Universal Daroff Charter School

Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

800 S 15th St
Philadelphia, PA 19146
(215)732-6518

Phase:	Improvement Revision 2017-2018
Federal Accountability Designation:	Focus
Title I Status:	Yes
Schoolwide Status:	Not Provided
CEO Name:	Shahied Dawan
CEO E-mail address:	sdawan@universalcompanies.org

Planning Committee

Name	Role
Katie Hollenbach	Administrator
Kahlila Lee	Building Principal
Marian Pearlman	Business Representative
Jade Lomax	Ed Specialist - Other
Kristen Heifet	Ed Specialist - School Counselor
Mallory Squire	Ed Specialist - School Counselor
Willie Harris	Elementary School Teacher - Regular Education
Meghan Keefrider	Elementary School Teacher - Regular Education
Andrew Pollinchek	Elementary School Teacher - Regular Education
Syreeta Stringfield	Elementary School Teacher - Regular Education
Dana Hirdt	Elementary School Teacher - Special Education
Becky Shaw	Elementary School Teacher - Special Education
Andrew Coonradt	Intermediate Unit Staff Member
Joy Ferretti	Middle School Teacher - Regular Education
David Scott	Middle School Teacher - Regular Education
Pamela Thompson	Middle School Teacher - Regular Education
Tanine Jones	Parent
Lashonda Woodson	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:

    o Clear and Shared Focus

    o High Standards and Expectations

    o Effective Leadership

    o High Levels of Collaboration and Communication

    o Curriculum, Instruction and Assessment Aligned with Standards

- o Frequent Monitoring of Teaching and Learning

- o Focused Professional Development

- o Supportive Learning Environment

- o High Levels of Community and Parent Involvement

- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

  - o Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

  - o Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

  - o Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

  - o Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

  - o Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

  - o Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

  - o Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site

- School newsletter

- District web page

- Board meeting presentations

- Town hall meetings

- District's annual report

- District report card

- Yearly letter to parents

- Periodic mailings/letters, postcards, etc.

- Short Message Systems (phone blasts)

- Short Message Systems (email blasts)

- Invitations to planning (etc.) meetings

- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

- Special all-school evening event to present improvement plan

- Regular Title 1 meetings

- Parent advisory committee meetings

- Parent-Teacher Conferences

- Home-school visits

- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Needs Assessment

School Accomplishments

Accomplishment #1:
Universal Daroff Charter School has met the 2016 participation rate for the 2016 PSSA.

Accomplishment #2:
UDCS received extra credit for advanced achievement in mathematics, ELA and science on the 2016 PSSA.

Accomplishment #3:
In comparing the 2015 and 2016 PSSA the 7th grade students has shown 5.9% growth in mathematics.

In comparing the 2015 and 2016 PSSA the 8th grade students has shown .9% growth in mathematics.

In comparing the 2015 and 2016 PSSA the 5th grade students has shown 4.2% growth in mathematics.

In comparing the 2015 and 2016 PSSA the 4th grade students has shown .9% growth in ELA.

In comparing the 2015 and 2016 PSSA the 3rd grade students has shown 1.7% growth in mathematics.

Accomplishment #4:
In comparing the 2015 and 2016 PSSA data there was a 3.5% decrease in 4th grade students performing below basic on the ELA PSSA.

In comparing the 2015 and 2016 PSSA data there was a 5.0% decrease in 5th grade students performing below basic on the ELA PSSA.

In comparing the 2015 and 2016 PSSA data there was a 5.3% decrease in 5th grade students performing below basic on the mathematics PSSA.

In comparing the 2015 and 2016 PSSA data there was a 1.4% decrease in 7th grade students performing below basic on the ELA PSSA.

In comparing the 2015 and 2016 PSSA data there was a 9.5% decrease in 8th grade students performing below basic on the mathematics PSSA.   In comparing the 2015 and 2016 PSSA data there was a 5.7% decrease in 8th grade students performing below basic on the science PSSA. ## School Concerns

Concern #1:
SLGQ1: Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students.

Concern #2:

UDCS have concerns regarding student achievement for all students in mathematics and ELA.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

SLGQ1: Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across <u>all</u> classrooms for <u>all</u> students.

