

NORTHWOOD ACADEMY CS

4621 Castor Ave

Comprehensive Plan | 2020 - 2023

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Steering Committee

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LEA Profile

Northwood Academy Charter School is a K-8 Charter School located in the Frankford section of Philadelphia. We were founded in 2005. We serve 788 students from various neighborhoods in Philadelphia.

In 2020, we were granted another five-year charter with the School District of Philadelphia. Throughout our tenure, we have remained a top performing school when compared to our neighborhood schools and our charter community as well. Applications for our annual lottery exceed over 4,000. Our staff and student retention rates remain extremely high and are a testament to our supportive environment.

As with many schools through Pennsylvania, we are striving for increased PSSA results under the ESSA expectations and are continuously working to assess and prioritize our instruction for all students. We are also working to keep up with the emotional and social needs of our community to ensure our learning sanctuary remains intact and continues to grow to support our needs as a whole.

We commit resources and significant efforts to provide a employment environment which attracts and retains the highest quality of staff to bolster quality, continuity, and consistency throughout our entire program. Our Board of Directors is a committed and long-standing group of community and business professionals who seek operational, fiscal, and organizational excellence. They achieve this through active engagement with school leadership and also ensure all stakeholder voices and diversity is considered.

Mission and Vision

Mission

Northwood is a comprehensive learning sanctuary that educates and supports the whole child. We achieve this by working as a highly qualified team, that delivers collective knowledge, creativity, and real-world learning experiences needed for students to become successful individuals.

Vision

Northwood will produce marketable students who recognize and embrace positive options. Northwood believes that: All Children are capable of learning at high levels if they are taught by caring and skilled educators, challenged by an engaging curriculum, afforded adequate time and held to ambitious standards; Opportunities for quality learning must be extended to all children on an equal opportunity basis; Substantial improvements in student performance can be achieved on an on-going and cost-effective basis.

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Educational Value Statements

Students

Students at Northwood will treat each other like they would like to be treated and thus be kind to all students. They will be role models to one another. Students will also work hard to meet the academic expectations of their teachers, families, and self. They will Work Hard and Be Nice.

Staff

The staff at Northwood will provide a safe, culturally responsive, and inviting school community where all students can feel they belong and are welcomed. They will collaborate with colleagues, continuously advance their knowledge base, review data, and plan effectively to provide rigorous and relevant instruction to meet the needs of each learner in the classroom and beyond. Staff will also contribute by establishing relationships throughout our community with students, families, and each other to create our sanctuary of learning.

Administration

The Administration at Northwood will provide a sound environment for academic, social, and emotional health of all. They will have an open door approach will allow students, families, and staff to feel supported and welcomed. The Administration will provide the structure, resources, and guidance to attract and retain staff who can perform and develop as professionals to serve the needs of the students and community, as they create an equitable learning sanctuary for the whole child.

Parents

The Northwood parents and families will support and collaborate with teachers, staff, and administration and play an active role in their child's education. They will uphold school policy and procedure while supporting their child to achieve to their highest potential by ensuring a strong home- school connection. Parents will communicate regularly with school staff to strengthen the partnership and also provide feedback towards continuous improvement,

Community

The community will support Northwood staff and students by providing a watchful eye for the overall safety of our school. They will support Northwood's endeavors by extending resources and making space for active partnerships to benefit all.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

