tier II and III students to address comprehension and fluency concerns. If a student needs more support based on their data from Tier II and III interventions, they are referred to the Student Support Team, and data is assessed by the SST Team to determine the next steps or possible evaluation. We have implemented a new SST process for teachers that offers more comprehensive feedback and a streamlined process for SST determinations. | False |
| 67% of First grade students met their projected Math growth from Fall to Winter. | True |
| First Grade exceeded the grade level norm projected ELA growth and 5th grade met the norm projected ELA growth from Fall to Winter MAP assessment. | False |
| In School year 2023-2024, 5th grade will have Career Day. | False |
| The Math Supervisor and coaches implemented Tier 2 math interventions using program-embedded local assessment benchmarks to track student progress and make sure that students were receiving adequate interventions based on needs. The Math Supervisor and coaches offered ongoing support for teachers throughout the school year to offer feedback and address concerns through local student benchmark data. | False |
| Grades, 1, 2, 3 & 5 exceeded the Grade level Norm projected Math growth from Fall to Winter. | True |
| For our Black subgroup, close to 50% of students showed growth from their Fall to Spring Math NWEA MAP score. | True |
| Foster a culture of high expectations for success for all students, educators, families, and community members. | True |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. | True |

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|---|-------|
| Implement an evidence-based system of schoolwide positive behavior interventions and supports. | True |
| Every teacher at Charles Kelly receives continued support throughout the school year to implement TWIG with fidelity. This program incorporates STEM problem-solving based learning activities and utilizes interactive lessons to increase student engagement. | False |
| In school year 2023-2024, we had a school-wide college awareness day. | False |
| All grade level field trips are Science focused. | False |

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

| Strength | Check for Consideration in Plan |
|--|---------------------------------|
| PSSA Achievement in Science, all Student group did not meet the statewide goal/interim target. | False |
| PSSA Achievement in English Language Arts/Literature, all Student group did not meet the statewide goal/interim target. | False |
| PSSA Achievement in Mathematics, all Student group did not meet the statewide goal/interim target. | False |
| 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 average reading achievement compared to national norms. | False |
| For our Black subgroup, 57% failed to show growth from their Fall to Winter Reading NWEA MAP scores and 52% failed to show growth in their Fall to Winter Math NWEA MAP scores. | True |
| Math PVAAS Growth 2022-23, all student group decreased and did not meet the statewide goal/interim target. | True |
| ELA PVAAS Growth 2022-23, all student group decreased and did not meet the statewide goal/interim target. | True |
| The 4th grade only had 24% of students meet their projected ELA growth from fall to winter (10 out of 42 students). | False |
| We have had an increased number of EL students enroll in the building. | False |
| 4th grade was far below grade level norms for ELA growth from Fall to Winter. | False |
| Partnerships with local businesses, community organizations and other agencies. | False |
| Only 37% of 4th grade students met their projected Math growth from Fall to Winter (17 of the 46 students). I | False |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA. | False |
| For our Students with Disabilities subgroup, 76% failed to show growth from their Fall to Winter Reading NWEA MAP scores and 62% failed to show growth in their Fall to Winter NWEA MAP Math scores. | True |
| Collectively shape the vision for continuous improvement of teaching and learning | True |
| 4th grade was far below grade level norms for Math growth from Fall to Winter. | False |
| Continued need for teachers to have professional Development in the new STEEL Standards. | False |
| Use multiple professional learning designs to support the learning needs of staff. | False |

