

Universal Daroff Charter School

Charter School Plan

07/01/2016 - 06/30/2019

Charter School Level Plan

Action Plans

Goal #1: In the area of English Language Arts (ELA), PSA scores will increase from 16.71% to a minimum of 22.0%. An ELA benchmark assessment will serve as a progress monitoring tool to ensure this instruction is focused and that scholars are meeting their learning targets with success.

Related Challenges:

- While the PVASS 2015 data show student growth, the overall achievement on PSSA 2015 data are still extremely low. Therefore, we are challenged to dig deep and drastically accelerate achievement so students are mastering more on-grade level work.
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Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and ELA benchmarks

Specific Targets: Contextual: ELA classes will use core instructional practices to move the ELA achievement (modeling, anchor charts, closing reading, small group instruction, etc.)

Performance: Fourth percent increase in PSA and ELA benchmarks will occur annually.

Strategies:

DIFFERENTIATING INSTRUCTION

Description:

School-based administrators and all instructional staff will use the mastery learning model & incorporate it to teach to individual student mastery of

the objectives, providing ample practice opportunities overtime for both short & long-term mastery.

SAS Alignment: Curriculum Framework, Instruction

DATA-INFORMED INSTRUCTION

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

DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT

Description:

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

SAS Alignment: Assessment

Implementation Steps:

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

Description:

Students average tested reading and mathematics proficiencies will improve at all levels by 30% on all assessments.

Start Date: 8/1/2012 **End Date:** 8/29/2014

Program Area(s):

Supported Strategies:

- DATA-INFORMED INSTRUCTION
- DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT

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

Description:

Students average tested reading and mathematics proficiencies will improve at all levels by 30% on all assessments

Start Date: 8/1/2012 **End Date:** 8/29/2014

Program Area(s):

Supported Strategies:

- DATA-INFORMED INSTRUCTION
- DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT

Achievement data is synthesized by student, teacher, and school administrators, which includes item analysis by student and class configuration.

Description:

Students' average tested reading and mathematics proficiencies will improve at all levels by 30% on all assessments

Start Date: 8/1/2012 **End Date:** 8/29/2014

Program Area(s):

Supported Strategies:

- DIFFERENTIATING INSTRUCTION
- DATA-INFORMED INSTRUCTION

Design a plan for the development of teachers and administrators on the mastery learning model; Establish a sequencing of staff development sessions that provides input, practice, and reflection on the stages and techniques of a mastery learning model.

Description:

By September 30, 2012, the new instructional plan design will be implemented by all instructional staff. Instructional staff will submit instructional plans to administrative team by 12pm on Saturday. Administrative team will provide feedback using the school's rubric scale by 8pm on Sunday. Instructional staff that does not meet the Distinguished or Proficient level must correct and resubmit the plans for a reevaluation of the plans.

Start Date: 7/23/2012 **End Date:** 8/29/2014

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- DIFFERENTIATING INSTRUCTION
- DATA-INFORMED INSTRUCTION

Teaching and Diverse Learners

Description:

Provide strategies to assist teachers differentiate for all scholars.

Start Date: 2/8/2016 **End Date:** 6/17/2016

Program Area(s): Professional Education, Special Education

Supported Strategies:

- DIFFERENTIATING INSTRUCTION

Goal #2: In the area of mathematics, PSSA scores will increase from 5.17% to a minimum of 9.20% by the end of the 2015-2016 school year. An mathematics benchmark assessment will serve as a progress monitoring tool to ensure this instruction is focused and that scholars are meeting their learning targets with success.

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
- 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
- While the PVASS 2015 data show student growth, the overall achievement on PSSA 2015 data are still extremely low. Therefore, we are challenged to dig deep and drastically accelerate achievement so students are mastering more on-grade level work.
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Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Benchmarks

Specific Targets: Contextual: Classrooms will have current math walls, anchor charts, and small group instruction.

Performance: Performance of the mathematics benchmark will show 2-4 percent gains quarterly.

Strategies:

DIFFERENTIATING INSTRUCTION

Description:

School-based administrators and all instructional staff will use the mastery learning model & incorporate it to teach to individual student mastery of the objectives, providing ample practice opportunities overtime for both short & long-term mastery.

SAS Alignment: Curriculum Framework, Instruction

DATA-INFORMED INSTRUCTION

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

DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT

Description:

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

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

PROFESSIONAL DEVELOPMENT & TRAINING

Description:

Conduct professional development sessions on the use of aligned assessments for directing classroom teaching .

SAS Alignment: Assessment

Implementation Steps:

Design a plan for the development of teachers and administrators on the mastery learning model; Establish a sequencing of staff development sessions that provides input, practice, and reflection on the stages and techniques of a mastery learning model.

Description:

By September 30, 2012, the new instructional plan design will be implemented by all instructional staff. Instructional staff will submit instructional plans to administrative team by 12pm on Saturday. Administrative team will provide feedback using the school's rubric scale by 8pm on Sunday. Instructional staff that does not meet the Distinguished or Proficient level must correct and resubmit the plans for a reevaluation of the plans.

Start Date: 7/23/2012 **End Date:** 8/29/2014

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- DIFFERENTIATING INSTRUCTION
- DATA-INFORMED INSTRUCTION
- DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT
- PROFESSIONAL DEVELOPMENT & TRAINING

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

Description:

Students average tested reading and mathematics proficiencies will improve at all levels by 30% on all assessments.

