

Urban Pathways K-5 College CS

ATSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

LEA Type		AUN
Charter School		103028246
Address 1		
925 Penn Avenue		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15222
Chief School Administrator		Chief School Administrator Email
Brandon Coney		bconey@upcsk5.net
Single Point of Contact Name		
Ashlee Anthony		
Single Point of Contact Email		
aanthony@upcsk5.net		
Single Point of Contact Phone Number		Single Point of Contact Extension
412-325-4075		
Principal Name		
Ashlee Anthony		
Principal Email		
aanthony@upcsk5.net		
Principal Phone Number		Principal Extension
412-325-4075		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dina Hartford		dina.hartford@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ashlee Anthony	Principal	Urban Pathways K-5 College Charter School	aanthony@upcsk5.net
Kelly Monper	Teacher	Urban Pathways K-5 Collegkedenhart@upcsk5.nete Charter School	kmonper@upcsk5.net
Ashley Smithyman	Education Specialist	Urban Pathways K-5 College Charter School	asmithyman@upcsk5.net
Corey Sage	Board Member	Urban Pathways K-5 College Charter School	csage@upcsk5.net
Rachel Lucas	Principal	Urban Pathways K-5 College Charter School	rlucas@upcsk5.net
LaTasha Allen	Parent	Urban Pathways K-5 College Charter School	lallen@upcsk5.net
Brandon Coney	Chief School Administrator	Urban Pathways K5 College Charter	bconey@upcsk5.net
Arnie Chisom	Community Member	Community Member	arnie.chisom@gmail.com

LEA Profile

Chartered in 2011

Serving students in grades K-5

Enrollment of more than 330 students from 18 Allegheny County school districts

Student to teacher ratio: K-4th 20:1 and 5th 25:1

Located in Downtown Pittsburgh in the heart of the Cultural District

94% African-American student population

92% free and reduced lunch

3% Homeless

Title I School

23% Special Education Population

56% Male/44% Female Population

Mission and Vision

Mission

Our mission of creating a path to college for all students in Pittsburgh and the surrounding area, Urban Pathways K-5 College Charter school was founded in 2011. Since it's founding, the school has continued to educate students in grades K-5 providing academic supports in the areas of math, science, social studies, reading and language arts. They currently have the electives of Music, PE, STEM, and Creative Arts to make the scholars at the school globally competitive.

Vision

At Urban Pathways K-5 College Charter School we aim to be the highest performing charter school in Pittsburgh. To do this we aim to provide a rigorous education, a focus on literacy which will help us meet our goal of providing a pathway to send 100% of our scholars to a 4-year college or university. Our mission is to both foster a love of learning for our students and families and to provide a school community where everyone is and feels valued and respected. We know that to create this community of learners that we must create systems to support the whole child where all staff members, in partnership with parents and families are fully committed to develop student's college going identities. In order to promote academic readiness, our focus is on literacy, as it is a strong predictor of future success. We also realize that for students to be successful we must provide the tools to empower them to meet head on the challenges of their present and future, and provide them with exposure to the curriculum, experiences and landscapes within our city, our state and nation. We are proud to be Urban Pathways Panthers!

Educational Values

Students

Every child knows what is expected, what progress has been made, and what remains to be achieved. Students will develop competency in core academic areas, and a network of community and family support that will encourage and demand continued success.

Staff

Students at Urban Pathways learn through a combination of individualized practice and basic skills, theme-based courses, small group projects, Critical Thinking, Gym, Music, Art, and community-based experiences. The end result is increased student engagement and the skills and motivation to be successful at each grade level.

Administration

Administrators regularly monitor success through a high-quality teacher observation and evaluation system. Additionally, regular and ongoing professional development is provided to veteran and novice teachers to expand their skillsets. Our new teacher Induction Program ensures new teachers receive the mentoring and support they need to be successful. Data analysis and data-driven decisions drive the instruction at Urban Pathways K-5 College Charter School.

Parents

Parents are asked to play a large role in ensuring student academic success is transferred to the home and that a strong home-school connection exists. Parents play an integral role in ensuring students are regularly in attendance for school. Parents attend quarterly parent/teacher conferences. The school also has a parent organization called the PAC and parents are strongly encouraged to join.

Community

Urban Pathways K-5 College Charter School encourages students to think about college from their first days in classes. Each year, homerooms are assigned an Historically Black College and University school to research. We continue to maintain partnerships with The Heyward House, The Chuck Cooper Foundation, The Educational Partnership, and The Carnegie Science Center.

Other (Optional)

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS)	While the academic growth score for all student groups dropped from the 21-22 SY in ELA, the growth standard was still above the statewide growth score and the standard of 70. The growth score for the 22-23 SY was 76.
Performance on math state assessment increased from the previous year	The percent of students performing at a proficient or advanced level continues to increase however we are still far from the statewide average. In the 22-23 SY the % of students performing proficient or advanced was 2.8% opposed to 2% in the 21-22 SY.
Performance on science state assessment increased from the previous year	The percent of students performing at a proficient or advanced level increased in the 22-23 SY to 29.5% however we are still far from the statewide average of 58.9%.
Regular Attendance	The percent of regular attendance for the 21-22 SY was 62.1% which was an increase from the 20-21 SY however, compared to the statewide average of 73.9%, we still have some work to do.