| Strength | Consideration In Plan |
|--|-----------------------|
| Overall academic success score of 86% in 2018 ACE in English Language Arts, meets standard. Of 56 schools serving K-8, NACS had the 7th highest score. | No |
| Proficiency rates exceeded the District average and Similar Schools Group in English Language Arts. NACS 58%, similar schools 50%, SDP 37% | No |
| | No |
| Overall academic success score of 86% in 2018 ACE in mathematics, meets standard. Of 56 schools serving K-8, NACS had the 7th highest score. | No |
| Overall academic success score of 86% in 2018 ACE in science, meets standard. Of 56 schools serving K-8, NACS had the 7th highest score. | No |
| Overall, Northwood performed higher than District schools by 12% points in mathematics | No |
| Grades 4-8 met growth index in mathematics. | No |
| Proficiency rates increased in mathematics from 30%- 35% | No |
| Science Proficiency rates increased from 54% to 59% and we outperformed peer schools. | Yes |
| No significant gaps in achievement between Black and Hispanic students, the two largest racial/ethnic groups. | No |
| All Student group and every subgroup meets the performance standard for attendance, which is being within the 25th to 75th percentile statewide. | No |
| Met and exceeded PDE Interim Targets in Mathematics and ELA for English Learners | No |
| Met and exceeded PDE Interim Targets for in Mathematics and ELA for Economically Disadvantaged Students | No |
| Approaching PDE ELA targets for Students with Disabilities | Yes |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school Strategic Talent Reviews/ Individual Development Plans (HR initiative) | Yes |

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| Provide frequent, timely, and systematic feedback and support on instructional practices Increased instructional observation and review | Yes |
| Have met Career and Readiness pillars to date | Yes |

Challenges

| Challenge | Consideration In Plan |
|---|-----------------------|
| While all student groups score of 37.5% is higher than that of peer schools, our scores are 10% points below the state average of 45% and also below the state-wide target of 47.6% in mathematics. | Yes |
| Proficiency rates in English Language Arts decreased from 64% to 58% | Yes |
| Most inconsistent with meeting growth standard in Science. | No |
| Grade 8 science proficiency rates- 44% are lower than Grade 4-73% | Yes |
| All student group did not meet interim goal for ELA, math, and Science proficiency in 2018-2019. | Yes |
| All student group did not meet the standard demonstrating growth in ELA. | Yes |
| Moderate evidence that we did not meet growth standard in English Language Arts | Yes |
| White subgroup did not meet proficiency rates for annual PDE goals in Mathematics or ELA | Yes |
| Students with Disabilities did not meet proficiency rates for annual PDE goals in Mathematics or ELA | Yes |
| Implement an evidence-based system of school-wide positive behavior interventions and supports. Suspension rates in our K-2 community are higher than the average rate of those in The School District of Philadelphia and similar schools, as shown on our Charter School Performance Framework (CSPF) from the School District of Philadelphia. | Yes |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices Increased Data Use and Analysis | Yes |
| Collectively shape the vision for continuous improvement of teaching and learning Identification of highly effective instructional and management practices Increased real world learning opportunities | Yes |

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| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based Curriculum Mapping | Yes |
| Continue to meet Career Pillars. Increase real world experiences and community engagement | Yes |

Most Notable Observations/Patterns

Based on this data, the school needs to improve its performance in Math and Science, particularly among subgroups.

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Analyzing Strengths and Challenges

Strengths

| Strength | Discussion Points |
|--|-------------------|
| Science Proficiency rates increased from 54% to 59% and we outperformed peer schools. | |
| Approaching PDE ELA targets for Students with Disabilities | |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school Strategic Talent Reviews/ Individual Development Plans (HR initiative) | |
| Provide frequent, timely, and systematic feedback and support on instructional practices Increased instructional observation and review | |
| Have met Career and Readiness pillars to date | |

Challenges

| Challenge | Discussion Points | Priority For Planning | Priority Statement |
|---|---|-----------------------|---|
| While all student groups score of 37.5% is higher than that of peer schools, our scores are 10% points below the state average of 45% and also below the state-wide target of 47.6% in mathematics. | While instructional practices have increased scores, we believe further alignment through curriculum mapping with help to solidify growth initiatives. Curriculum maps are driven by purchased curriculum and not internalized and are not presented in a vertical manner. Northwood will continue to identify and implement highly effective instructional and management practices, and increase administrative time for instructional observation and feedback to support this effort. | Yes | We will undertake math curriculum mapping in order to ensure vertical and horizontal articulation across the mathematics curriculum. These curriculum maps will align to PA Future Ready Standards as well as PA Core Curriculum Frameworks in order to increase student outcomes in mathematics. |
| Proficiency rates in English Language Arts decreased from 64% to 58% | | No | |

