

UPPER DARBY KDG CTR

3200 State Rd

Schoolwide Title 1 School Plan | 2022 - 2023

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	Lead Teacher	UDKC
Greg Manfre	Director of Elementary Education	UDKC
Patricia Mulholland	Social Worker	UDKC
Jill Shaw	Guidance Counselor	UDKC
Gina Applegate	Classroom Teacher	UDKC
Nancy Casey	School Nurse	UDKC
Maureen Mylotte	Instructional Coach	UDKC
Diana Adelizzi	Reading Specialist	UDKC
Kristin O'Neill	District Level Leaders	UDKC
Gule Nasren	Community Member	UDKC
Melissa Wallis	Parent	UDKC

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Given the opportunities to reteach lessons that the majority of students did not master will provide students with a stronger foundation to later make gains more quickly and build upon skills mastered.	Early Literacy
Through providing office hours to families and video demonstrations of various learning activities. our families will be more confident in assisting their children.	Parent and family engagement
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

ACTION PLAN AND STEPS

Evidence-based Strategy
Foundations as Core Phonics curriculum

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Letter Naming Subtest on the AIMSWEB Assessment	Students will increase their Proficiency in Letter Naming Fluency

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.

2022-08-22 -
2023-06-09Dina
Williams/Principal
ELA Supervisor

Foundations Curriculum

Teachers will be provided opportunity to reteach Units of content in Foundations until the majority of class (70%) are proficient on end of Unit assessments.

2022-08-22 -
2023-06-09Dina
Williams/PrincipalData Meetings with Principal,
Instructional Coaches, and ELA
Supervisor.

Trauma Informed Care

2022-08-22 -
2023-06-09Principal
Leadership Team
Lakeside
Neurologic
ConsultantsStrategies and Resources to assist
teachers in recognizing student
trauma and implementing proactive
measures.

Increased proficiency in Early Literacy skills.

-

AIMSWEB Benchmark assessments,
Progress Monitoring, Learning Walks,
Data Meetings**Anticipated Outcome**

Increased proficiency in Early Literacy skills.

Monitoring/Evaluation

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

Evidence-based Strategy

Increased Parent Engagement and Collaboration

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Family Engagement	We will increase family participation at in-person and/or virtual school events and Home & School Meetings.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
We will implement strategies and provide resources to our families to increase participation and collaboration in their child's educational journey.	2022-08-29 - 2023-06-09	Principal Social Worker Guidance Counselor Assistant Principal	Community Resources, Parent Workshops All of enVision Mathematics Common Core Access to IXL, Title 1 funds will be utilized when the Upper Darby Kindergarten Center is able to host parents (as approved in the UDSD COVID-19 Pandemic Health and Safety Plan) at school events featuring the interventions and programming mentioned in the action steps. This money will go towards providing dinner / incentives for families for events such as back to school night, family literacy night, School Reading Challenges, etc.

Anticipated Outcome

Increase in parent involvement and engagement

Monitoring/Evaluation

Monitor through parent sign-in either in person or virtual for attendance either in-person and/or virtually.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Proficiency in Letter Naming Fluency (Letter Naming Subtest on the AIMSWEB Assessment)	Foundations as Core	Teachers will be provided PD	08/22/2022 -
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Phonics curriculum	regarding Foundations Implementation in the classroom.	06/09/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Proficiency in Letter Naming Fluency (Letter Naming Subtest on the AIMSWEB Assessment)	Foundations as Core	Teachers will be provided	08/22/2022 -
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Phonics curriculum	opportunity to reteach Units of content in Foundations until the majority of class (70%) are proficient on end of Unit assessments.	06/09/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Proficiency in Letter Naming Fluency (Letter Naming Subtest on the AIMSWEB Assessment)	Foundations as Core	Trauma Informed Care	08/22/2022 -
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Phonics curriculum		06/09/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Proficiency in Letter Naming Fluency (Letter Naming Subtest on the AIMSWEB Assessment)	Foundations as Core	Increased proficiency in	01/01/0001 -
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Phonics curriculum	Early Literacy skills.	01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will increase family participation at in-person and/or virtual school events and Home & School Meetings. (Family Engagement)	Increased Parent Engagement and Collaboration	We will implement strategies and provide resources to our families to increase participation and collaboration in their child's educational journey.	08/29/2022 - 06/09/2023

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Dina Williams

2022-05-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Increase in Letter Naming Fluency from Fall 39.3% to the Winter 45% of students being at or Above Benchmark.

Increase in the Assessment scores from 57.1% on the Mid-Unit Assessment to 83% on the Foundations End of Unit 1 Assessment.

2020-2021 Pennsylvania Department of Education PBIS awarded the UDKC for Fidelity of Implementation at the Universal Level.

Not Applicable

Not Applicable

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

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

Challenges

On the AIMSWEB Composite in the Fall, 42% of students were Above Benchmark or Benchmark. The exact same percentage of students were Above Benchmark or 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.