Challenges

Indicator	Comments/Notable Observations
Performance on ELA state assessment decreased from the previous year	The percent of students performing at a proficient or advanced level decreased from the 21-22 SY to 9.9% of students performing at a proficient or advanced level on the 22-23 ELA PSSA.
Meeting Annual Academic Growth Expectations (PVAAS)	The academic growth score for the all-student group was 64 for math, the growth standard was 75.3.
Meeting Annual Academic Growth Expectations (PVAAS)	The academic growth score for the all-student group was 50 for science, the growth standard was 75.1.

Career Standards Benchmark	The percent of students who completed the career benchmark standards was 77.6%. The statewide average was 89.6%.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Meeting Annual Academic Growth Expectations (PVAAS) ELA ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations The black student group had an academic growth score of 76 and economically disadvantaged students had a score of 74 compared to the statewide average of 75 and exceeded the statewide growth standard of 70 in the 22-23 SY.
Indicator Performance on math state assessment increased from the previous year ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The black student group increased the percent of students performing proficient and advanced to 2.9% in the 22-23 SY. Economically disadvantaged (2.4%) and students with disabilities (3.0%) remained the same as the previous year.
Indicator Performance on science state assessment increased from the previous year ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations The economically disadvantaged student group increased the percent of students performing proficient or advanced to 32.4% in the 22-23 SY. The black student group increased to 27.9% performing proficient or advanced.
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The students with disabilities student group increased in attendance from 37.1% in the 20-21 SY to 56.2% in the 21-22 SY. The black student group increased from 51.7% in 20-21 to 62.5% in 21-22. The economically disadvantaged group increased attendance from 52.5% to 64.1%.

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Performance on ELA state assessment decreased from the previous year ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The percent of students in the black student group who performed proficient or advanced on the ELA state assessment dropped from 10.5% in 21-22 to 9.6% in the 22-23 SY. For the economically disadvantaged student group, the percent dropped from 11.5% in 21-22 to 10.4% in 22-23 SY. The student with disabilities group continues to be a challenge, 0% of students are proficient or advanced.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) science ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations The black student group dropped from 63 in 21-22 SY to 50 in the 22-23 SY. The economically disadvantaged student group dropped from 65 to 52.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) math ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations Math growth- The black student group dropped from 70 in 21-22 SY to 63 in the 22-23 SY. The economically disadvantaged group did increase from the previous year to 67 but is still not meeting the target.
Indicator Career Standards Benchmark ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations The black student group dropped from 94.9% in the 21-22 SY to 78.3% performance in the 22-23 SY. Economically disadvantaged student group dropped from 93.1% in the 21-22 SY to 76.1% in the 22-23 SY.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The percent of regular attendance for the 21-22 SY was 62.1% which was an increase from the 20-21 SY however, compared to the statewide average of 73.9%, we still have some work to do.
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While the academic growth score for all student groups dropped from the 21-22 SY in ELA, the growth standard was still above the statewide growth score and the standard of 70. The growth score for the 22-23 SY was 76.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The percent of students performing at a proficient or advanced level decreased from the 21-22 SY to 9.9% of students performing at a proficient or advanced level on the 22-23 ELA PSSA.
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The academic growth score for the all student group was 64 for math, the growth standard was 75.3.
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The academic growth score for the all student group was 50 for science, the growth standard was 75.1.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Dibels Student Growth Summary	In 2nd grade (23-24 SY), 4 students were above benchmark, 8 students were at benchmark, 7 students were below benchmark, and 16 students were well below benchmark. Compared to 22-23 SY data, growth was seen in 2nd grade, out of 3 teachers, 2 were veteran teachers.
Dibels Student Growth Summary	In 1st grade (23-24 SY), 6 students were above benchmark, 16 students were at benchmark, 8 students were below, and 23 students were well below benchmark. Again, we saw tremendous growth from the 22-23 SY. The BOY benchmark, 38 students were well below benchmark the EOY benchmark, 23 students were well below. All 3 teachers were veterans with 1 teacher moving from kindergarten to first grade.
Dibels Student Growth Summary	In Kindergarten (23-24 SY), 6 students were above benchmark 11 students were at benchmark, 7 students were below, and 31 students were well below benchmark. Compared to the 22-23 SY we saw tremendous growth. We retained the 3 teachers we started the school year with and 2 out of the 3 were veteran teachers.
NWEA MAP Reading Student Growth Summary	In 2nd grade (23-24 SY), the Mean RIT score from fall to spring grew by 12.2 points compared to 22-23 SY's 11.3 points. Second grade was departmentalized with the 3rd classroom being an enrichment class consisting of both math and reading instruction. The reading class curriculum was Wit & Wisdom and the enrichment class was a combination of grammar, spelling, and phonics instruction. The 23-24 SY was the first year for an enrichment class as well as an additional hour of guided reading.
NWEA MAP Reading Student Growth Summary	In 3rd grade (23-24 SY), the Mean RIT score from fall to spring grew 8.3 RIT points compared to the 22-23 SY with a growth of 3 RIT points. The growth can be contributed to both a veteran teacher in ELA and the addition of an enrichment class that consisted of a combination of additional math and reading instruction as well as an additional hour of guided reading.
NWEA MAP Reading Student Growth Summary	In 4th grade (23-24 SY), the Mean RIT score from fall to spring grew by 3.7 points compared to the 22-23 SY's 5.6 points. These cohorts 22-23 scores were taken into account when analyzing the data.
NWEA MAP Reading Student Growth Summary	In 5th grade (23-24 SY), the Mean RIT score from fall to spring again dropped from 184.5 in the fall to 182.9 in the spring. There was consistency with the ELA teacher, however on the day of testing, the students had a substitute teacher. Student behaviors were also at a high as the year was wrapping up and students were ending their elementary years to move onto middle school.

