

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Keystone Education Center Charter School

School Building Name

Keystone Education Center Charter School

4-Digit School Building Code

7506

School Street Address

425 South Good Hope Road

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Mike Gentile	CEO	HS/Administration/KECCS
Matthew Nelson	HS Principal	HS/Administration/KECCS
Edward MacElroy	MS Principal	MS/Administration/KECCS
John Gaub	Curriculum and Title Planning	MS/Administration/KECCS
Josh Thompson	Guidance Counselor	HS/Support-Technical/KECCS
Kim Multari	Special Education Teacher	HS/Teacher/KECCS
Cassie Whitfield	Secondary English Teacher	HS/Teacher/KECCS
Anna Wilkinson	Court Liaison and SAP	HS/Support-Technical/KECCS
Alissa Gentile	Transition Coordinator	HS/Support-Technical/KECCS
Steve Miranda	Parent	Parent/Community
Cheyenne Milhason	Student	HS Student
Tyler Foust	Student	HS Student

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

The Keystone Education Center Charter School administrative team ensured that the committee would be comprised of a diverse membership group that will provide multiple viewpoints. The charter school adopts the belief that the collaboration of the steering committee members will provide valuable information from various backgrounds and experience in an effort to make the school improvement process a successful endeavor. Parents, faculty, school support staff, and administrative staff were provided with the opportunity to become a stakeholder on the steering and planning committee for school improvement.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The committee members are presented with the opportunity to collaborate with the focus of determining needs according to data sources and focusing the results into a working school improvement process and plan. The committee members will maintain their place for plan implementation and monitoring over the three-year cycle. Each member is an integral part of the committee and their membership is required during the three-year process of school improvement. Through the initial identification of interventions to address the identified areas of need, to progress monitoring and data decision making over the course of the CSI planning process, all members will collaboratively work to ensure that the school improvement process and its interventions are carried out with fidelity.

## ***B. School Level Vision for Learning***

### Long-term Vision and the Measures of Success

<b>Long-Term Vision for Students</b> <i>What will students know and be able to demonstrate upon leaving the school?</i>	<b>Measures of Success</b> <i>How will you know you are on track to achieving your vision or students?</i>
Keystone Education Center Charter School ensures that every student has access to quality grade level instruction, using a rigorous and high-quality aligned curriculum.	By 2030, PVAAS All-Student group growth data will indicate an increase of 16 points to 75.0 in the Academic Growth Score for English Language Arts/Literature from the 2018 baseline of 59.0 as shown on the 2019 Future Ready PA Index.  By 2030, PVAAS all-student group growth data will indicate an increase of 13 points to 75.0 in the Academic Growth Score for Mathematics/Algebra from the 2018 baseline of 62.0 as shown on the 2019 Future Ready Pa Index.
Keystone Education Center Charter School prepares students for high school graduation by providing a challenging curriculum that is focused on the whole student in relation to academic	By 2030, 92.4% of the four-year graduation cohort will earn a high-school diploma as indicated by the Future Ready PA Index compared to the 2018 baseline data of 44.7%.

growth, social and emotional barriers, and the supports necessary for student growth and success.	
Keystone Education Center Charter School prepares all students for post-secondary education, career, and community integration by providing a challenging general education curriculum that includes academic, life-skills, and behavioral and social-emotional supports in a safe and supportive environment.	By 2030, 90% of the graduates will attend a post-secondary educational institution, enter a military branch, or be gainfully employed, according to the Future Ready PA Index as compared to the 2018 baseline data of 55.8%

## II. School Level Needs Assessment

### *A. Identified School Community Needs:*

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

The stakeholders utilized needs assessment data, information from interviews, and current trend data to form conclusions on the structure and systems of the school. PVAAS, eMetric, and Future Ready PA Index data was evaluated during the data meetings presented by the School Improvement Facilitator and the Regional Improvement Team Core Member to provide focus on achievement and growth of all sub-groups. The stakeholders formed conclusions based on the data points and continued to utilize the Essential Practices framework to identify the status with evidence of support for each condition outlined. Through this process, the stakeholders were able to identify the strengths and needs of the charter school with the eventual outcome of the identification of specific challenges and their root causes. The stakeholders were then able to develop priority statements and rationales to address the challenges.