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

ELA PVAAS Growth - The Black students subgroup had a decrease in growth from the previous year. The Economically Disadvantaged student subgroup had a decrease in growth from the previous year. The English Learner student subgroup did not meet the statewide goal/interim target for SY 2022-23 and insufficient sample in SY 2021-22. Math PVAAS Growth - The Black students subgroup had a decrease in growth from the previous year. The Economically Disadvantaged student subgroup had a decrease in growth from the previous year. From Fall 2023 to Winter 2024 of the 2023-2024 school year, 43% of Black students NWEA MAP scores showed growth in Reading and 48% in Math. 24% of Students with Disabilities showed growth in the Reading NWEA MAP score from Fall 2023 to Winter 2024. 38% of Students with Disabilities showed growth in the Math NWEA MAP score from Fall 2023 to Winter 2024 After meeting with School Planning team, many staff was unaware of school mission/vision. As a result of this discovery, we have decided to determine the staff's personal whys and create a new mission/vision for Charles Kelly for SY 2024-25.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|-------------------|--------------------|
| For our Black subgroup, 57% failed to show growth from their Fall to Winter Reading NWEA MAP scores and 52% failed to show growth in their Fall to Winter Math NWEA MAP scores. | | False |
| For our Students with Disabilities subgroup, 76% failed to show growth from their Fall to Winter Reading NWEA MAP scores and 62% failed to show growth in their Fall to Winter NWEA MAP Math scores. | | False |
| Collectively shape the vision for continuous improvement of teaching and learning | | False |
| Math PVAAS Growth 2022-23, all student group decreased and did not meet the statewide goal/interim target. | | True |
| ELA PVAAS Growth 2022-23, all student group decreased and did not meet the statewide goal/interim target. | | True |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|--|-------------------|
| For our Black subgroup, close to 50% of students showed growth from their Fall to Spring Math NWEA MAP score. | |
| More than 50% of 3rd grade students met their projected Math growth from Fall to Winter. | |
| 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. | |
| PSSA Achievement - the Black student subgroup maintained achievement in ELA and increased achievement in Math | |
| On Track Regular attendance - student subgroups, with the exception of the Asian subgroup and Economically Disadvantaged subgroup, either maintained or increased from the previous school year. | |
| 65% of our First grade students met their projected ELA growth from Fall to Winter on MAP assessment. | |
| 67% of First grade students met their projected Math growth from Fall to Winter. | |
| Grades, 1, 2, 3 & 5 exceeded the Grade level Norm projected Math growth from Fall to Winter. | |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|--|
| | If we implement evidence based strategies and interventions along with regular team reviews of student data, then the all student group/designated subgroups will show growth in Math. |
| | If we implement evidence based strategies and interventions along with regular team reviews of student data, then the all |

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| | student group/designated subgroups will show growth in Reading. |
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Goal Setting

Priority: If we implement evidence based strategies and interventions along with regular team reviews of student data, then the all student group/designated subgroups will show growth in Math.

| Outcome Category | | | |
|---|--|---|---|
| Mathematics | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| The Charles Kelly all student group and Black student subgroup earned 50% Growth in the testing year 2022-2023 Math PSSA; there will be an increase to at least 60% of the all student group, the Black student subgroup, and the Students with Disabilities subgroup showing growth by the end of 2024-2025. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Math Growth | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| 50% of each of the following: All-Student Group, Black Student Subgroup, and Students with Disabilities Subgroup will meet or exceed growth norm from spring of 2024 to Fall 2024 in NWEA MAP. | 55% of each of the following: All-Student Group, Black Student Subgroup, and Students with Disabilities Subgroup will meet or exceed growth norm from spring of 2024 to Fall 2024 in NWEA MAP. | By the end of Quarter 3, Students in grades 3, 4 & 5 will show growth from their BOY Benchmark Score in IXL * This quarter target varies from the other 3 due to no MAP test scores available at this time. | At least 60% of each of the following: All-Student Group, Black Student Subgroup, and Students with Disabilities Subgroup will meet or exceed growth norm from spring of 2024 to Fall 2024 in NWEA MAP. |

Priority: If we implement evidence based strategies and interventions along with regular team reviews of student data, then the all student group/designated subgroups will show growth in Reading.

| Outcome Category | | | |
|--|--|---|--|
| English Language Arts | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| The Charles Kelly all student group and Black student subgroup earned 50% Growth in the testing year 2022-2023 ELA PSSA; there will be an increase to at least 60% of the all student group, the Black student subgroup, and the Students with Disabilities subgroup showing growth by the end of 2024-2025. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| English Language Arts Growth | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| 50% of each of the following: All-Student Group, Black Student Subgroup, and Students with | 55% of each of the following: All-Student Group, Black Student Subgroup, and Students with | By the end of Quarter 3, Students in grades 3, 4 & 5 will show growth from their BOY Benchmark Score in | At least 60% of each of the following: All-Student Group, Black Student Subgroup, and Students |

| | | | |
|---|---|---|--|
| Disabilities Subgroup will meet or exceed growth norm from spring of 2024 to Fall 2024 in NWEA MAP. | Disabilities Subgroup will meet or exceed growth norm from fall of 2024 to Winter 2025 in NWEA MAP. | IXL * This quarter target varies from the other 3 due to no MAP test scores available at this time. | with Disabilities Subgroup will meet or exceed growth norm from winter of 2025 to Spring 2025 in NWEA MAP. |
|---|---|---|--|