Start Date: 8/1/2012 **End Date:** 8/29/2014

Program Area(s):**Supported Strategies:**

- DIFFERENTIATING INSTRUCTION
- DATA-INFORMED INSTRUCTION
- DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT

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

Description:

Students average tested reading and mathematics proficiencies will improve at all levels by 30% on all assessments

Start Date: 8/1/2012 **End Date:** 8/29/2014

Program Area(s):**Supported Strategies:**

- DIFFERENTIATING INSTRUCTION
- PROFESSIONAL DEVELOPMENT & TRAINING

Achievement data is synthesized by student, teacher, and school administrators, which includes item analysis by student and class configuration.

Description:

Students' average tested reading and mathematics proficiencies will improve at all levels by 30% on all assessments

Start Date: 8/1/2012 **End Date:** 8/29/2014

Program Area(s):

Supported Strategies:

- DIFFERENTIATING INSTRUCTION
- DATA-INFORMED INSTRUCTION

*Teaching and Diverse Learners***Description:**

Strategies will be provided to all staff to ensure they are able to differentiate instruction to promote content access for all scholars. Evidence will be realized with increased performance of scholars receiving special education services by 4% on PSSA.

Start Date: 2/8/2016 **End Date:** 6/17/2016

Program Area(s): Professional Education

Supported Strategies:

- DIFFERENTIATING INSTRUCTION
- DATA-INFORMED INSTRUCTION

Goal #3: In order to ensure high-quality instruction in all classrooms, all teachers will be recruited with certification. The percentage of certified staff will increase by 10% by the end of the 2015-2016 school year.

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
- 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
- While the PVASS 2015 data show student growth, the overall achievement on PSSA 2015 data are still extremely low. Therefore, we are challenged to dig deep and drastically accelerate achievement so students are mastering more on-grade level work.

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Indicators of Effectiveness:

Type: Interim

Data Source: Quarterly human resources staffing reports

Specific Targets: Increased number of staff with certifications in their respective area will increase by 10%.

Strategies:

PROFESSIONAL DEVELOPMENT & TRAINING

Description:

Conduct professional development sessions on the use of aligned assessments for directing classroom teaching .

SAS Alignment: Assessment

INSTRUCTIONAL STAFF RECRUITMENT

Description:

UDC will recruit instructional staff members, who have passed the State's Praxis exam.

SAS Alignment: None selected

Implementation Steps:

PDE425 plan for Non-Certified Instructional Staff

Description:

All non-certified instructional staff members are on a 18-month plan to pursue certification. Their PDE425 plan indicates the steps that they are taking to achieve certification status.

Start Date: 8/27/2012 **End Date:** 8/31/2015

Program Area(s): Professional Education

Supported Strategies:

- INSTRUCTIONAL STAFF RECRUITMENT
- PROFESSIONAL DEVELOPMENT & TRAINING

Goal #4: 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:

- While the PVASS 2015 data show student growth, the overall achievement on PSSA 2015 data are still extremely low. Therefore, we are challenged to dig deep and drastically accelerate achievement so students are mastering more on-grade level work.
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Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

Specific Targets: Scholars' performance will increase by a minimum of 4% on PSSA 2016.

Strategies:

DATA-INFORMED INSTRUCTION

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

DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT

Description:

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

SAS Alignment: Assessment

Implementation Steps:

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

Description:

Students average tested reading and mathematics proficiencies will improve at all levels by 30% on all assessments

Start Date: 8/1/2012 **End Date:** 8/29/2014

Program Area(s):

Supported Strategies:

- DATA-INFORMED INSTRUCTION
- DATA ANALYSIS PROCEDURES/COMMON ASSESSMENT WITH IN GRADE/SUBJECT

Goal #5: 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: Benchmark data

Specific Targets: Teachers' performance on Danielson Framework coupled with scholars' benchmark data will increase by 4% quarterly (re: percentage for staff will be determine by the starting number of staff earning less than a proficient on their formal observation).

Strategies:

PROFESSIONAL DEVELOPMENT & TRAINING

Description:

Conduct professional development sessions on the use of aligned assessments for directing classroom teaching .

SAS Alignment: Assessment

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results](#)

[Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.\)](#)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Design a plan for the development of teachers and administrators on the mastery learning model; Establish a sequencing of staff development sessions that provides input, practice, and reflection on the stages and techniques of a mastery learning model.

Description:

By September 30, 2012, the new instructional plan design will be implemented by all instructional staff. Instructional staff will submit instructional plans to administrative team by 12pm on Saturday. Administrative team will provide feedback using the school's rubric scale by 8pm on Sunday. Instructional staff that does not meet the Distinguished or Proficient level must correct and resubmit the plans for a reevaluation of the plans.

Start Date: 7/23/2012 **End Date:** 8/29/2014

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Common Assessment within Grade/Subject
- PROFESSIONAL DEVELOPMENT & TRAINING

Design evaluation processes to provide feedback on the improvements of the training design as well as to assess individual proficiencies after training.

Description:

Professional development schedule with materials focused on curriculum

Start Date: 8/31/2012 **End Date:** 8/29/2014

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- PROFESSIONAL DEVELOPMENT & TRAINING