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|---|---|-----|--|
| Grade 8 science proficiency rates- 44% are lower than Grade 4-73% | | No | |
| All student group did not meet interim goal for ELA, math, and Science proficiency in 2018-2019. | Increased training related to and time for analyzing and discussing student data for utilization in planning and differentiating and continuous academic improvement. | Yes | We will increase focus and training around data analysis in order to identify challenges and meet the academic needs of our diverse learners in order to increase student achievement. |
| All student group did not meet the standard demonstrating growth in ELA. | | No | |
| Moderate evidence that we did not meet growth standard in English Language Arts | | No | |
| White subgroup did not meet proficiency rates for annual PDE goals in Mathematics or ELA | | No | |
| Students with Disabilities did not meet proficiency rates for annual PDE goals in Mathematics or ELA | | No | |
| Implement an evidence-based system of school-wide positive behavior interventions and supports. Suspension rates in our K-2 community are higher than the average rate of those in The School District of Philadelphia and similar schools, as shown on our Charter School Performance Framework (CSPF) from the School District of Philadelphia. | Data gathered from employee engagement surveys as well as from student behavioral sources (i.e., suspension rates, rates of office referrals for behavior challenges, etc.) indicated that there is a need for a more comprehensive, outlined system of supports for students exhibiting behavioral and wellness challenges and needs | Yes | We will create a more comprehensive restorative system of supports for students exhibiting behavioral and emotional challenges and needs. |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices Increased Data Use and Analysis | | No | |
| Collectively shape the vision for continuous improvement of teaching and learning | | No | |

| | | | |
|---|--|----|--|
| Identification of highly effective instructional and management practices Increased real world learning opportunities | | | |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based Curriculum Mapping | | No | |
| Continue to meet Career Pillars. Increase real world experiences and community engagement | | No | |

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Goal Setting

Priority: We will undertake math curriculum mapping in order to ensure vertical and horizontal articulation across the mathematics curriculum. These curriculum maps will align to PA Future Ready Standards as well as PA Core Curriculum Frameworks in order to increase student outcomes in mathematics.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|---|---|--------------------------|--|--|---|--|--|---|--|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | Implement completed K-8 mathematics curriculum maps to ensure an effective scope and sequence that aligns to PA standards and curriculum frameworks which improve student outcomes. | Math Curriculum Maps | Completion of math curriculum map drafts for grades K-8. | Partake in a curriculum review process that revises math curriculum map drafts for grades K-8, adding best practices for instruction and ensuring all PA Core Math standards are achieved. | Implement completed K-8 mathematics curriculum maps to ensure an effective scope and sequence that aligns to PA standards and curriculum frameworks which improve student outcomes. | Establish a Math Curriculum Committee to identify all elements to be included in the process (e.g. State standards, State curriculum frameworks, selected curriculum, assessments, teacher knowledge, other instructional materials) | Determine consistent format/template for curriculum maps | Unpack and discuss the PA standards and curriculum frameworks and conduct a crosswalk of standards and frameworks with selected curriculum to develop maps. | Completion of math curriculum map drafts for grades K-8. |