Systemic Challenge #2 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

SLGQ1: Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across <u>all</u> classrooms for <u>all</u> students.

Systemic Challenge #3 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

SLGQ1: Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across <u>all</u> classrooms for <u>all</u> students.

Improvement Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Bi-weekly assessments (school-level assessments) in Reading/Mathematics/Social Studies/Science

Specific Targets: Goal Attainment: Student Learning

Students in grades K-8 will score at the 80% (Proficient/Meets Standard range) on Reading/Mathematics/Social Studies/Science Assessment.

Type: Interim

Data Source: Benchmark Assessments (District-wide assessments) in Reading/Mathematics/Social Studies/Science

Specific Targets: Students in grades 3-8 will score at the 80% (Proficient/Meets Standard range) on Reading/Mathematics/Social Studies/Science Assessment.

Type: Interim

Data Source: End of Semester Assessments (school-level assessments) in Reading/Mathematics/Social Studies/Science

Specific Targets: Students in grades K-8 will score at the 80% (Proficient/Meets Standard range) on Reading/Mathematics/Social Studies/Science Assessment.

Type: Annual

Data Source: PSSA Assessment (State level) in Reading/Mathematics/Science/Writing

Specific Targets: 60% of students in grades 3-8 will score at the Proficient or Advanced level in Reading & Mathematics PSSA Assessment.

Type: Annual

Data Source: End of Year Assessments (school-level assessments) in Reading/Mathematics/Social Studies/Science

Specific Targets: Students in grades K-8 will score at the 80% (Proficient/Meets Standard range) on Reading/Mathematics/Social Studies/Science Assessment.

Type: Interim

Data Source: Weekly-informal observations using PA State observation tool

Specific Targets: 80% of the instructional staff's rating will be scored at the Proficient and/or Distinguished rating.

Type: Annual

Data Source: Bi-annual: Formal observations using PA State observation tool

Specific Targets: 80% of the instructional staff's rating will be scored at the Proficient and/or Distinguished rating.

Strategies:

DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS.

Description:

Use assessments to gain diagnostic data regarding student learning of the objectives (prerequisite skills acquisition and mastery), for program assessment, and to direct instruction.

SAS Alignment: Assessment, Curriculum Framework, Instruction

DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT

Description:

Establishment of a testing schedule and environment for the following: 1) Biweekly assessments/2) Benchmark assessments/3) End of semester assessments/4) PSSA assessments/5) End of year assessment

SAS Alignment: Assessment

DATA ANALYSIS PROCEDURES

Description:

Disaggregate assessment data by student, teacher, grade level, gender, race, socioeconomic level, etc. to make program and classroom decisions.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Identify sources of test items in the same format as the PSSA, national and international accountability assessments.

Description:

Students in grades K-8 average reading and mathematics proficiency scores will improve by 10% on all assessments.

Start Date: 8/1/2016   **End Date:** 6/30/2018

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS.
- DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT
- DATA ANALYSIS PROCEDURES

Construct classroom assessments to mirror content/context performance benchmark tests, while assessing student mastery of necessary vocabulary, knowledge, and skills.

Description:

Students in grades K-8 average reading and mathematics proficiency scores will improve by 10% on all assessments.

Start Date: 8/1/2016   **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS.
- DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT
- DATA ANALYSIS PROCEDURES

Build a testing schedule: 1) Administration of tests; 2) Administer makeup assessments; 3) Schedule biweekly assessment 4) and opportunities for various learning modalities.

Description:

Students in grades K-8 average reading and mathematics

 proficiency scores will improve by 30% on all assessments.

Start Date: 8/1/2016   **End Date:** 6/29/2018

Program Area(s): Professional Education, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS.
- DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT
- DATA ANALYSIS PROCEDURES

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Universal Family of School's Formal Appraisal System

Specific Targets: 80% of instructional staff members' informal evaluation will be rated at a Proficient or Distinguished level.

Type: Interim

Data Source: Universal Family of School's Formal Appraisal System

Specific Targets: 80% of instructional staff members' mid-year evaluation will be rated at a Proficient or Distinguished level.

Type: Annual

Data Source: Universal Family of School's Formal Appraisal System

Specific Targets: 80% of instructional staff members' annual evaluation will be rated at a Proficient or Distinguished level.