Action Plan

Measurable Goals

| | |
|------------------------------|-------------|
| English Language Arts Growth | Math Growth |
|------------------------------|-------------|

Action Plan For: School Wide Vision

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> The Charles Kelly all student group and Black student subgroup earned 50% Growth in the testing year 2022-2023 ELA PSSA; there will be an increase to at least 60% of the all student group, the Black student subgroup, and the Students with Disabilities subgroup showing growth by the end of 2024-2025. The Charles Kelly all student group and Black student subgroup earned 50% Growth in the testing year 2022-2023 Math PSSA; there will be an increase to at least 60% of the all student group, the Black student subgroup, and the Students with Disabilities subgroup showing growth by the end of 2024-2025. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| 1. Identify individual staff "why" 2. Small groups identify shared "why" - "Story of Us" 3. Incorporate group feedback into a shared single vision. | | 2024-08-20 | 2024-10-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal Assistant Principal Schoolwide Staff | Graphic Organizers for Personal & Shared visions, Video, Slide deck | Yes | |
| Action Step | | Anticipated Start/Completion Date | |
| We will share drafted school wide vision with families at our October Home & School Meeting and ask for any additional thoughts or feedback. | | 2024-11-01 | 2024-11-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal Assistant Principal | Home & School Meeting Agenda | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Schoolwide vision will be posted to school website in December of 2024. | | 2024-12-01 | 2024-12-31 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal Website Coordinator | DCIU SIF | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|--|
| A completed schoolwide vision statement that considers the voices of all stakeholders. | Schoolwide Staff Faculty Meetings for August, September & October Home & School Meeting in November. Vision will be the published in December. |

Action Plan For: Data Meetings for ELA and Math

| Measurable Goals: | |
|---|--|
| <ul style="list-style-type: none"> The Charles Kelly all student group and Black student subgroup earned 50% Growth in the testing year 2022-2023 ELA PSSA; there will be an increase to at least 60% of the all student group, the Black student subgroup, and the Students with Disabilities subgroup showing growth by the end of 2024-2025. The Charles Kelly all student group and Black student subgroup earned 50% Growth in the testing year 2022-2023 Math PSSA; there will be an increase to at least 60% of the all student group, the Black student subgroup, and the Students with Disabilities subgroup showing growth by the end of 2024-2025. | |

| Action Step | | Anticipated Start/Completion Date | |
|---|--|--|------------|
| Set the dates for data meetings to occur and share with faculty. | | 2024-08-20 | 2024-08-23 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal Assistant Principal | Calendar | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Provide staff with data analysis protocol and expectations. | | 2024-08-20 | 2024-08-23 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal Assistant Principal | Guidance from coaches Data Analysis/Reflection Protocol Worksheet | Yes | |
| Action Step | | Anticipated Start/Completion Date | |
| Conduct Data Meetings every 6 weeks starting in October. | | 2024-10-01 | 2025-05-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal Assistant Principal District Coaches Classroom Teachers Reading Specialists | Data Analysis/Reflection Protocol Worksheet Data Meeting Minutes sheet | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Teachers/school staff will analyze data collaboratively and reflect on interventions and strategies to support student growth increase. | Grade Level Teams, Every 6 weeks, Data Meeting Minutes, Data Analysis Reflection Sheets |

Action Plan For: IXL Math & Reading

Measurable Goals:

- The Charles Kelly all student group and Black student subgroup earned 50% Growth in the testing year 2022-2023 ELA PSSA; there will be an increase to at least 60% of the all student group, the Black student subgroup, and the Students with Disabilities subgroup showing growth by the end of 2024-2025.
- The Charles Kelly all student group and Black student subgroup earned 50% Growth in the testing year 2022-2023 Math PSSA; there will be an increase to at least 60% of the all student group, the Black student subgroup, and the Students with Disabilities subgroup showing growth by the end of 2024-2025.

| Action Step | | Anticipated Start/Completion Date | |
|--|--|-----------------------------------|------------|
| Utilize NWEA MAP data to create targeted and individualized IXL intervention plans to support students at Tier 1, 2 & 3. | | 2024-09-16 | 2025-05-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Classroom Teachers Reading Specialist District Coaches MTSS Tutors | NWEA MAP reports IXL Program MTSS Intervention Resources | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|--|
| Students will show growth on Math/ELA Local and State Assessments. | Math & ELA data will be monitored every 6 weeks in the data meetings. Data Meeting participants will be Classroom Teachers, Principal, Assistant Principal, District Coaches, Reading Specialists. |