Priority: We will increase focus and training around data analysis in order to identify challenges and meet the academic needs of our diverse learners in order to increase student achievement.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|---|--|---|---|---|--|---|--|--|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | Meet Future Ready interim target (69.1% for ELA; 54.2% for Math) as established by the PDE. | Future Ready Targets | Meet Future Ready interim target (66.1% for ELA; 49.8% for Math) as established by the PDE. | Meet Future Ready interim target (67.6% for ELA; 52% for Math) as established by the PDE. | Meet Future Ready interim target (69.1% for ELA; 54.2% for Math) as established by the PDE. | Increase proficiency rates in reading and math, as measured on Form A Benchmark Assessments. | Increase proficiency rates in reading and math, as measured on Form B Benchmark Assessments. | Increase proficiency rates in reading and math, as measured on Form C Benchmark Assessments. | Meet Future Ready interim target (66.1% for ELA; 49.8% for Math) as established by the PDE. |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | Halve math state gaps (close by 5.1%) on the PSSA by 2022-23. | Math Gap Reduction | Close math state gaps by 2% on the PSSA by 2020-21. | Close math state gaps by 3.5% on the PSSA by 2021-22. | Halve math state gaps (close by 5.1%) on the PSSA by 2022-23. | Increase proficiency rates in reading and math, as measured on Form A Benchmark Assessments. | Increase proficiency rates in reading and math, as measured on Form B Benchmark Assessments. | Increase proficiency rates in reading and math, as measured on Form C Benchmark Assessments. | Close math state gaps by 2% on the PSSA by 2020-21. |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | Increase proficiency in reading, math, and science by three percentage points each year on the PSSA. | Increase PSSA Proficiency in all Subjects | Increase proficiency in reading, math, and science by three percentage points. | Increase proficiency in reading, math, and science by three percentage points. | Increase proficiency in reading, math, and science by three percentage points each year on the PSSA. | Increase proficiency rates in reading, math, and science as measured on Form A Benchmark Assessments. | Increase proficiency rates in reading, math, and science, as measured on Form B Benchmark Assessments. | Increase proficiency rates in reading, math, and science, as measured on Form C Benchmark Assessments. | Increase proficiency in reading, math, and science by three percentage points. |

Priority: We will create a more comprehensive restorative system of supports for students exhibiting behavioral and emotional challenges and needs.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|---|---|-----------------------------|--|--|---|---|---|---|--|
| School climate and culture | Close the gap in the rate of suspensions in grades K-2 by 6% so that is closer to the average of Similar Schools and the School District of Philadelphia. | K-2 Suspension Rate | Reduce the suspension rate across the K-2 community by 2%. | Reduce the suspension rate across the K-2 community by 4%. | Close the gap in the rate of suspensions in grades K-2 by 6% so that is closer to the average of Similar Schools and the School District of Philadelphia. | Reduce the suspension rate across the K-2 community by 0.5%. | Reduce the suspension rate across the K-2 community by 1%. | Reduce the suspension rate across the K-2 community by 1.5%. | Reduce the suspension rate across the K-2 community by 2%. |
| School climate and culture | Close gender and race gap in suspension rate by 6%. | Race/Gender Suspension Rate | Close gender and race gap in suspension rate by 2%. | Close gender and race gap in suspension rate by 4%. | Close gender and race gap in suspension rate by 6%. | Close gender and race gap in suspension rate by 0.5%. | Close gender and race gap in suspension rate by 1%. | Close gender and race gap in suspension rate by 1.5%. | Close gender and race gap in suspension rate by 2%. |
| Essential Practices 3: Provide Student-Centered Support Systems | Establish a clear framework for behavior supports within a Multi-Tiered System of Student Supports. | MTSS Framework | Create a final framework for behavior within the MTSS. | Review and refine the MTSS framework for behavior based upon suspension data and feedback from teachers. | Establish a clear framework for behavior supports within a Multi-Tiered System of Student Supports. | Establish a committee of stakeholders to guide work around MTSS behavioral framework. | Research best practices and create a behavioral framework for MTSS. | Gather feedback from stakeholders, review and refine the behavioral framework for MTSS. | Create a final framework for behavior within the MTSS. |

Action Plan

Action Plan for: Collect qualitative and quantitative data related to school-wide behavior.