Strategies:

READING ACROSS THE CURRICULUM TO IMPROVE LANGUAGE AND LITERACY ACQUISITION AND ADDRESSING THE NEEDS OF DIVERSE LEARNERS IN AN INCLUSIVE SETTING

Description:

Instructional staff purposefully incorporate powerful vocabulary development strategies throughout their teaching in all subject areas to ensure that all learning styles are addressed.

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

EFFICIENT ADMINISTRATIVE STRUCTURE

Description:

Instructional monitoring of the curriculum takes place regularly by school-based administrators; administrators work collaboratively with teachers in self-reflection.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources, Assessment

EFFICIENT ADMINISTRATIVE STRUCTURE II

Description:

School-based administrators visit each classroom at least twice a week to monitor curriculum design and delivery alignment.

SAS Alignment: Curriculum Framework, Instruction, Assessment, Materials & Resources

PROFESSIONAL DEVELOPMENT & TRAINING TO IMPROVE LANGUAGE AND LITERACY ACQUISITION IN ALL SUBJECT AREAS AS WELL AS DIVERSE LEARNERS.

Description:

Conduct professional development sessions on the use of aligned assessments for directing classroom teaching to improve language and literacy acquisition in all subject areas and address the academic needs of diverse learners.

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Build a testing schedule: 1) Administration of tests; 2) Administer makeup assessments; 3) Schedule biweekly assessment 4) and opportunities for various learning modalities.

Description:

Students in grades K-8 average reading and mathematic proficiency scores will improve by 30% on all assessments.

Start Date: 8/1/2016   **End Date:** 6/29/2018

Program Area(s): Professional Education, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- EFFICIENT ADMINISTRATIVE STRUCTURE

- EFFICIENT ADMINISTRATIVE STRUCTURE II

- PROFESSIONAL DEVELOPMENT & TRAINING TO IMPROVE LANGUAGE AND LITERACY ACQUISITION IN ALL SUBJECT AREAS AS WELL AS DIVERSE LEARNERS.

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Informal and formal observations by Administrators

Specific Targets: 80% of instructional staff members' mid-year and end of year evaluations will be rated at a Proficient level

Strategies:

DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS.

Description:

Use assessments to gain diagnostic data regarding student learning of the objectives (prerequisite skills acquisition and mastery), for program assessment, and to direct instruction.

SAS Alignment: Assessment, Curriculum Framework, Instruction

PROFESSIONAL DEVELOPMENT & TRAINING TO IMPROVE LANGUAGE AND LITERACY ACQUISITION IN ALL SUBJECT AREAS AS WELL AS DIVERSE LEARNERS.

Description:

Conduct professional development sessions on the use of aligned assessments for directing classroom teaching to improve language and literacy acquisition in all subject areas and address the academic needs of diverse learners.

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

List all the various audiences, who will need training in the curriculum and the purposes of the training. Specify the competencies needed for the various audiences & purposes.

Description:

Professional development schedule with materials focused on curriculum.

Start Date: 8/1/2016   **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS.

- PROFESSIONAL DEVELOPMENT & TRAINING TO IMPROVE LANGUAGE AND LITERACY ACQUISITION IN ALL SUBJECT AREAS AS WELL AS DIVERSE LEARNERS.

Instructional staff will map out their curriculum over each semester based on curriculum guide.

Description:

Students' average tested reading and mathematics proficiencies will improve at all levels by 30% on all assessments. Local assessments: End of Semester Assessments, G-RADE, G-MADE, SuccessMaker; District Assessment: 4SIGHT, Gates, and STATE Assessment: PSSA

Increase of student performance on summative assessment.

Start Date: 8/1/2016   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS.

- PROFESSIONAL DEVELOPMENT & TRAINING TO IMPROVE LANGUAGE AND LITERACY ACQUISITION IN ALL SUBJECT AREAS AS WELL AS DIVERSE LEARNERS.

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	**Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students**	**Strategy #1: DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS.** **Strategy #2: DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT** **Strategy #3: DATA ANALYSIS PROCEDURES**

Start	End	Title	Description					
8/1/2016	6/30/2018	Identify sources of test items in the same format as the PSSA, national and international accountability assessments.	Students in grades K-8 average reading and mathematics proficiency scores will improve by 10% on all assessments.					

