

Universal Bluford Charter School

**Charter School Plan**

07/01/2016 - 06/30/2019

# Charter School Level Plan

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## 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

### Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Aimsweb, GATES, DRA, and Achieve 3000 scores, behavior records, and grades.

Specific Targets: 70% of the scholars in grades:K-6 will score at the Proficient and/or Advanced Level

30% of the scholars in grades:k-6 will score at the Basic Level

Type: Interim

Data Source: PSSA, Aimsweb, GATES, DRA, and Achieve 3000 scores, behavior records, and grades.

Specific Targets: 70% of the scholars in grades:K-6 will score at the Proficient and/or Advanced Level

30% of the scholars in grades:k-6 will score at the Basic Level

### Strategies:

*Professional Learning Communities*

**Description:**

Is a process which allows teachers to come together to promote, develop, and sustain a culture of collaboration between content and special education teachers. In order for our teachers to take responsibility for all students' learning they must collaborate with one another to foster academic achievement and effectively promote success for all learners.

**SAS Alignment:** Instruction

*Building Systems Of Teacher/Principal Effectiveness***Description:**

The Universal Bluford Charter School administrative team will conduct formal and informal observations with the goal of collecting both formative and summative data. Formal observations will use the components of the framework presented in the Charlotte Danielson model. This framework includes planning and preparation, instruction, classroom environment, and professional responsibility. Teachers who do not meet the rating of proficient in any of the domains will receive an action plan developed by the administrative team that is based on evidence from the aforementioned framework. Teachers will be allotted a designated amount of time to meet the requirements stated in their action plan.

**SAS Alignment:** Assessment, Curriculum Framework, Instruction

*Instructional Coaching: The Principles of Partnership***Description:**

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

**SAS Alignment:** None selected

*"Data Well"***Description:**

In a common area In your school (like a teacher prep area), create a display to post progress on using data to inform instruction. Separate the common assessment data

by grade level, then by teacher. Display monthly success rates by using different colored push pins. Green = on level or above, Yellow = moving in the right direction, but not quite yet on level, Red = below level (at risk). Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

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

## *25 Quick Formative Assessments for a Differentiated Classroom*

### **Description:**

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: <http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

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

## ***Implementation Steps:***

### *Conduct Assessment Training*

#### **Description:**

Training teaches to become "Data Wise" through the use of training modules that will be implemented over time. Provide an overview of the accountability instruments.

Evidence: Scholars' scores on each assessment will increase by 10%.

**Start Date:** 8/17/2015      **End Date:** 6/30/2017

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

#### **Supported Strategies:**

- Professional Learning Communities
- Building Systems Of Teacher/Principal Effectiveness
- Instructional Coaching: The Principles of Partnership
- "Data Well"
- 25 Quick Formative Assessments for a Differentiated Classroom

### *Instructional Coaching-All instructors*

#### **Description:**

Instructional coaching focuses on bringing evidence-based practices into classrooms by working with teachers and other school leaders. Focal points:

- One-on-one and small group support for teachers, coaches, and school leaders around evidence-based literacy strategies and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools.
- Aligned to state standards, curriculum, and assessment.

**Start Date:** 8/17/2015    **End Date:** 6/30/2018

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

#### **Supported Strategies:**

- Professional Learning Communities
- Building Systems Of Teacher/Principal Effectiveness
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*Professional Development Workshops: Implement Effective Programs & Strategies to Improve Language and Literacy Acquisition for All Students*

**Description:**

Professional development institute will focus on children's development of oral language, their development of literacy skills, and instructional strategies that can be used to engage students in multiple-level learnings to ensure content acquisition and mastery of literacy acquisition.

**Start Date:** 8/7/2015    **End Date:** 6/29/2018

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

**Supported Strategies:**

- Professional Learning Communities
- Building Systems Of Teacher/Principal Effectiveness
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*Professional Development Workshops: Implement Effective Programs & Strategies to Teach Diverse Learners in an Inclusive Setting*

**Description:**

A professional development institute will be conducted over the course of the school year to train faculty (content teachers, elective teachers, paraprofessionals) in the area of :

1. Second language acquisition
2. Cultural diversity engagement and interactions
3. Classroom Management in classrooms
4. Preparation of lesson delivery to address the learning styles and needs of a diverse population

5. Delivery of directions and explanations of content and skills
6. Use of graphics, pictures, and other nonverbal clues
7. Planning the delivery of vocabulary and instructions
8. Planning the use of verbal and nonverbal strategies, concrete experiences and classroom organization

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**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

**Related Challenges:**

- 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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Formal and Informal Teacher Effectiveness Observations/walkthroughs

Teacher Surveys

Parent and students surveys

Specific Targets: 90% of UBCS Teachers will score proficient and distinguished on teacher formal observations

20% fewer Teacher Improvement Plans

### **Strategies:**

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### ***Implementation Steps:***

#### *Instructional Coaching-Provisional Teachers*

**Description:**

Draft a Professional Education Plan for non-certified teachers. Create a needs assessment and gather data from informal and formal observations in order to meet their individual needs in obtaining Pennsylvania State Certification and professional growth.

Response to professional development and results of informal/formal observations will be evidenced by:

- Achieving proficiency in the delivery of instruction
- Student engagement
- Increased student achievement in formative and summative assessments

Gain Pennsylvania State Certification

**Start Date:** 10/1/2015    **End Date:** 6/30/2018

**Program Area(s):** Professional Education, Teacher Induction

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