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

| eGgrant Budget Category (Schoolwide Funding) | Action Plan(s) | Expenditure Description | Amount |
|--|--|-------------------------|-----------|
| Instruction | <ul style="list-style-type: none">• School Wide Vision• Data Meetings for ELA and Math• IXL Math & Reading | Title I Staff Salaries | 254768.00 |
| Instruction | <ul style="list-style-type: none">• School Wide Vision• Data Meetings for ELA and Math• IXL Math & Reading | Title I Staff Benefits | 41110.00 |
| Instruction | <ul style="list-style-type: none">• School Wide Vision• Data Meetings for ELA and Math• IXL Math & Reading | MTSS Supplies | 3000.00 |
| Instruction | <ul style="list-style-type: none">• School Wide Vision• Data Meetings for ELA and Math• IXL Math & Reading | Tutor Salaries | 25200.00 |
| Instruction | <ul style="list-style-type: none">• School Wide Vision• Data Meetings for ELA and Math• IXL Math & Reading | Tutor Benefits | 4472.00 |
| Other Expenditures | <ul style="list-style-type: none">• School Wide Vision• Data Meetings for ELA and Math• IXL Math & Reading | Transferred Funds | 74395.00 |

| | | | | |
|--------------------|--|--------------------|----------|--------|
| Other Expenditures | <ul style="list-style-type: none">• School Wide Vision• Data Meetings for ELA and Math• IXL Math & Reading | Library Salaries | 66653.00 | |
| Other Expenditures | <ul style="list-style-type: none">• School Wide Vision• Data Meetings for ELA and Math• IXL Math & Reading | Parent Involvement | 4100.00 | |
| Other Expenditures | <ul style="list-style-type: none">• School Wide Vision• Data Meetings for ELA and Math• IXL Math & Reading | Library Benefits | 11828.00 | |
| Total Expenditures | | | | 485526 |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|--------------------------------|---|
| School Wide Vision | 1. Identify individual staff "why" 2. Small groups identify shared "why" - "Story of Us" 3. Incorporate group feedback into a shared single vision. |
| Data Meetings for ELA and Math | Provide staff with data analysis protocol and expectations. |

Data Meeting Protocol

| Action Step | | |
|---|-------------------|------------------------|
| <ul style="list-style-type: none">Provide staff with data analysis protocol and expectations. | | |
| Audience | | |
| Classroom Teachers | | |
| Topics to be Included | | |
| Math & ELA MTSS Tiers 1, 2 & 3 | | |
| Evidence of Learning | | |
| Classroom Teachers will implement interventions in both Math & ELA at Tier 1, 2, & 3 as needed. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Principal Assistant Principal District Coaches | 2024-08-20 | 2024-09-30 |

Learning Format

| Type of Activities | Frequency |
|--|---|
| Inservice day | 2 meetings presenting protocol followed by participation in the meetings every 6 weeks. |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none">1e: Designing Coherent Instruction4a: Reflecting on Teaching1a: Demonstrating Knowledge of Content and Pedagogy4d: Participating in a Professional Community1d: Demonstrating Knowledge of Resources3e: Demonstrating Flexibility and Responsiveness1b: Demonstrating Knowledge of Students3c: Engaging Students in Learning2b: Establishing a Culture for Learning4b: Maintaining Accurate Records | |

- 1c: Setting Instructional Outcomes
- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Vision Development

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • 1. Identify individual staff "why" 2. Small groups identify shared "why" - "Story of Us" 3. Incorporate group feedback into a shared single vision. | | |
| Audience | | |
| Charles Kelly school staff | | |
| Topics to be Included | | |
| Personal 'Why' Story of 'Us', Charles Kelly Core Values School wide vision statement development | | |
| Evidence of Learning | | |
| The staff will consider their personal 'whys' and core values to develop a school wide vision statement in which they can commit and towards every day. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Principal Assistant Principal | 2024-08-20 | 2024-10-30 |

Learning Format

| | |
|--|--|
| Type of Activities | Frequency |
| Professional Learning Community (PLC) | The school will create the initial draft during a professional development day in August. The draft will be revisited during PLCs in September and October to refine and prepare for presentation to parents/families/community members. |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4a: Reflecting on Teaching • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Common Ground: Culturally Relevant Sustaining Education | |

Approvals & Signatures

| |
|----------------|
| Uploaded Files |
| |

| | |
|--|------|
| Chief School Administrator | Date |
| | |
| Building Principal Signature | Date |
| | |
| School Improvement Facilitator Signature | Date |
| | |