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Administrative team which includes Principal, Asst. Principals and selected instructional staff from leadership team	1.0	22	5	UDCS	School Entity	Yes

Knowledge	Instructional and non-instructional staff will learn how to disaggregate standardized and criterion-referenced tests, student grades and student progress.

Supportive Research Stakeholders will disaggregate data through the use of a standardized data protocol document, which is completed and examined bi-weekly at achievement meetings.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format Series of Workshops
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (pre-K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Joint planning period activities

data other than the PSSA

Classroom student assessment data

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS. Strategy #2: DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT Strategy #3: DATA ANALYSIS PROCEDURES

Start	End	Title	Description
8/1/2016	6/30/2018	Construct classroom assessments to mirror content/context performance benchmark tests, while assessing student mastery of necessary vocabulary, knowledge, and skills.	Students in grades K-8 average reading and mathematics proficiency scores will improve by 10% on all assessments.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative team which includes Principal, Asst. Principals and selected instructional	2.0	15	10	UDCS	School Entity	Yes

staff from leadership
team.

Knowledge	Access to a pool of unsecured test items helps inform teachers about what is tested and what form the test will take.
Supportive Research	Obtain lists of district curriculum objectives assessment by content area & grade level. Identify sources of test items in the same format as the state, national and international accountability assessments. Pilot test the test items.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Live Webinar Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Parents	**Grade Levels**	Elementary - Primary (pre-K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS. Strategy #2: DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT Strategy #3: DATA ANALYSIS PROCEDURES

Start	End	Title	Description
8/1/2016	6/29/2018	Build a testing schedule: 1) Administration of tests; 2) Administer makeup assessments; 3) Schedule biweekly assessment 4) and opportunities for various learning modalities.	Students in grades K-8 average reading and mathematics proficiency scores will improve by 30% on all assessments.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative team which includes Principal, Asst. Principals, Instructional Coach	3.0	5	5	UDCS	School Entity	Yes

Knowledge	Teacher's role: Understand the expectations for test administration. Principal's role: Developing a test environment free from interruptions and supports the academic progress of students
Supportive Research	Teacher's role: Understand the expectations for test administration and Share the assessment calendar with students and parents and explain how the results will be used.

Principal's role: Inform students and parents at the beginning of the year about the test schedule. Arrange for teachers to have the help they need with test preparation professional development.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity

LEA Goals Addressed:	**Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students** **Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**	**Strategy #1: EFFICIENT ADMINISTRATIVE STRUCTURE** **Strategy #2: EFFICIENT ADMINISTRATIVE STRUCTURE II** **Strategy #3: PROFESSIONAL DEVELOPMENT & TRAINING TO IMPROVE LANGUAGE AND LITERACY ACQUISITION IN ALL SUBJECT AREAS AS WELL AS DIVERSE LEARNERS.**

Start	End	Title	Description
8/1/2016	6/29/2018	Build a testing schedule: 1) Administration of tests; 2) Administer makeup assessments; 3) Schedule biweekly assessment 4) and opportunities for various learning modalities.	Students in grades K-8 average reading and mathematics proficiency scores will improve by 30% on all assessments.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative team which includes Principal, Asst. Principals, Instructional Coach	3.0	5	5	UDCS	School Entity	Yes

Knowledge

Teacher's role: Understand the expectations for test administration.

Principal's role: Developing a test environment free from interruptions and supports the academic progress of students

Supportive Research

Teacher's role: Understand the expectations for test administration and Share the assessment calendar with students and parents and explain how the results will be used.

Principal's role: Inform students and parents at the beginning of the year about the test schedule. Arrange for teachers to have the help they need with test preparation professional development.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (pre-K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.	Strategy #1: DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS. Strategy #2: PROFESSIONAL DEVELOPMENT & TRAINING TO IMPROVE LANGUAGE AND LITERACY ACQUISITION IN ALL SUBJECT AREAS AS WELL AS DIVERSE LEARNERS.