Using the needs assessments and the Pennsylvania Essential Practices for Schools, the stakeholders were able to analyze and discuss the following:

I: Demographics of the charter school that included enrollment, attendance, transiency/mobility, drop-out/graduation rate, gender data, and grade level data. Data focus points included the following Future Ready PA data: Attendance of 44.2%, Graduation Rate of 44.7% (4-year cohort) and 64.6% (5-year cohort), and the parent, student, teacher, and administrator survey results.

II: Perceptual indicators and data that included values and beliefs, attitudes, learning and school environment, and observations. Data focus points included the parent, student, teacher, and administrator survey results.

III: Student Learning indicators and data that included assessment of students, educator observation of abilities and programming as a follow-up, and authentic assessment. Data focus points included the following Future Ready PA data: The All-Student Group did not meet the Interim Goal and Improvement Targets for Proficient/ or Advanced scoring on the following assessment areas: English Language Arts/Literature (16.7%), Mathematics/Algebra (6.1%), and Science/Biology (11.6%), overall PVAAS, eMetric, and Future Ready PA data, and the parent, student, teacher, and administrator survey results.

IV: School Processes of the charter school that included day-to-day operation, number of faculty/support staff, curriculum alignment, student services and plans, school systems/protocols, observation/evaluation process and follow-up, classroom procedures, and transportation systems. Data focus points included the parent, student, teacher, and administrator survey results.

***B. Based on your data analysis, what are your data-supported strengths?***

<b>Strengths</b>	<b>Supporting Evidence from Needs Assessment</b>
Science/Biology Meets or Exceeds Statewide Goal.	Academic Growth Score of 77.5 exceeded the Statewide Average Growth Score of 74.9 and the Meeting Statewide Growth Standard target of 70.0. (Data Source: Future Ready PA Index-2019)
English Language Arts/Literature - Students with Disabilities Met or Exceeded the Statewide Goal.	The Students with Disabilities subgroup Met or Exceeded the Statewide Goal and showed an increase in performance from the previous year of 19.1%. (Data Source: Future Ready PA Index-2019)
Mathematics/Algebra 1 - Students with Disabilities Met or Exceeded the Statewide Goal.	The Students with Disabilities subgroup Met or Exceeded the Statewide Goal at 9.1%. (Data Source: Future Ready PA Index-2019)
Biology, Grade 8 Science, Grade 8 Mathematics Achievement Group 1 scoring.	Achievement Group 1 demonstrated moderate evidence that the group exceeded the standard for PA Academic Growth. (Data Source: PVAAS 2018)
Students have meaningful engagement in career exploration and preparation aligned to the Career Education and Work Standards.	The All-Student Group percentage of 93.2% exceeded the Statewide Average Career Standards benchmark of 91.8%. (Data Source: Future Ready PA Index-2019)

***C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.***

Challenges	Supporting Evidence from Needs Assessment	Priority for Planning	Primary Root Cause
The Keystone Education Center C.S. does not use a variety of assessments to monitor student learning and adjust programs and instructional practices.	The charter school does not have an assessment protocol and schedule in place that focuses on a variety of assessment data to make student programming, classroom and school-wide decisions	Yes	The charter school has allowed the assessments to be teacher driven as opposed to a district-wide assessment protocol and schedule.
The Keystone Education Center C.S. does not identify and address individual student learning needs of regular education students with fidelity.	The charter school does not have a framework in place to identify and address student needs and provide the appropriate progress monitoring and feedback for all students.	Yes	The charter school has not reintroduced a framework that would provide individual support to meet the individual needs of the regular education student after the downsizing the school staff.
The Keystone Education Center C.S. does not have a multi-tiered system of supports for academics and behavior in place for all students.	The charter school does not provide consistent and continuous screening and support for academics on an individual student basis.	No	The charter school has not implemented a multi-tiered system of supports because of organizational structure and human resource time expenditure.
The Keystone Education Center C.S. does not partner with local businesses, community organizations, and other agencies to meet the needs of the school.	The charter school does always include community/business stakeholders in school decision process and efforts to meet school needs.	No	The charter school provides educational services representing students from over 50 school districts which has created issues with support from local organizations as compared to a traditional single city school district.
The Keystone Education Center C.S. does not implement an evidence-based system of schoolwide positive behavior interventions and supports with fidelity.	The charter school is currently in the process of designing and implementing a school-wide system of positive behavior supports with the guidance of IU IV.	No	The charter school allowed for the individual teachers to implement their own systems of behavioral support as opposed to a formal schoolwide system of behavioral supports.