| Measurable Goals | | Anticipated Output | | | Monitoring/Evaluation | |
|---|------------------------|---|-------------------------|---|---|-----------|
| <ul style="list-style-type: none"> K-2 Suspension Rate Race/Gender Suspension Rate MTSS Framework | | Reduction in suspensions, schoolwide adopted philosophy of restorative discipline. Closing the gender and racial gaps in suspensions between Northwood Academy and similar schools / district schools. MTSS framework for behavior. K-2 Restorative Discipline Policy | | | Suspension data, office referrals, MTSS referrals | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Establish a Discipline Committee to review and analyze student behavioral data and systems. | 04/30/2020 | 08/30/2020 | Cindy Carey / Principal | Access to disciplinary protocols and procedures, behavior specialist recommendations, access to professional development regarding best practices in restorative discipline | Yes | Yes |
| Engage behavior specialist to review and analyze student behavioral data and systems. | 04/30/2020 | 06/30/2020 | Cindy Carey / Principal | Access to disciplinary data and current MTSS protocols, comparative data from similar schools and districts, observations within the school environment | No | Yes |
| Discipline Committee assesses implementation of clarified discipline protocols; determines further changes for school year 2020-21 based on data. | 04/30/2020 | 08/30/2020 | Cindy Carey / Principal | Access to disciplinary protocols and procedures, behavior specialist recommendations, access to professional development regarding best practices in restorative discipline Access to disciplinary data and current MTSS protocols, comparative data from similar schools and districts, observations within the school environment | Yes | No |
| Finalize MTSS structure based upon data-based behavior specialist and committee suggestions. | 07/30/2020 | 03/31/2021 | Cindy Carey / Principal | N/A | Yes | Yes |
| Conduct research related to social and emotional programs that aligns with schoolwide data. | 08/30/2020 | 12/30/2020 | Cindy Carey / Principal | Research on best practices, needs assessment (social and emotional needs of students), engagement with other schools | Yes | No |

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| Finalize and implement social emotional program based on research. | 01/01/2021 | 04/30/2022 | Cindy Carey / Principal | Testing testing testing | Yes | Yes |
|--|------------|------------|-------------------------|-------------------------|-----|-----|

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Action Plan for: Identify and implement highly effective instructional and management practices; Increase administrative time for instructional observation and feedback to support this effort.

| Measurable Goals | | Anticipated Output | | | Monitoring/Evaluation | |
|---|------------------------|--|-------------------------|--|--|-----------|
| <ul style="list-style-type: none"> Future Ready Targets Math Gap Reduction Increase PSSA Proficiency in all Subjects | | Committee that includes a variety of stakeholders committed to the development of an instructional handbook. Development of staff handbook with ongoing review and revision as needed. | | | Committee meetings once per trimester. Ongoing review of professional development and research of best practices. Create opportunities for practice, self-reflection, and collaboration. Infuse handbook into subsequent observations, feedback, and teacher supports. Ongoing review of handbook as needed. | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Develop and meet regularly with a committee that includes lead teachers, to spearhead the development of a written instructional handbook. | 07/01/2020 | 08/31/2021 | Cindy Carey / Principal | Research regarding best practices, current data, professional development opportunities for committee members, and schedule to accommodate meetings. | Yes | Yes |
| Develop a written handbook with guidelines, including clear details regarding expectations for lesson structure, student work products, components of a rigorous lesson, academic enrichment/ differentiation, etc. | 07/01/2020 | 08/31/2021 | Cindy Carey / Principal | Research on best practices, instructional handbook exemplars from other schools/districts | Yes | Yes |
| Create a clear outline of common and state assessments with dates, establish an assessment calendar, and establish specific dates for data meetings to be held with teachers that align with assessment calendar. | 06/01/2020 | 08/31/2020 | Cindy Carey / Principal | Assessment calendar | No | Yes |
| Determine data communication methods for | 07/01/2020 | 08/31/2020 | Cindy Carey / Principal | Data and communication channels | No | Yes |

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| teachers, school community, and Board of Directors. | | | | | | |
| Clearly define specifics and train teachers around expectations for data use and analysis. | 06/01/2020 | 08/31/2020 | Cindy Carey / Principal | access to student data | Yes | Yes |
| Create feedback loops for teacher support to ensure alignment to best practices outlined in the instructional handbook. | 08/31/2021 | 08/31/2022 | Cindy Carey / Principal | schedule for formal/informal observations; methods of collecting observation data | Yes | Yes |

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Action Plan for: Develop and utilize curriculum maps for mathematics.

