

## **UPPER DARBY KDG CTR**

3200 State Rd

Schoolwide Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

The Kindergarten Center's mission is to provide a nurturing, safe, and fun environment that will introduce children to the exciting world of learning. In fostering individuality, creativity, and imagination, students at the Kindergarten Center will develop life-long friends and a life-long love of learning. We are committed to establishing a strong foundation that opens the doors for continued academic success and endless possibilities.

STEERING COMMITTEE

Name	Position	Building/Group
Dina Williams	Principal	UDKC
Jeanine Mbaeri	Other	UDKC
Greg Manfre	Director of Elementary Education	UDSD
Erica Vera	Social Worker	UDKC
Jill Shaw	Guidance Counselor	UDKC
Gina Applegate	Classroom Teacher	UDKC
Jenn Maguire	School Nurse	UDKC
Diana Adelizzi	Reading Specialist	UDKC
Kristin O'Neill	District Level Leaders	UDSD
Gule Nasren	Community Member	UDKC
Chantell Shane	Parent	UDKC
Daniel McGarry	Chief School Administrator	UDSD

**Name**

**Position**

**Building/Group**

# ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Through the adoption of Foundations into the Core Curriculum, in addition to Heggerty, and the Comprehension & Writing Components from Into Reading, we will provide our Kindergarten Students with a solid Foundation in Early Literacy skills.	Early Literacy
	Early Literacy
The adoption of Foundations into the Core Curriculum in addition to the Comprehension, Writing, and Literature components from Into Reading would provide our Kindergarten Students with a solid Foundation in Phonics instruction.	Early Literacy
	Early Literacy
Providing students with weekly SEL lessons, Tiered behavior supports through MTSS, and consistent implementation of our PBIS program will further develop social skills and school readiness.	Social emotional learning

# ACTION PLAN AND STEPS

Evidence-based Strategy
Foundations as Core Phonics curriculum

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

AIMSWEB Composite

Students will increase their Proficiency as measured by the AIMSWEB Composite Score.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Teachers will be provided PD regarding Foundations Implementation in the classroom.

2023-08-28 -  
2024-06-13

Dina Williams/Principal  
Jeanine Mbaeri, Assistant  
Principal ELA Supervisor ELA  
Coaches

Foundations Curriculum

Teachers will be provided opportunity to reteach Units of content in Foundations until the majority of class (75%) are proficient on end of Unit assessments.

2023-08-28 -  
2024-06-13

Dina Williams/Principal

Data Meetings with  
Principal, Instructional  
Coaches, and ELA  
Supervisor.

### Anticipated Outcome

Increased proficiency in Early Literacy skills.

### Monitoring/Evaluation

AIMSWEB Benchmark assessments, Progress Monitoring, Learning Walks, Data Meetings

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Fundations as Core	Teachers will be provided PD regarding	08/28/2023 -
	Phonics curriculum	Fundations Implementation in the classroom.	06/13/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Fundations as Core	Teachers will be provided	08/28/2023
	Phonics curriculum	opportunity to reteach Units of content in Fundations until the majority of class (75%) are proficient on end of Unit assessments.	- 06/13/2024



## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Dina Williams

2023-04-30

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Increase in Letter Naming Fluency from Fall 49.1% to the Winter 65.4% of students being at or Above Benchmark.

Increase in the Assessment scores from 84.5% on the Mid-Unit Assessment to 93% on the Foundations End of Unit 1 Assessment.

Data Meetings with building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery.

ELA Instructional coach models lessons and mentors new teachers.

Almost all students being in person for learning allows for full use of curriculum and materials

Math Instructional Coach models lessons for classroom teachers, as well as mentors new teachers.

Math Instruction Coach and Director of Math Curriculum meet every trimester for data meetings and review of assessment materials with classroom teachers.

Ability to provide additional math support to neediest students

### Challenges

On the AIMSWEB Composite in the Fall, 49.8% of students were Above Benchmark or Benchmark and 65.4 were At or Above Benchmark in the Winter.

Our incoming, identified English Language Learner students coming into Kindergarten are increasing and have less prior language acquisition than in previous years.

Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.

An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.

Implement evidence-based strategies to engage families to support learning

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

Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills

## Strengths

one-on-one or small group.

2022-2023 Pennsylvania Department of Education PBIS awarded the UDKC for Fidelity of Implementation at the Universal Level.

Ability to provide additional reading support to neediest students one-on-one or small group.

Ability to reteach Foundations Units to ensure students retained what was being taught.

Ability to provide additional reading support to neediest students one-on-one or small group.

Almost all students being in person for learning allows for full use of curriculum and materials.

Data Meetings with building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery.

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

Monitor and Evaluate the impact of professional learning on staff practices and student learning

## Challenges

more than ever before.

An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.

Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.

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### Strengths

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

Almost all students being in person for learning allows for full use of curriculum and materials.

### Challenges

An increase in the number of students qualifying for ELL services, which equates to more students entering our building with little to no English language.

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### Most Notable Observations/Patterns

The addition of Foundations back into the Core Curriculum, as well as the ability to go back and reteach units until 75% of students scored proficient allows teachers to take time needed with each class for foundational skill acquisition. This also allows for additional learning time and rote practice of letters and sounds for our non-English speaking students.

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Challenges	Discussion Point	Priority for Planning
On the AIMSWEB Composite in the Fall, 49.8% of students were Above Benchmark or Benchmark and 65.4 were At or Above Benchmark in the Winter.	When the assessment is timed, students don't perform as strong. The key would be to increase the students automaticity of foundational skills.	✓
Our incoming, identified English Language Learner students coming into Kindergarten are increasing and have less prior language acquisition than in previous years.		
Implement evidence-based strategies to engage families to support learning		
Partner with local businesses, community organizations, and other agencies to meet the needs of the school		
Students are beginning Kindergarten coming out of a Pandemic. There is a lack of school readiness and Social Emotional skills more than ever before.	Lack of School Readiness and Social Emotional Skills does get in the way of learning for some students.	✓

# ADDENDUM B: ACTION PLAN

## Action Plan: Foundations as Core Phonics curriculum

Action Steps	Anticipated Start/Completion Date
Teachers will be provided PD regarding Foundations Implementation in the classroom.	08/28/2023 - 06/13/2024
Monitoring/Evaluation	Anticipated Output
AIMSWEB Benchmark assessments, Progress Monitoring, Learning Walks, Data Meetings	Increased proficiency in Early Literacy skills.
Material/Resources/Supports Needed	PD Step
Foundations Curriculum	yes

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Action Steps	Anticipated Start/Completion Date
Teachers will be provided opportunity to reteach Units of content in Foundations until the majority of class (75%) are proficient on end of Unit assessments.	08/28/2023 - 06/13/2024
Monitoring/Evaluation	Anticipated Output
AIMSWEB Benchmark assessments, Progress Monitoring, Learning Walks, Data Meetings	Increased proficiency in Early Literacy skills.
Material/Resources/Supports Needed	PD Step
Data Meetings with Principal, Instructional Coaches, and ELA Supervisor.	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Fundations as Core Phonics curriculum	Teachers will be provided PD regarding Foundations Implementation in the classroom.	08/28/2023 - 06/13/2024
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Fundations as Core Phonics curriculum	Teachers will be provided opportunity to reteach Units of content in Foundations until the majority of class (75%) are proficient on end of Unit assessments.	08/28/2023 - 06/13/2024

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# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Fundations/Center Building	All teachers	Fundations curriculum, materials and resources available on FunHub.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased letter Naming Proficiency and automaticity.	08/29/2022 - 06/13/2023	ELA Supervisor Instructional Coaches Reading Specialists Principal Assistant Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:

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**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Home & School Meeting	Comprehensive School Plan	In person/Virtual	All school families	June & September
Faculty Meeting	Comprehensive School Plan	Faculty Meeting	All Staff	August
Comprehensive Planning Committee	Comprehensive School Plan goal setting, action planning, implementation, and assessment of implementation.	In person meetings	Comprehensive Planning Team	On-Going

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