***D. Established Priorities and Aligned Outcome Categories***

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each

prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
1. Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	If the Keystone Education Center Charter School utilizes a wide variety of assessments to monitor student learning and adjust programming and instructional practices to meet the need of every student then teachers will provide appropriate instruction and interventions to ensure student growth.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction
2. Identify and address individual student learning needs.	If the Keystone Education Center Charter School provides a framework to identify and address academic levels and the specific learning needs of the student, then teachers will provide instruction that will be appropriate for the level of support required for student success on their growth targets.	Essential Practices Condition 1 - Focus on Continuous Improvement of Instruction

### III. Measurable Goal Statements

**Measurable Goals:** Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

**Priority Statement #1:** Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 2020, the Keystone Education Center Charter School will have designed an assessment plan (focused on the content areas of math and ELA) that will be implemented during the school year with the purpose of monitoring student learning and informing instructional planning.	By September 30, 2019, an outline of the plan will have been designed and will be distributed to the faculty for comment/ feedback.	By December 31, 2019, all math and ELA teachers will have received professional development/ training on how to use assessment results to inform instructional planning.	By March 30, 2020, all math and ELA teachers will have designed and implemented a unit of study using a data-informed approach that will demonstrate an understanding of how using assessment data improves instruction and the learning environment.

**Priority Statement #2:** Identify and address individual student learning needs.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
By June 2020, the Keystone Education Center Charter School will have utilized diagnostic assessments in math and ELA to identify and address the learning needs for all students enrolled in a Keystone tested course (Algebra, English 10).	By September 30, 2019, all math and ELA teachers will have received professional development/ training in how to administer diagnostic assessments, analyze and	By December 31, 2019, all math and ELA teachers will demonstrate an understanding of how to use diagnostic assessments to identify and address learning needs by identifying evidence-based strategies that directly	By March 30, 2020, all math and ELA teachers will have implemented the identified strategies to address students' learning needs in the classroom and will report out on their experiences.

	understand data reports, and establish individual learning goals with students using assessment results.	relate to students' needs based on results from diagnostic assessments	
By June 2020, 75% of students enrolled in a Keystone tested course (Algebra, English 10) will demonstrate achievement of individualized learning goals specific to their performance in math and ELA using results from classroom and diagnostic assessments.	By September 30, 2019, all students enrolled in a Keystone tested course (Algebra, English 10) will have been trained in how to use assessment data results to create individualized learning goals.	By December 31, 2019, all students enrolled in a Keystone tested course (Algebra, English 10) will have created individualized learning goals using results from diagnostic assessments in these content areas.	By March 30, 2020, 75% of all math and ELA students enrolled in a Keystone tested course (Algebra, English 10) will demonstrate they are "on track" toward meeting their individualized goals using results from classroom and diagnostic assessments.

**Priority Statement #3:** \_\_\_\_\_

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3

## IV. Action Plans

### A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

**Priority Statement #1: 1. Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices**

<b>Measurable Goals</b>	<b>Evidence-Based Strategy</b>
<p>By June 2020, the Keystone Education Center Charter School will have designed an assessment plan (focused on the content areas of math and ELA) that will be implemented during the school year with the purpose of monitoring student learning and informing instructional planning.</p>	<p>The charter school will design and implement a schoolwide Assessment Plan that will include assessment protocols, frameworks and a calendar that will be used to make data-informed decisions in the classroom.</p> <p>The charter school, as part of the assessment plan, will implement the use of Data Teams, Data Warehousing, and Data Protocols for change.</p> <p>WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a>?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf</a> and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <a href="http://effectivestrategies.wiki.caiu.org/Assessme">http://effectivestrategies.wiki.caiu.org/Assessme</a></p> <p>Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> )</p> <p>Center on Innovations in Learning: Effective Practices: Strength of Evidence Rating: PROMISING/MODERATE (Tier 2,3)</p> <p>Much of the research is descriptive, correlational, and/or qualitative rather than causal for this effective practice. The research here clearly suggests that districts must take a proactive approach to encourage and help schools use data systems and data-informed decision making, (Cho &amp; Wayman, 2014; Wayman, Cho, &amp; Shaw, 2017). Qualitative research shows promise for districts providing data coaches and fostering teachers’ work to use data within PLCs (Marsh, et al., 2015; Wayman &amp; Jimerson, 2014).</p>