English Language Arts Summary

Strengths

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Challenges

In 4th grade (23-24 SY), the Mean RIT score from fall to spring grew by 3.7 points compared to the 22-23 SY's 5.6 points. These cohorts 22-23 scores were taken into account when analyzing the data.
In 5th grade (23-24 SY), the Mean RIT score from fall to spring again dropped from 184.5 in the fall to 182.9 in the spring. There was consistency with the ELA teacher, however on the day of testing, the students had a substitute teacher. Student behaviors were also at a high as the year was wrapping up and students were ending their elementary years to move onto middle school.

Mathematics

Data	Comments/Notable Observations
NWEA MAP Math Student Growth Summary	In 2nd grade (23-24 SY), the Mean RIT score from fall to spring grew by 16.4 points compared to 22-23 SY's 9.2 points. Kindergarten- 5th grade piloted a new program, Innovamat for 8 weeks. Innovamat will be the new math program for the upcoming SY. Also, second grade was departmentalized with the 3rd classroom being an enrichment class consisting of both math and reading instruction. For math students focused on fluency and iReady.

NWEA MAP Math Student Growth Summary	In 3rd grade (23-24 SY), the Mean RIT score from fall to spring grew by 8.7 points compared to 22-23 SY's 6.9 points. Again, the pilot program as well as the addition of an enrichment class may have had some impact on the growth.
NWEA MAP Math Student Growth Summary	In 4th grade, the Mean RIT score from fall to spring grew by 6.3 points in the 23-24 SY compared to 22-23 SY's 4.8 points. Again, the pilot program as well as the addition of an enrichment class may have had some impact on the growth. Students had consistency with a veteran teacher.
NWEA MAP Math Student Growth Summary	In 5th grade (23-24 SY), the Mean RIT score from fall to spring grew by 3.8 points compared to 22-23 SY's 3.2 points. The lack of math proficiency entering 5th grade and the behavior management of the class may contribute to the lack of significant growth.

Mathematics Summary

Strengths

In 2nd grade (23-24 SY), the Mean RIT score from fall to spring grew by 16.4 points compared to 22-23 SY's 9.2 points. Kindergarten- 5th grade piloted a new program, Innovamat for 8 weeks. Innovamat will be the new math program for the upcoming SY. Also, second grade was departmentalized with the 3rd classroom being an enrichment class consisting of both math and reading instruction. For math students focused on fluency and iReady.
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Challenges

In 5th grade (23-24 SY), the Mean RIT score from fall to spring grew by 3.8 points compared to 22-23 SY's 3.2 points. The lack of math proficiency entering 5th grade and the behavior management of the class may contribute to the lack of significant growth.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science Assessment	Based on PSSA data from the 23-24 SY, 24.4% of students performed proficient or advanced on the science PSSA. Students in 4th grade had both a science block and rotational STEAM class. All students receive STEAM on a rotational basis and science content within ELA, however it may be necessary to look at incorporating more science in grades K-3.

Science, Technology, and Engineering Education Summary

Strengths

Students have a designated hour block of science in 4th grade as well as additional science content in their STEAM special. The percentage of students scoring proficient or advanced has remained consistent.

Challenges

More time designated to science content in the K-4 grades would provide the necessary background knowledge to see more success on the PSSA in 5th grade.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Participation Data in Career Lessons	Mid-year we our counselor left, and we hired a new counselor. With the change, we did not implement Naviance in the 23-24 SY. We will be implementing Microsociety in 24-25 which will expose K-5 to multiple career opportunities.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

We will be implementing Microsociety in our school for students in grades K-5 in the 24-25 school year. This will be a daily routine the last hour of the day for all students where they will have the opportunity to explore multiple careers.
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Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

95.0% of the 5th grade students in the All Student group completed the career readiness requirement compared to the 93.1% in the Economically Disadvantaged group. There is a slight gap in the number of economically disadvantaged students who completed the career readiness requirement (22-23 SY)

With the previous counselor, there was not consistency in lessons and opportunities for students to explore various career options.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA Access for ELLs	Current 2nd grader: Data comparison from the 22-23 SY to the 23-24 SY Listening- Proficiency level was a 2 Speaking- Dropped from a 2.3 in 22-23 SY to a proficiency to 1.6 in 23-24 SY Reading- Dropped from 2.4 in 22-23 SY to 2.1 in 23-24 SY Writing- Went from 1.8 to 1.9 Oral Language- Went from 1.8 to 1.9 Literacy- Remained the same at 1.9 Comprehension- Went from 1.9 to 2.2 Overall- Remained the same at 1.9
WIDA Access for ELLs	Current 5th grader: Data comparison from the 22-23 SY to the 23-24 SY Listening- Remained at a proficiency level of 6 Speaking- Dropped from 4.4 in 22-23 SY to a 3.8 in 23-24 SY Reading- Dropped from 4.1 to 3.7 Writing- Went from 3.5 to 4.1 Oral Language- Dropped from 5.5 to 4.9 Literacy- Gained: 3.6 to 4.0 Comprehension- Dropped from 5.6 to 5.5 Overall- Gained: 4.1 to 4.3

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
NWEA MAP Math Student Growth Summary	21 % of the student population in grades 2-5 are identified as students with disabilities. Based on the 23-24 SY, 6/7 2nd graders showed growth, 8/11 3rd graders, 6/10 4th graders and 5/11 5th graders showed growth in math according to NWEA MAP. For the 24-25 SY, we will be implementing Innovamat math curriculum, we will also make it a school-wide expectation that students are goal setting, and data walls are posted and updated.
Regular attendance	56.2% of students with disabilities had regular attendance compared to the statewide average of 73.9% Our students need to be in attendance in order to receive the services to continue to grow and meet goals.

