

CHARLES KELLY EL SCH

3400 Dennison Ave

ATSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

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

STEERING COMMITTEE

Name	Position	Building/Group
Daniel Hyland	Principal	Charles Kelly Elementary School
Caitlin Cecco	School Counselor	Charles Kelly Elementary School
Gina Blair	Parent/Home and School President	Charles Kelly Elementary School
Lisa Thompson	Reading Specialist	Charles Kelly Elementary School
Christina Caldwell	Classroom Teacher	Charles Kelly Elementary School
Dana Kelly	Special Education Teacher	Charles Kelly Elementary School
Greg Manfre	Director of Elementary Education	Upper Darby School District
Heather Stottlemeyer	Teaching and Learning Specialist	DCIU
Alexis Christiano	Other	Charles Kelly Elementary School
Sadie Thomas	Parent	Charles Kelly Elementary School
Dr. Daniel P. McGarry	Chief School Administrator	Upper Darby School District
Hoi Wong	Parent	Upper Darby School District
Nicholas Hoyt	Community Member	Upper Darby Community Member

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Increase student reading/math achievement and growth. Increase overall student attendance.	Mathematics English Language Arts Regular Attendance
Increase student reading/math achievement and growth. Increase overall student attendance.	Mathematics English Language Arts Regular Attendance
Based on the 2019-2020 PA Future Ready Index data, our all student group did not meet the the performance standard. Regular attendance participation continues to be a concern.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy

Into Reading (1-5), Foundations (1-3) and Heggerty (1)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	Increase the All Student Group Percent Regular Attendance Rate from 73.8% to 80.2% by the end of the 2021-2022 school year. Percent of school wide attendance for each quarter will be based on daily attendance data.
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Attendance	Increase the All Student Group Percent Regular Attendance Rate from 73.8% to 80.2% by the end of the 2021-2022 school year. Percent of school wide attendance for each quarter will be based on daily attendance data.
Math Achievement	The all student group and, specifically, our 3rd grade students in the Black subgroup will meet or exceed the growth norm expectations for the Fall, winter and spring assessments as measured by the NWEA MAP MATHEMATICS assessment.
Math Achievement	The all student group and, specifically, our 3rd grade students in the Black subgroup will meet or exceed the growth norm expectations for the Fall, winter and spring assessments as measured by the NWEA MAP MATHEMATICS assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom teachers, reading specialists, ELL and Special Education teachers will	2022-08-29 - 2023-06-09	Classroom teacher Lead	All HMH Into Reading materials All Foundations materials All Heggerty materials Title 1 funds will be utilized if

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
implement with fidelity our Reading Program: HMH Into Reading with a focus on Guided Reading, Foundational Skills and Skill and Strategy. Students who are receiving additional targeted support through Tier II or Tier III will received instruction using the Foundations or Heggerty interventions.		teacher Reading Specialists MTSS Tutors District coaches	Charles Kelly Elementary School is able to host parents (as approved in the UDSO COVID-19 Pandemic Health and Safety Plan) at school events featuring the new interventions and programming mentioned in the action steps. This money will go towards providing dinner / incentives for families for events such as back to school night, family literacy night, multicultural night, etc. Title 1 funds will also be utilized for our Guidance Counselor, Librarian, 2 Reading Specialists, and 5th grade teacher. Title I money to be used as following: \$4243.00 for Parent Involvement \$415,730.00 for Salaries & Benefits.

Anticipated Outcome

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

Monitoring/Evaluation

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

Evidence-based Strategy

enVision mathematics Common Core/IXL

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement	The all student group and, specifically, our 3rd grade students in the Black subgroup will meet or exceed the growth norm expectations for the Fall, winter and spring assessments as measured by the NWEA MAP MATHEMATICS assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.	2022-08-29 - 2023-06-09	Classroom teacher Lead teacher MTSS Tutors District coaches	- Title 1 funds will be used for staff to provide students with the enVision Mathematics Common Core instruction, IXL learning plans and MTSS. Title 1 funds will also be utilized for our Guidance Counselor, Librarian, 2 Reading Specialists and 5th grade teacher. Title I money to be used as following: \$415,730.00 for Salaries & Benefits.

Anticipated Outcome

Students will show growth on Mathematics local and state assessments.

Monitoring/Evaluation

Math data will be monitored during the school year and math goal located in 2022-2023 will be updated three times during the 2022-2023 school year.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The all student group and, specifically, our 3rd grade students in the Black subgroup will meet or exceed the growth norm expectations for the Fall, winter and spring assessments as measured by the NWEA MAP MATHEMATICS assessment. (Math Achievement)	enVision mathematics Common Core/IXL	Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.	08/29/2022 - 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

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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.

Introduced individual data binders for students and implemented reading interventions with classroom teachers, reading specialists, ELL and Special Education teachers with fidelity through our Reading Program: HMH 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.

Our Student Group Breakdown - All Student Group measure of 45.8% with 42.9% Economically Disadvantaged.

Our All Student Group had a 96.8% career standards benchmark. This group meets the performance standard. 95.7% of our

Challenges

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.