Not Applicable

Not Applicable

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

Implement evidence-based strategies to engage families to support learning

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

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

Strengths

behavior interventions and supports

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.

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.

The majority of 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 one-on-one or small group.

Challenges

more than ever before.

Not Applicable

Strengths

No Applicable

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 70% of students scored proficient is evident in the percentage of students leaving this school year knowing all letters and letter sounds.

Challenges

**Discussion
Point**

Priority for Planning

On the AIMSWEB Composite in the Fall, 42% of students were Above Benchmark or Benchmark. The exact same percentage of students were Above Benchmark or Benchmark in the winter.

Implement evidence-based strategies to engage families to support learning

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.	08/22/2022 - 06/09/2023
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

Action Steps**Anticipated Start/Completion Date**

Teachers will be provided opportunity to reteach Units of content in Foundations until the majority of class (70%) are proficient on end of Unit assessments.

08/22/2022 - 06/09/2023

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



Action Steps**Anticipated Start/Completion Date**

Trauma Informed Care

08/22/2022 - 06/09/2023

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**

Strategies and Resources to assist teachers in recognizing student trauma and implementing proactive measures.

yes



Action Steps**Anticipated Start/Completion Date**

Increased proficiency in Early Literacy skills.

01/01/0001 - 01/01/0001

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**

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

yes



Action Plan: Increased Parent Engagement and Collaboration

Action Steps	Anticipated Start/Completion Date
We will implement strategies and provide resources to our families to increase participation and collaboration in their child's educational journey.	08/29/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
Monitor through parent sign-in either in person or virtual for attendance either in-person and/or virtually.	Increase in parent involvement and engagement

Material/Resources/Supports Needed	PD Step
Community Resources, Parent Workshops All of enVision Mathematics Common Core Access to IXL, Title 1 funds will be utilized when the Upper Darby Kindergarten Center is able to host parents (as approved in the UDSD COVID-19 Pandemic Health and Safety Plan) at school events featuring the interventions and programming mentioned in the action steps. This money will go towards providing dinner / incentives for families for events such as back to school night, family literacy night, School Reading Challenges, etc.	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Proficiency in Letter Naming Fluency (Letter Naming Subtest on the AIMSWEB Assessment)	Fundations as Core	Teachers will be provided PD regarding	08/22/2022 -
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Phonics curriculum	Fundations Implementation in the classroom.	06/09/2023
Students will increase their Proficiency in Letter Naming Fluency (Letter Naming Subtest on the AIMSWEB Assessment)	Fundations as Core	Teachers will be provided opportunity to reteach Units of content in	08/22/2022 -
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Phonics curriculum	Fundations until the majority of class (70%) are proficient on end of Unit assessments.	06/09/2023
Students will increase their Proficiency in Letter Naming Fluency (Letter Naming Subtest on the AIMSWEB Assessment)	Fundations as Core	Trauma Informed Care	08/22/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)	Phonics curriculum		06/09/2023
<p>Students will increase their Proficiency in Letter Naming Fluency (Letter Naming Subtest on the AIMSWEB Assessment)</p> <p>Students will increase their Proficiency as measured by the AIMSWEB Composite Score. (AIMSWEB Composite)</p>	Foundations as Core Phonics curriculum	Increased proficiency in Early Literacy skills.	01/01/0001 - 01/01/0001
We will increase family participation at in-person and/or virtual school events and Home & School Meetings. (Family Engagement)	Increased Parent Engagement and Collaboration	We will implement strategies and provide resources to our families to increase participation and collaboration in their child's educational journey.	08/29/2022 - 06/09/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Implementation and review of Foundations Curriculum	Classroom Teachers; Learning Support Teachers, ELL teachers	Foundations Curriculum and Assessments review
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Effective implementation of program with fidelity	08/22/2022 - 06/09/2023	Dina Williams/Principal Reading Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1c: Setting Instructional Outcomes

Language and Literacy Acquisition for All Students

3c: Engaging Students in Learning

4d: Participating in a Professional Community

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

4a: Reflecting on Teaching

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

4e: Growing and Developing Professionally

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Monthly Home & School Association Meetings	The school's comprehensive improvement plan will be posted to the school's website page for stakeholders to access.	School Website	All stakeholders	The plan will be accessible on the school's website once approved for the entire school year.
School Improvement Committee Meetings	Identified members of the school improvement committee will meet periodically throughout the school year to analyze data points to determine if the school is on track to meeting targeted outcomes. Members of the committee will collaborate on ways to maintain and enhance existing systems.	Meetings	School Improvement committee Parent/Community representatives	Quarterly meetings will be held to monitor the school's progression towards goals.
Weekly Principal Electronic Communication Emails	School stakeholders will be informed of progression towards school-wide goals and initiatives weekly through electronic mail. Through the Blackboard platform stakeholders will receive pertinent information in regards to the school's comprehensive improvement plan that will be accessible to stakeholders' in their native languages.	Blackboard Email System	Students Families Administrators School faculty and staff members	This communication step will be conducted weekly through email.