NWEA MAP Reading Student Growth Summary	21 % of the student population in grades 2-5 are identified as students with disabilities. Based on the 23-24 SY, 7/7 2nd graders showed growth, 8/11 3rd graders, 4/10 4th graders and 5/11 5th graders showed growth in reading according to NWEA MAP. Schoolwide initiative to display data and goal set with students.
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Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
NWEA MAP Math Student Growth Summary	In 2nd grade (23-24 SY), the Mean RIT score from fall to spring grew by 16.4 points compared to 22-23 SY's 9.2 points. Kindergarten- 5th grade piloted a new program, Innovamat for 8 weeks. Innovamat will be the new math program for the upcoming SY. Also, second grade was departmentalized with the 3rd classroom being an enrichment class consisting of both math and reading instruction. For math, students focused on fluency and iReady. In 3rd grade (23-24 SY), the Mean RIT score from fall to spring grew by 8.7 points compared to 22-23 SY's 6.9 points. Again, the pilot program as well as the addition of an enrichment class may have had some impact on the growth. In 4th grade, the Mean RIT score from fall to spring grew by 6.3 points in the 23-24 SY compared to 22-23 SY's 4.8 points. Again, the pilot program as well as the addition of an enrichment class may have had some impact on the growth. Students had consistency with a veteran teacher. In 5th grade (23-24 SY), the Mean RIT score from fall to spring grew by 3.8 points compared to 22-23 SY's 3.2 points. The lack of math proficiency entering 5th grade and the behavior management of the class may contribute to the lack of significant growth.
NWEA MAP Reading Student Growth Summary	In 2nd grade (23-24 SY), the Mean RIT score from fall to spring grew by 12.2 points compared to 22-23 SY's 11.3 points. Second grade was departmentalized with the 3rd classroom being an enrichment class consisting of both math and reading instruction. The reading class curriculum was Wit & Wisdom and the enrichment class was a combination of grammar, spelling, and phonics instruction. The 23-24 SY was the first year for an enrichment class as well as an additional hour of guided reading. In 3rd grade (23-24 SY), the Mean RIT score from fall to spring grew 8.3 RIT points compared to the 22-23 SY with a growth of 3 RIT points. The growth can be contributed to both a veteran teacher in ELA and the addition of an enrichment class that consisted of a combination of additional math and reading instruction as well as an additional hour of guided reading. In 4th grade (23-24 SY), the Mean RIT score from fall to spring grew by 3.7 points compared to the 22-23 SY's 5.6 points. These cohorts 22-23 scores were considered when analyzing the data. In 5th grade (23-24 SY), the Mean RIT score from fall to spring again dropped from 184.5 in the fall to 182.9 in the spring. There was consistency with the ELA teacher, however on the day of testing, the students had a substitute teacher. Student behaviors were

	also at a high as the year was wrapping up and students were ending their elementary years to move onto middle school.
Regular attendance	For the 21-22 SY, 64.1% of students considered economically disadvantaged showed regular attendance. While still below the statewide average, this was an increase from the previous year. We will continue to have monthly attendance incentives as well as adding Microsociety in the 24-25 SY schedule to increase our attendance.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	93% of the student population in grades 2-5 are identified as black. Based on the 23-24 SY 93% of students in 2nd grade showed growth on their reading NWEA benchmark from the BOY to the EOY, in 3rd grade, 67% showed growth, in 4th grade 52% of students showed growth and in 5th grade 47% of the student group identified as black showed growth. Schoolwide initiative to display data and goal set with students.
Black	93% of the student population in grades 2-5 are identified as black. Based on the 23-24 SY 93% of students in 2nd grade showed growth on their math NWEA benchmark from the BOY to the EOY, in 3rd grade, 70% showed growth, in 4th grade 65% of students showed growth and in 5th grade 60% of the student group identified as black showed growth. For the 24-25 SY, we will be implementing Innovamat math curriculum, we will also make it a school-wide expectation that students are goal setting, and data walls are posted and updated.
Black	For the 21-22 SY, 62.5% of students considered in the Black student group showed regular attendance. While still below the statewide average, this was an increase from the previous year. We will continue to have monthly attendance incentives as well as adding Microsociety in the 24-25 SY schedule to increase our attendance.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our two EL students have made growth. The 5th grade student's overall score increased from 4.1 to 4.3. Our 2nd grade student may not have shown growth on the WIDA however on all local assessments, he has shown growth in ELA.
For our students with disabilities group, tremendous gains were made in comparison to the 22-23 SY in our local MAP assessment in both math and reading.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Attendance still remains a challenge. We are implementing the Microsociety program in the 24-25 SY, based on data from other Microsociety schools, this program has increased attendance.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	24-25 SY the special ed department will implement an adapted curriculum called "TeachTown". Teacher retention, especially in the 4th and 5th grade in the 22-23 SY led to unclear expectations and lack of consistency. Our goal is to hire 2 additional special education teachers in those grade levels.
Title 1 Program	The Title I Schoolwide Program provides extra academic support services to students to help assist them in closing their own academic gap. Some funds used for the Title I program will directly support the Comprehensive Plan in assisting those students reaching the state standards and increasing their personal assessment scores for State assessments and internal assessments which collaborately assists in increasing the school's assessment scores in specific areas that need improvement and helps the School reach their goals by year 3 of the Comprehensive Plan.
Student Services	The school will implement a new attendance and truancy policy in 2024-2025 which will be managed by the SIS and Social Worker
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	The implementation of IREADY in grades K-5 has shown to be an effective tool for students in math and reading. Last year, students grew over 80% in their skill levels in reading and over 60% in math.
English Language Development Programs	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Title I funds allowed us to hire intervention teachers. 24-25 SY we saw additional growth in K-2nd grade from the use of intervention groups.
The implementation of IREADY in grades K-5 has shown to be an effective tool for students in math and reading. Last year, students grew over 80% in their skill levels in reading and over 60% in math.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Attendance continues to be a challenge due to our location and transportation issues. We are hoping with the new policies in place we will see an improvement in this next year.