| Measurable Goals | | Anticipated Output | | | Monitoring/Evaluation | |
|--|------------------------|---|-------------------------|--|--|-----------|
| <ul style="list-style-type: none"> Math Curriculum Maps | | Produce K-8 mathematics curriculum maps that 1) align curriculum instruction, and assessment with PDE Core Mathematics standards and Frameworks 2) enrich instructional practices in mathematics 3) increase understanding of results-oriented teaching in mathematics 4) improve teacher communication and collaboration 5) and increase student achievement in mathematics. | | | This process will be monitored by the principal and assistant principals through ongoing curriculum review and feedback from teachers in regards to its efficacy. Further data analysis will indicate proper scope and sequence. | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Create a curriculum map template with identified elements to be included in the process (e.g. State standards, State curriculum frameworks, selected curriculum, assessments, teacher knowledge, other instructional materials). | 06/01/2020 | 06/30/2021 | Cindy Carey / Principal | PA standards for math, PA Core Curriculum Framework for math, exemplar math curriculum maps, access to NACS curriculum materials | No | Yes |
| Crosswalk standards and frameworks with selected curriculum to develop a draft of math curriculum maps. | 08/01/2021 | 04/30/2022 | Cindy Carey / Principal | PA standards for math, PA Core Curriculum Framework for math, exemplar math curriculum maps, access to NACS curriculum materials | No | Yes |
| Share revised math curriculum maps with grade level teams for review, any final updates, and norming on expectations. | 05/01/2022 | 07/30/2022 | Cindy Carey / Principal | NACS math curriculum maps, exemplar curriculum maps | Yes | Yes |
| Review usefulness and effectiveness of maps for any modifications, weaving in interdisciplinary connections. | 09/01/2022 | 12/31/2022 | Cindy Carey / Principal | NACS math curriculum maps, exemplar curriculum maps | Yes | Yes |

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Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|--|--|
| <p>Collect qualitative and quantitative data related to school-wide behavior.</p> | <ul style="list-style-type: none"> • Establish a Discipline Committee to review and analyze student behavioral data and systems. • Discipline Committee assesses implementation of clarified discipline protocols; determines further changes for school year 2020-21 based on data. • Finalize MTSS structure based upon data-based behavior specialist and committee suggestions. • Conduct research related to social and emotional programs that aligns with schoolwide data. • Finalize and implement social emotional program based on research. |
| <p>Identify and implement highly effective instructional and management practices; Increase administrative time for instructional observation and feedback to support this effort.</p> | <ul style="list-style-type: none"> • Develop and meet regularly with a committee that includes lead teachers, to spearhead the development of a written instructional handbook. • Develop a written handbook with guidelines, including clear details regarding expectations for lesson structure, student work products, components of a rigorous lesson, academic enrichment/ differentiation, etc. • Clearly define specifics and train teachers around expectations for data use and analysis. • Create feedback loops for teacher support to ensure alignment to best practices outlined in the instructional handbook. |
| <p>Develop and utilize curriculum maps for mathematics.</p> | <ul style="list-style-type: none"> • Share revised math curriculum maps with grade level teams for review, any final updates, and norming on expectations. • Review usefulness and effectiveness of maps for any modifications, weaving in interdisciplinary connections. |

Professional Development Activities

| Student Discipline | | | | | | |
|--|--|---|---|--|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Evidence of Learning | Lead Person/Position | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Establish a Discipline Committee to review and analyze student behavioral data and systems. Discipline Committee assesses implementation of clarified discipline protocols; determines further changes for school year 2020-21 based on data. Finalize MTSS structure based upon data-based behavior specialist and committee suggestions. | Discipline Committee members, school staff | Restorative practices, teacher language, logical consequences, data collection, research of best practices, implementation of MTSS, implementation of adapted disciplinary protocols, understanding of discipline flow chart , understanding of students' social-emotional needs and school programming | Formal and informal observations, survey response, adherence to and proper implementation of protocols, with ongoing feedback | Cindy Carey / Principal | 04/01/2020 | 08/31/2021 |
| Learning Formats | | | | | | |
| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | | This Step Meets the Requirements of State Required Trainings | | |
| Collaborative curriculum development | Quarterly | <ul style="list-style-type: none"> 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students | | Teaching Diverse Learners in an Inclusive Setting | | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Ongoing | <ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community 4e: Growing and Developing Professionally | | Teaching Diverse Learners in an Inclusive Setting | | |