State Assessment Measures: Mathematics/Algebra. 9.5% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. 7.1% of our Black students were proficient or advanced. 7.7% of our Economically Disadvantaged students were proficient or advanced. 18.2% of our English Learner students were proficient or advanced.

State Assessment Measures: English Language Arts/Literature. 29.7% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. 22.7% of our Black students were proficient or advanced.

Strengths

Economically Disadvantaged students met the career standards benchmark.

Our Student Group Breakdown - Grade 3 Reading had an All Student Group measure of 41.7% with 43.6% Black, and 41.5% Economically Disadvantaged.

Historical Data from the 2019-2020 ATSI Title 1 School Plan: College and Career Measures: 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.

Historical Data from the 2019-2020 ATSI Title 1 School Plan: College and Career Measures: 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 our Black students had an academic growth score. 98.0% of our Economically Disadvantaged students had an academic growth score.

College and Career Measures: Career Standards Benchmark.

Challenges

30.2% of our Economically Disadvantaged students were proficient or advanced. 36.4% of our English Learners were proficient or advanced.

State Assessment Measures: Science/Biology. 40.0% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. 18.2% of our Black students were proficient or advanced. This is a decrease from the previous year. 44.4% of our Economically Disadvantaged students were proficient or advanced. There is an Insufficient Sample for our English Learners.

On-Track Measures: Regular Attendance. Data based off of the 19-20 school year. 73.8% of our All Student Group had regular attendance. The All Student Group did not meet the performance standard. 71.4% of our Black students had regular attendance. This does not meet the statewide goal/interim target. 72.7% of our Economically Disadvantaged students had regular attendance. This does not meet the statewide goal/interim target. 65.8% of Students with Disabilities had regular attendance. This does not meet the statewide goal/interim target. Based on the 2019-2020 PA Future Ready Index data, our percent of regular attendance was 73.8%. This is a decline from the previous year's percent of 78.3%. Due to this, our all student, Black, Economically Disadvantaged, English Learner and Student with Disabilities groups did not meet the statewide goal/interim target.

Strengths

Based on the Future Ready PA Index data from the 2020-2021 school year, our all student group met the performance standard with 96.8%. Our All Student Group had a 96.8% career standards benchmark. This group meets the performance standard. 95.7% of our Economically Disadvantaged students met the career standards benchmark.

Increase in performance from previous year for the following:
English learner 36.4%.

All students showed growth in Language Arts: Reading with a Mean RIT score of 173.16 to 178.44 in the winter.

9.5% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. 7.1% of our Black students were proficient or advanced. 7.7% of our Economically Disadvantaged students were proficient or advanced. 18.2% of our English Learner students were proficient or advanced.

All students showed growth in Math with a Mean RIT score of 173.86 to 180.78 in the winter.

40.0% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target. 18.2% of our Black students were proficient or advanced.

Challenges

Historical Data from the 2019-2020 ATSI Title 1 School Plan: College and Career Measures: 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.

Historical Data from the 2019-2020 ATSI Title 1 School Plan: College and Career Measures: 42.9% of our Black students scored Proficient or Advanced on Pennsylvania State Assessments Science/Biology. This is a decrease from the previous year.

Based on the 2020-2021 PA Future Ready Index data for College and Career Measures, our All Group did not meet the statewide goal/interim target.

On-Track Measures: Regular Attendance. Our All Student Group did not meet the performance standard with Data based off of the 19-20 school year. 73.8% of our All Student Group had regular attendance. The All Student Group did not meet the performance standard. 71.4% of our Black students had regular attendance. This does not meet the statewide goal/interim target. 72.7% of our Economically Disadvantaged students had regular attendance. This does not meet the statewide goal/interim target. 65.8% of Students with Disabilities had regular attendance. This does not

Strengths

This is a decrease from the previous year. 44.4% of our Economically Disadvantaged students were proficient or advanced. There is an Insufficient Sample for our English Learners.

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

Challenges

meet the statewide goal/interim target. Based on the 2019-2020 PA Future Ready Index data, our percent of regular attendance was 73.8%. This is a decline from the previous year's percent of 78.3%. Due to this, our all student, Black, Economically Disadvantaged, English Learner and Student with Disabilities groups did not meet the statewide goal/interim target.

All students showed growth in Language Arts: Reading with a Mean RIT score of 173.16 to 178.44 in the winter but we need to grow more to hit the goal for improvement.

Historical Data from the 2019-2020 ATSI Title 1 School Plan: 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.

All students showed growth in Math with a Mean RIT score of 173.86 to 180.78 in the winter.in the winter but we need to grow more to hit the goal for improvement.

Challenges

40.0% of our All Student Group showed academic growth. Our All Student Group did not meet the standard demonstrating growth.

Student attendance

Most Notable Observations/Patterns

College and Career Measures: 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 29.7% while the statewide average was 55.0%) and Mathematics/Algebra (we were 9.5% while the statewide average was 37.3%), 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). Data taken from the 2020-2021 PA Future Ready Index as well as 2021-20212MAP data indicates the three areas of concerns/goals in the 2022-2023 school level plan should be focused on and addressed in the 2022-2023 school year as the 2021-2022 school year level plan goals were not met during the 2021-2022 school year.