Teacher retention especially in the 4th and 5th grade special education department in the 23-24 SY led to unclear expectations and lack of consistency.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

All of the low inference data and action steps are collected in a system called Paetep which we used to monitor the progress toward mastery of the action step throughout the year. Therefore, every teacher is able to get coaching and feedback on a weekly basis in our quest to improve instructional and cultural practices. This allows our teachers to get incrementally better as they go throughout the school year and improve on the different areas where they have struggled such as: behavioral management, data collection, and data analysis.

24-25 SY we will be implementing Microsociety which we hope will increase our daily attendance, lower the number of OSS, and increase our academics scores.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

The continuous turnover in admin has caused a culture of uncertainty leading to a high teacher turnover rate and constant change in curriculum and school-wide programs. This inconsistency trickles down to the students and has produced poor scores on the PSSA assessment as well as, poor reading and math scores across the school. As we move our focus to high expectations, we are working as a team to ensure that all teachers are teaching using the aligned curricular materials. All students begin with grade level curriculum with the necessary modifications that are needed to be able to support the students.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The percent of regular attendance for the 21-22 SY was 62.1% which was an increase from the 20-21 SY however, compared to the statewide average of 73.9%, we still have some work to do.	False
While the academic growth score for all student groups dropped from the 21-22 SY in ELA, the growth standard was still above the statewide growth score and the standard of 70. The growth score for the 22-23 SY was 76.	False
In Kindergarten (23-24 SY), 6 students were above benchmark 11 students were at benchmark, 7 students were below, and 31 students were well below benchmark. Compared to the 22-23 SY we saw tremendous growth. We retained the 3 teachers we started the school year with and 2 out of the 3 were veteran teachers.	True
In 1st grade (23-24 SY), 6 students were above benchmark, 16 students were at benchmark, 8 students were below, and 23 students were well below benchmark. Again, we saw tremendous growth from the 22-23 SY. The BOY benchmark, 38 students were well below benchmark the EOY benchmark, 23 students were well below. All 3 teachers were veterans with 1 teacher moving from kindergarten to first grade.	False
Students have a designated hour block of science in 4th grade as well as additional science content in their STEAM special. The percentage of students scoring proficient or advanced has remained consistent.	False
In 2nd grade (23-24 SY), the Mean RIT score from fall to spring grew by 16.4 points compared to 22-23 SY's 9.2 points. Kindergarten- 5th grade piloted a new program, Innovamat for 8 weeks. Innovamat will be the new math program for the upcoming SY. Also, second grade was departmentalized with the 3rd classroom being an enrichment class consisting of both math and reading instruction. For math students focused on fluency and iReady.	True
In 2nd grade (23-24 SY), 4 students were above benchmark, 8 students were at benchmark, 7 students were below benchmark, and 16 students were well below benchmark. Compared to 22-23 SY data, growth was seen in 2nd grade, out of 3 teachers, 2 were veteran teachers.	True
In 3rd grade (23-24 SY), the Mean RIT score from fall to spring grew 8.3 RIT points compared to the 22-23 SY with a growth of 3 RIT points. The growth can be contributed to both a veteran teacher in ELA and the addition of an enrichment class that consisted of a combination of additional math and reading instruction as well as an additional hour of guided reading.	False