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| | | <ul style="list-style-type: none">• 4f: Showing Professionalism | |
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High Quality Instructional Practices

| Action Step | Audience | Topics to be Included | Evidence of Learning | Lead Person/Position | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|--|-------------------------------|---|--|-------------------------|---------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> Develop and meet regularly with a committee that includes lead teachers, to spearhead the development of a written instructional handbook. | Handbook Committee, all staff | Conduct research on best practices. Attend relevant professional development opportunities. Coordinate and conduct observations at other high performing schools. Devote PLC time to watching and giving feedback, reviewing research and best practice trends. | Formal and informal observations, survey response, adherence to and proper implementation of handbook protocols, with ongoing feedback as appropriate. Complete administrative and peer walkthroughs, document and analyze feedback for trends from most effective teachers. | Cindy Carey / Principal | 07/01/2020 | 08/31/2021 |

Learning Formats

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|--|--|
| Action research | Ongoing | <ul style="list-style-type: none"> 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques | Language and Literacy Acquisition for All Students |

Communications Action Steps

| Evidence-based Strategy | Action Steps |
|--|---|
| <p>Collect qualitative and quantitative data related to school-wide behavior.</p> | <ul style="list-style-type: none"> • Establish a Discipline Committee to review and analyze student behavioral data and systems. • Engage behavior specialist to review and analyze student behavioral data and systems. • Finalize MTSS structure based upon data-based behavior specialist and committee suggestions. • Finalize and implement social emotional program based on research. |
| <p>Identify and implement highly effective instructional and management practices; Increase administrative time for instructional observation and feedback to support this effort.</p> | <ul style="list-style-type: none"> • Develop and meet regularly with a committee that includes lead teachers, to spearhead the development of a written instructional handbook. • Develop a written handbook with guidelines, including clear details regarding expectations for lesson structure, student work products, components of a rigorous lesson, academic enrichment/ differentiation, etc. • Create a clear outline of common and state assessments with dates, establish an assessment calendar, and establish specific dates for data meetings to be held with teachers that align with assessment calendar. • Determine data communication methods for teachers, school community, and Board of Directors. • Clearly define specifics and train teachers around expectations for data use and analysis. • Create feedback loops for teacher support to ensure alignment to best practices outlined in the instructional handbook. |
| <p>Develop and utilize curriculum maps for mathematics.</p> | <ul style="list-style-type: none"> • Create a curriculum map template with identified elements to be included in the process (e.g. State standards, State curriculum frameworks, selected curriculum, assessments, teacher knowledge, other instructional materials). • Crosswalk standards and frameworks with selected curriculum to develop a draft of math curriculum maps. • Share revised math curriculum maps with grade level teams for review, any final updates, and norming on expectations. • Review usefulness and effectiveness of maps for any modifications, weaving in interdisciplinary connections. |

Communications Activities

| Student Discipline Communication | | | | | |
|--|---|--|-------------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Establish a Discipline Committee to review and analyze student behavioral data and systems. Engage behavior specialist to review and analyze student behavioral data and systems. | All school staff, parents, students, school board of directors, | Development of committee, committee outcomes (i.e., development of disciplinary flow chart, clarification of protocols, development of MTSS program) | Cindy Carey / Principal | 08/01/2019 | 08/31/2021 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Presentation | | | Ongoing | | |
| Email | | | Ongoing | | |
| Brief | | | Ongoing | | |
| Newsletter | | | Ongoing | | |

| Instructional Expectations | | | | | |
|--|---|---|-------------------------|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Develop and meet regularly with a committee that includes lead teachers, to spearhead the development of a written instructional handbook. | School staff, students, parents, board of directors | Research of best practices, implementation of handbook, ongoing review and refinement based on feedback | Cindy Carey / Principal | 07/01/2020 | 08/31/2021 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Email | | | Ongoing | | |
| Presentation | | | Ongoing | | |
| Newsletter | | | Ongoing | | |
| Brief | | | Ongoing | | |
| Webinar | | | Ongoing | | |