Challenges

Historical Data from the 2019-2020 ATSI Title 1 School Plan: 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

Discussion Point

Based on the 2019-2020 PA Future Ready Index data, our all student

Priority for Planning

Challenges

Discussion Point

Priority for Planning

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.

group did not meet the the performance standard. Regular attendance participation continues to be a concern.

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

Curriculum resources/materials will support the attainment of goals set forth in this plan.

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

Professional development opportunities will be made available to teachers during the 2020-20201 school year pertaining to effective teaching and learning.

Challenges**Discussion Point****Priority for Planning**

On-Track Measures: Regular Attendance. Our All Student Group did not meet the performance standard with Data based off of the 19-20 school year. 73.8% of our All Student Group had regular attendance. The All Student Group did not meet the performance standard. 71.4% of our Black students had regular attendance. This does not meet the statewide goal/interim target. 72.7% of our Economically Disadvantaged students had regular attendance. This does not meet the statewide goal/interim target. 65.8% of Students with Disabilities had regular attendance. This does not meet the statewide goal/interim target. Based on the 2019-2020 PA Future Ready Index data, our percent of regular attendance was 73.8%. This is a decline from the previous year's percent of 78.3%. Due to this, our all student, Black, Economically Disadvantaged, English Learner and Student with Disabilities groups did not meet the statewide goal/interim target.

Based on the 2019-2020 PA Future Ready Index, our All Student Group did not Meet the Performance Standard for Regular Attendance (73.8%).

ADDENDUM B: ACTION PLAN

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

Action Steps	Anticipated Start/Completion Date
Classroom teachers, reading specialists, ELL and Special Education teachers will implement with fidelity our Reading Program: HMH Into Reading with a focus on Guided Reading, Foundational Skills and Skill and Strategy. Students who are receiving additional targeted support through Tier II or Tier III will received instruction using the Foundations or Heggerty interventions.	08/29/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Reading data will be monitored during the school year and reading goal located in 2022-2023 will be updated three times during the 2022-2023 school year. District PD data meeting will assess student data to identify trends.	Students will show growth on Reading/Language Arts local and state assessments.

Material/Resources/Supports Needed

**PD
Step**

All HMH Into Reading materials All Foundations materials All Heggerty materials Title 1 funds will be utilized if Charles Kelly Elementary School is able to host parents (as approved in the UDSO COVID-19 Pandemic Health and Safety Plan) at school events featuring the new interventions and programming mentioned in the action steps. This money will go towards providing dinner / incentives for families for events such as back to school night, family literacy night, multicultural night, etc. Title 1 funds will also be utilized for our Guidance Counselor, Librarian, 2 Reading Specialists, and 5th grade teacher. Title I money to be used as following: \$4243.00 for Parent Involvement \$415,730.00 for Salaries & Benefits.

no

Action Plan: enVision mathematics Common Core/IXL

Action Steps	Anticipated Start/Completion Date
Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.	08/29/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Math data will be monitored during the school year and math goal located in 2022-2023 will be updated three times during the 2022-2023 school year.	Students will show growth on Mathematics local and state assessments.
Material/Resources/Supports Needed	PD Step
- Title 1 funds will be used for staff to provide students with the enVision Mathematics Common Core instruction, IXL learning plans and MTSS. Title 1 funds will also be utilized for our Guidance Counselor, Librarian, 2 Reading Specialists and 5th grade teacher. Title I money to be used as following: \$415,730.00 for Salaries & Benefits.	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The all student group and, specifically, our 3rd grade students in the Black subgroup will meet or exceed the growth norm expectations for the Fall, winter and spring assessments as measured by the NWEA MAP MATHEMATICS assessment. (Math Achievement)</p>	<p>enVision mathematics Common Core/IXL</p>	<p>Implement enVisions program with fidelity. Work with the IU and District supervisors & coaches to implement Math MTSS Tier I, II, & III supports. Utilize NWEA MAP data to create targeted IXL intervention plans.</p>	<p>08/29/2022 - 06/09/2023</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
enVisions Math	Grade level classroom teachers, Special Education teachers	All topics addressed and covered within the enVision math program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Strategies/suggestions presented during PD opportunities will be implemented in the classrooms with the students. This will be determined during classroom walkthroughs and observations.	08/29/2022 - 05/10/2022	District Math Curriculum Supervisor District Math coaches

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
How to use data to align resources and instruction to strengthen our core in Reading	Grade level classroom teachers, Reading Specialists, Special Education teachers and MTSS Tutors	Fundations and Heggerty training and data analysis. Five components of reading as it relates to instruction and goals.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Strategies/suggestions presented during PD opportunities will be implemented in the classrooms with the students. This will be determined during classroom walkthroughs and observations.	08/29/2022 - 06/09/2023	District Reading Curriculum Supervisor District Reading Coaches

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