In 3rd grade (23-24 SY), the Mean RIT score from fall to spring grew by 8.7 points compared to 22-23 SY's 6.9 points. Again, the pilot program as well as the addition of an enrichment class may have had some impact on the growth.	False
In 4th grade, the Mean RIT score from fall to spring grew by 6.3 points in the 23-24 SY compared to 22-23 SY's 4.8 points. Again, the pilot program as well as the addition of an enrichment class may have had some impact on the growth. Students had consistency with a veteran teacher.	False
We will be implementing Microsociety in our school for students in grades K-5 in the 24-25 school year. This will be a daily routine the last hour of the day for all students where they will have the opportunity to explore multiple careers.	False
Title I funds allowed us to hire intervention teachers. 24-25 SY we saw additional growth in K-2nd grade from the use of intervention groups.	False
The implementation of IREADY in grades K-5 has shown to be an effective tool for students in math and reading. Last year, students grew over 80% in their skill levels in reading and over 60% in math.	False
The implementation of IREADY in grades K-5 has shown to be an effective tool for students in math and reading. Last year, students grew over 80% in their skill levels in reading and over 60% in math.	False
All of the low inference data and action steps are collected in a system called Paetep which we used to monitor the progress toward mastery of the action step throughout the year. Therefore, every teacher is able to get coaching and feedback on a weekly basis in our quest to improve instructional and cultural practices. This allows our teachers to get incrementally better as they go throughout the school year and improve on the different areas where they have struggled such as: behavioral management, data collection, and data analysis.	False
Our two EL students have made growth. The 5th grade student's overall score increased from 4.1 to 4.3. Our 2nd grade student may not have shown growth on the WIDA however on all local assessments, he has shown growth in ELA.	False
For our students with disabilities group, tremendous gains were made in comparison to the 22-23 SY in our local MAP assessment in both math and reading.	False
24-25 SY we will be implementing Microsociety which we hope will increase our daily attendance, lower the number of OSS, and increase our academics scores.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The percent of students performing at a proficient or advanced level decreased from the 21-22 SY to 9.9% of students performing at a proficient or advanced level on the 22-23 ELA PSSA.	False
The academic growth score for the all student group was 64 for math, the growth standard was 75.3.	False
In 4th grade (23-24 SY), the Mean RIT score from fall to spring grew by 3.7 points compared to the 22-23 SY's 5.6 points. These cohorts 22-23 scores were taken into account when analyzing the data.	True
In 5th grade (23-24 SY), the Mean RIT score from fall to spring again dropped from 184.5 in the fall to 182.9 in the spring. There was consistency with the ELA teacher, however on the day of testing, the students had a substitute teacher. Student behaviors were also at a high as the year was wrapping up and students were ending their elementary years to move onto middle school.	True
The academic growth score for the all student group was 50 for science, the growth standard was 75.1.	False
	False
	False
95.0% of the 5th grade students in the All Student group completed the career readiness requirement compared to the 93.1% in the Economically Disadvantaged group. There is a slight gap in the number of economically disadvantaged students who completed the career readiness requirement (22-23 SY)	False
More time designated to science content in the K-4 grades would provide the necessary background knowledge to see more success on the PSSA in 5th grade.	True
In 5th grade (23-24 SY), the Mean RIT score from fall to spring grew by 3.8 points compared to 22-23 SY's 3.2 points. The lack of math proficiency entering 5th grade and the behavior management of the class may contribute to the lack of significant growth.	False
Attendance continues to be a challenge due to our location and transportation issues. We are hoping with the new policies in place we will see an improvement in this next year.	True
	False
The continuous turnover in admin has caused a culture of uncertainty leading to a high teacher turnover rate and constant change in curriculum and school-wide programs. This inconsistency trickles down to the students and has produced poor scores on the PSSA assessment as well as, poor reading and math scores across the school. As we move our focus to high expectations, we are working as a team to ensure that all teachers are teaching using the aligned curricular materials. All students begin with grade level curriculum with the necessary modifications that are needed to be able to support the students.	False
	False
With the previous counselor, there was not consistency in lessons and opportunities for students to explore various career options.	False

Attendance still remains a challenge. We are implementing the Microsociety program in the 24-25 SY, based on data from other Microsociety schools, this program has increased attendance.	False
Teacher retention especially in the 4th and 5th grade special education department in the 23-24 SY led to unclear expectations and lack of consistency.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Our needs should be focused around professional development for teachers, policies and procedures for students and staff and creating a schedule that allows for systematic, data-driven instruction. We will implement a new math curriculum that is centered around higher-order thinking as well as collaboration and hands on learning activities as well as a foundations curriculum for our K-2 students in the 24-25 SY. Along with new math and reading curriculums, we will also be implementing the Microsociety program which we hope will increase attendance and academic scores and lower the number of out of school suspensions. We have found that in the 23-24 SY the Leader in Me program has improved our school culture, this was found in a staff survey sent out at the end of the 23-24 SY.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance continues to be a challenge due to our location and transportation issues. We are hoping with the new policies in place we will see an improvement in this next year.	Will the implementation of Microsociety help to increase regular attendance?	True
In 4th grade (23-24 SY), the Mean RIT score from fall to spring grew by 3.7 points compared to the 22-23 SY's 5.6 points. These cohorts 22-23 scores were taken into account when analyzing the data.	4th grade ELA and Math teachers will loop with their students to 5th grade we hope to see growth in our 5th grade scores and this cohort of students.	False
In 5th grade (23-24 SY), the Mean RIT score from fall to spring again dropped from 184.5 in the fall to 182.9 in the spring. There was consistency with the ELA teacher, however on the day of testing, the students had a substitute teacher. Student behaviors were also at a high as the year was wrapping up and students were ending their elementary years to move onto middle school.		False
More time designated to science content in the K-4 grades would provide the necessary background knowledge to see more success on the PSSA in 5th grade.	We will be adjusting the content taught during the enrichment block in 2nd and 3rd grade in order to address more science content.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
In Kindergarten (23-24 SY), 6 students were above benchmark 11 students were at benchmark, 7 students were below, and 31 students were well below benchmark. Compared to the 22-23 SY we saw tremendous growth. We retained the 3 teachers we started the school year with and 2 out of the 3 were veteran teachers.	We will implement a foundations curriculum in the 24-25 SY, Heggerty in an effort to continue our reading growth in K-2.
In 2nd grade (23-24 SY), the Mean RIT score from fall to spring grew by 16.4 points compared to 22-23 SY's 9.2 points. Kindergarten- 5th grade piloted a new program, Innovamat for 8 weeks. Innovamat will be the new math program for the upcoming SY. Also, second grade	This teacher has taught 2nd grade math for 5 years. The teacher is knowledgeable in the grade level standards. While the teacher used the new curriculum Eureka math, he was also able to pull

was departmentalized with the 3rd classroom being an enrichment class consisting of both math and reading instruction. For math students focused on fluency and iReady.	from other resources for instruction and pilot the new math program for the 24-25 SY, Innovamat.
In 2nd grade (23-24 SY), 4 students were above benchmark, 8 students were at benchmark, 7 students were below benchmark, and 16 students were well below benchmark. Compared to 22-23 SY data, growth was seen in 2nd grade, out of 3 teachers, 2 were veteran teachers.	2nd grade was our strongest grade level during the 23-24 SY. 2/3 teachers were veterans at UP. Teacher retention and the knowledge and ability to collaborate in order to differentiate student needs led to student growth.
24-25 SY we will be implementing Microsociety which we hope will increase our daily attendance, lower the number of OSS, and increase our academics scores.	Microsociety goal is better attendance and student behavior. Better attendance and behavior should amount to increased ELA, Math, and Science scores.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we adopt the Microsociety program at UPK5, then we should see more student engagement. If students are more engaged in school, then they want to be in school.
	If students are receiving more science content before they reach 5th grade, then they will have the background knowledge to better understand 5th grade science standards.