Start	End	Title	Description
8/1/2016	6/30/2018	List all the various audiences, who will need training in the curriculum and the purposes of the training. Specify the competencies needed for the various audiences & purposes.	Professional development schedule with materials focused on curriculum.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative team which includes Principal, Asst. Principal of K-3 and Asst. Principal of 4-8 and selected instructional staff from leadership team	2.0	20	10	UDCS	School Entity	Yes

Knowledge	Prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement.
Supportive Research	Uses multiple sources of information to guide improvement and demonstrate its impact. Provides educators with the knowledge and skills to collaborate.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	**Grade Levels**	Elementary - Primary (pre-K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers

    Peer-to-peer lesson discussion

    Lesson modeling with mentoring

    Joint planning period activities

standards, classroom environment, instructional delivery and professionalism.

    Review of participant lesson plans

    Review of written reports summarizing instructional activity

    Conduct surveys and evaluate informal observation ratings to determine if professional development sessions are effective.

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.	Strategy #1: DATA-INFORMED INSTRUCTION TO IMPROVE LANGUAGE, LITERACY ACQUISITION IN ALL SUBJECT AREAS. Strategy #2: PROFESSIONAL DEVELOPMENT & TRAINING TO IMPROVE LANGUAGE AND LITERACY ACQUISITION IN ALL SUBJECT AREAS AS WELL AS DIVERSE LEARNERS.

Start	End	Title	Description
8/1/2016	6/30/2018	Instructional staff will map out their curriculum over each semester based on curriculum guide.	Student's average tested reading and mathematics proficiencies will improve at all levels by 30% on all assessments. Local assessments: End of Semester Assessments, G-RADE, G-MADE, SuccessMaker; District Assessment: 4SIGHT, Gates, and STATE Assessment: PSSA Increase of student performance on summative assessment.

Person Responsible	SH	S	EP	Provider	Type	App.

Administrative team which includes Principal, Asst. Principal of K-3 and Asst. Principal of 4-8 and selected instructional staff from leadership team	4.0	8	25	UDCS	School Entity	Yes

Knowledge

Teachers will develop and effectively practice specific strategies and techniques that address skills and concepts identified as weaknesses.

Supportive Research

Teachers will construct curriculum maps based on data to ensure skills and concepts that have been identified as weaknesses are continuously being addressed to ensure mastery prior to the end of the school year.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Professional Learning Communities		

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Asst. Supt / CEO / Ex Dir School counselors Paraprofessional Related Service Personnel	**Grade Levels**	Elementary - Primary (pre-K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of written reports summarizing instructional activity Conduct surveys and evaluate informal and formal observation ratings to determine if professional development sessions are effective.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Universal Daroff Charter School has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Meets **ESEA requirements for Title I schools**

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Universal Daroff Charter School for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

UDCS teachers are 90% highly qualified which was one of the goals set forth in the previous School Improvement Plan.

Describe the continuing areas of concern from the past year.

The continuing areas of concern from the past year include:

1. Using student data to improve instruction across all grades.

2. The number of students that are performing proficient and or advance on the PSSAs.

3. Closing the achievement gap for all students.

4. Closing the achievement gap for historically underperforming students.

Describe the initiatives that have been revised.

This narrative is empty.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Zero period professional development is used to strategically focus on enhancing teachers' instructional toolkit. Hence, this time will continue to be utilized accordingly.

Describe the continuing areas of concern from the past year.

Scholar achievement continues to be an area of concern. Accordingly, recruiting, retaining, and professionally developing staff are essential components to impacting scholar achievement at UDS.

Describe the initiatives that have been revised.

A critical review of the core instructional program and effective implementation is essential. To this end, initiatives associated with core program review and effective implementation have been revised.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Daroff has experienced several successes during the first year of implementation of this improvement plan. An overall success of this plan was the 10% increase on its' school performance profile from 56 to 66. Secondly, the school embarked on the use of multiple-assessment methods to evaluate the school's program objectives. In addition, the continuous development of school-based activities that communicate the value of learning to scholars.

Describe the continuing areas of concern from the first year plan.

An area of concern for UDC is developing documents that enables scholars to analyze their own data and create strategic plans to assist them in meeting goals that they have established for themselves. Another area of concern is to increase parent participation in their children's learning process.

Describe the initiatives that have been revised.

All of the initiatives that have been implemented will remain intact for the 2015-2016 school year.