Goal Setting

Priority: If we adopt the Microsociety program at UPK5, then we should see more student engagement. If students are more engaged in school, then they want to be in school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
85% of students will attend school 90% of the time.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target Year 1	Target Year 2	Target Year 3	
80% of students will attend school 90% of the time.	83% of students will attend school 90% of the time.	85% of students will attend school 90% of the time.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By October 18, 2024, 60% of students will attend school 90% of the time.	By January 10th, 2025, 65% of students will attend school 90% of the time.	By March 14th, 2025, 70% of students will attend school 90% of the time.	80% of students will attend school 90% of the time.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
90% of students will show growth in math and reading as measured by a change in their NWEA MAP scores from the baseline assessment to the end-of-year assessment.			
Measurable Goal Nickname (35 Character Max)			
Academics			
Target Year 1	Target Year 2	Target Year 3	
80% of students will show growth in math and reading as measured by a change in their NWEA MAP scores from the baseline assessment to the end-of-year assessment	85% of students will show growth in math and reading as measured by a change in their NWEA MAP scores from the baseline assessment to the end-of-year assessment	90% of students will show growth in math and reading as measured by a change in their NWEA MAP scores from the baseline assessment to the end-of-year assessment.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

By September 30th, 2024, 100% of students enrolled in grades 2-5 will have a baseline NWEA assessment for the 24-25 SY.	By January 31st, 2025, 75% of students will have shown growth on their MOY assessment.	By April 2nd, 2025, 75% of students will have shown growth on their MOY assessment.	By May 23rd, 2025, 80% of students will have shown growth on their NWEA MAP assessment from the BOY to EOY benchmarks.
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Priority: If students are receiving more science content before they reach 5th grade, then they will have the background knowledge to better understand 5th grade science standards.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
55% of students in the "All Student Group" will score proficient or advanced on the 5th grade science PSSA.			
Measurable Goal Nickname (35 Character Max)			
Science Growth			
Target Year 1	Target Year 2	Target Year 3	
35% of students in 5th grade will score proficient or advanced on the science PSSA.	45% of students in 5th grade will score proficient or advanced on the science PSSA.	55% of students in the "All Student Group" will score proficient or advanced on the 5th grade science PSSA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% of students in 5th grade will show mastery on quarterly assessments that cover standards taught to date.	80% of students in 5th grade will show mastery on quarterly assessments that cover standards taught to date.	80% of students in 5th grade will show mastery on quarterly assessments that cover standards taught to date.	35% of students in 5th grade will score proficient or advanced on the science PSSA.

Action Plan

Measurable Goals

Attendance	Science Growth
Academics	

Action Plan For: Microsociety

Measurable Goals:
<ul style="list-style-type: none"> 85% of students will attend school 90% of the time.

Action Step		Anticipated Start/Completion Date	
Ms. Allen will closely monitor to ensure attendance is taken correctly by homeroom teachers to ensure numbers are accurate. Teachers will follow up with families to gain a better understanding of absences and regularly communicate with the truancy officer, with Ms. Allen.		2024-08-19	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
La'Tasha Allen/ Enrollment and Transportation Coordinator	PowerSchool Attendance	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of students will attend school 90% of the time. In an EOY survey, most students will strongly agree that they looked forward to the Microsociety block and came to school to make sure they could earn their paychecks.	Daily pull of attendance report by SIS coordinator from PowerSchool. Phone calls made by family liaison for absent students. Family liaison will communicate with teachers, social worker and counselor regarding the reason for absence. After day 2 of an absence, the classroom teacher along with the family liaison will reach out to parent. After day 3 of absence the social worker will step in and a truancy letter will be sent home along with any necessary resources to support the family.

Action Plan For: Standards-Aligned Calendar

Measurable Goals:
<ul style="list-style-type: none"> 55% of students in the "All Student Group" will score proficient or advanced on the 5th grade science PSSA.

Action Step		Anticipated Start/Completion Date	
Enrichment teachers along with the STEAM teacher in grades 2-4 will receive a standards calendar for the 24-25 SY. Students will take summative assessments based on the standards covered to date and data meetings will take place during the 3:30-4:00 time frame bi-monthly to monitor and make adjustments.		2024-08-21	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Rachel Lucas/Assistant Principal	Standards-aligned calendar for grades 2-5/Amplify curriculum, SAS, and PSSA Item Samplers. The title funds support Instructional coaches that will support this plan and provide extra instructional support to teachers.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
35% of students in 5th grade will score proficient or advanced on the science PSSA.	Enrichment teachers in grades 2-4 will follow their grade specific, standards-aligned science calendar and monitor mastery of standards daily using exit tickets. 4th grade will take a mock science PSSA in March, data analysis will drive the direction of standards review.

Action Plan For: Academics

Measurable Goals:
<ul style="list-style-type: none"> 90% of students will show growth in math and reading as measured by a change in their NWEA MAP scores from the baseline assessment to the end-of-year assessment.

Action Step	Anticipated Start/Completion Date
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Daily data review with quarterly data review meetings with grade level, intervention, special ed teachers and coaches.		2024-09-09	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ashlee Anthony and Rachel Lucas/ Principal and AP	Materials/Resources: NWEA MAP, Dibels, DRA, i-Ready, Heggerty, Literacy Footprints, Rigby Library, Innovamat, i-Ready, Friends on the Block Supports Needed: Intervention teachers, special ed teachers, Instructional Coaches	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of students will show growth in math and reading as measured by a change in their NWEA MAP scores from the baseline assessment to the end-of-year assessment	Daily block (3:30-4:00) with teachers, interventionists, Special Ed., and instructional coaches to review and analyze the following: Bi-monthly progress monitoring using Dibels in K-2, daily exit tickets, i-Ready and BOY, MOY, and EOY local assessment benchmarks.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	<ul style="list-style-type: none">Standards-Aligned Calendar	Funds support 2 Instructional coaches to provide extra instructional and curriculum support to teachers to improve instruction delivery and assessment outcomes.	150013
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">Standards-Aligned Calendar	Funds support Title II and IV monies transferred to support the salary and benefits of the Instructional coaches	24944
Total Expenditures			174957

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Microsociety	Ms. Allen will closely monitor to ensure attendance is taken correctly by homeroom teachers to ensure numbers are accurate. Teachers will follow up with families to gain a better understanding of absences and regularly communicate with the truancy officer, with Ms. Allen.
Standards-Aligned Calendar	Enrichment teachers along with the STEAM teacher in grades 2-4 will receive a standards calendar for the 24-25 SY. Students will take summative assessments based on the standards covered to date and data meetings will take place during the 3:30-4:00 time frame bi-monthly to monitor and make adjustments.
Academics	Daily data review with quarterly data review meetings with grade level, intervention, special ed teachers and coaches.

BOY Powerschool overview and attendance monitoring expectations.

Action Step		
<ul style="list-style-type: none"> Ms. Allen will closely monitor to ensure attendance is taken correctly by homeroom teachers to ensure numbers are accurate. Teachers will follow up with families to gain a better understanding of absences and regularly communicate with the truancy officer, with Ms. Allen. 		
Audience		
All staff		
Topics to be Included		
PowerSchool Flowchart of steps that should be taken when a student is absent more than 1 day		
Evidence of Learning		
Accurate attendance and documentation of absences are in PowerSchool.		
Lead Person/Position	Anticipated Start	Anticipated Completion
La'Tasha Allen/Enrollment and Transportation Coordinator	2024-08-07	2025-05-23

Learning Format

Type of Activities	Frequency
Inservice day	1 day
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4b: Maintaining Accurate Records 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	

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Curriculum Trainings, and bi-monthly coaching Check -ins

Action Step		
<ul style="list-style-type: none"> Enrichment teachers along with the STEAM teacher in grades 2-4 will receive a standards calendar for the 24-25 SY. Students will take summative assessments based on the standards covered to date and data meetings will take place during the 3:30-4:00 time frame bi-monthly to monitor and make adjustments. Daily data review with quarterly data review meetings with grade level, intervention, special ed teachers and coaches. 		
Audience		
2-4 Enrichment teachers, STEAM teacher and AP		
Topics to be Included		
23-24 science PSSA scores Standards-Aligned calendar and curriculum mapping Data tracking		
Evidence of Learning		
Weekly lesson plans Completed data spreadsheet		
Lead Person/Position	Anticipated Start	Anticipated Completion
Rachel Lucas/AP	2024-08-07	2025-05-23

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Weekly Newsletter to Parents					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ms. Allen will closely monitor to ensure attendance is taken correctly by homeroom teachers to ensure numbers are accurate. Teachers will follow up with families to gain a better understanding of absences and regularly communicate with the truancy officer, with Ms. Allen. 	Parents/Guardians	Weekly updates on the implementation of Microsociety, as well as including the importance of attendance and our attendance policy.	Ashlee Anthony/Principal	08/21/2024	05/25/2025
Communications					
Type of Communication			Frequency		
Newsletter			weekly		

Weekly Newsletter to Staff					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ms. Allen will closely monitor to ensure attendance is taken correctly by homeroom teachers to ensure numbers are accurate. Teachers will follow up with families to gain a better understanding of absences and regularly communicate with the truancy officer, with Ms. Allen. 	All Staff	Attendance updates and goals	Ashlee Anthony/Principal	08/21/2024	05/25/2025
Communications					
Type of Communication			Frequency		
Newsletter			weekly		

Daily Attendance Email to Staff					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Ms. Allen will closely monitor to ensure attendance is taken correctly by homeroom teachers to ensure numbers are accurate. Teachers will follow up with families to gain a better understanding of absences and regularly communicate with the truancy officer, with Ms. Allen. Daily data review with quarterly data review meetings with grade level, intervention, special ed teachers and coaches. 	All Staff	Daily attendance for all students	Ms. Allen/Enrollment Coordinator,	08/21/2024	05/25/2025
Communications					
Type of Communication			Frequency		
Email			daily		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">boardaffirmatsi.pdf

Chief School Administrator	Date
Brandon Coney	2024-08-29
Building Principal Signature	Date
Ashlee Anthony	2024-08-23
School Improvement Facilitator Signature	Date
Dina Hartford	2024-08-01