**Priority Statement #2: 2. Identify and address individual student learning needs.**

<b>Measurable Goals</b>	<b>Evidence-Based Strategy</b>
<p>By June 2020, the Keystone Education Center Charter School will have utilized diagnostic assessments in math and ELA to identify and address the learning needs for all students enrolled in a Keystone tested course (Algebra, English 10).</p>	<p>The charter school will implement a schoolwide common diagnostic assessment to to make data-informed classroom decisions for growth to occur based on student need.</p> <p>WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a>?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf</a> and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <a href="http://effectivestrategies.wiki.caiu.org/Assessment">http://effectivestrategies.wiki.caiu.org/Assessment</a></p> <p>Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> )</p> <p>Center on Innovations in Learning: Effective Practices: Strength of Evidence Rating: PROMISING/MODERATE (Tier 2,3)</p> <p>Much of the research is descriptive, correlational, and/or qualitative rather than causal for this effective practice. The research here clearly suggests that districts must take a proactive approach to encourage and help schools use data systems and data-informed decision making, (Cho &amp; Wayman, 2014; Wayman, Cho, &amp; Shaw, 2017). Qualitative research shows promise for districts providing data coaches and fostering teachers’ work to use data within PLCs (Marsh, et al., 2015; Wayman &amp; Jimerson, 2014).</p>

<p>By June 2020, 75% of students enrolled in a Keystone tested course (Algebra, English 10) will demonstrate achievement of individualized learning goals specific to their performance in math and ELA using results from classroom and diagnostic assessments.</p>	<p>The charter school will implement a schoolwide common diagnostic assessment to to make data-informed classroom decisions for growth to occur based on student need. The students' will create learning goals from data and monitor their goals.</p> <p>WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a>?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf</a> and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <a href="http://effectivestrategies.wiki.caiu.org/Assessment">http://effectivestrategies.wiki.caiu.org/Assessment</a></p> <p>Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> )</p> <p>Center on Innovation in Learning: Effective Practices: Strength of Evidence Rating: STRONG (Tier 1)</p> <p>There is strong research support for teaching approaches that address students' metacognitive competency through direct and explicit instruction, such as goal-setting, self-monitoring, and peer and self-assessment. The "School Community Council" indicators are expert-recommended strategies that offer ways to further build metacognitive competency into school contexts.</p>
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**Priority Statement #3:** \_\_\_\_\_

<b>Measurable Goals</b>	<b>Evidence-Based Strategy</b>

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## ***B. Action Plan Steps***

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed
- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

### **Expenditures:**

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

### **Professional Learning Opportunities:**

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

## School Level Action Plans

**Priority #1 – Measurable Goal #1: \_1. Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices -By June 2020, the Keystone Education Center Charter School will have designed an assessment plan (focused on the content areas of math and ELA) that will be implemented during the school year with the purpose of monitoring student learning and informing instructional planning.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Explore and research effective assessment maps being used in public schools	IU4 and IU 6 PDE	<ul style="list-style-type: none"> <li>• Curriculum and Title Planning Director (CTPD)</li> <li>• Building Principal</li> </ul>	August 31, 2019
Create an outline of the assessment plan/ calendar	Examples of assessment plans/ calendars found during research phase SIF CTM- Data CTM- Math	<ul style="list-style-type: none"> <li>• Curriculum and Title Planning Director (CTPD)</li> <li>• Building Principal</li> </ul>	September 30, 2019
Present the outline of plan to KECS teachers for consideration and comment	<ul style="list-style-type: none"> <li>• Outline of plan</li> <li>• Time to present outline and offer explanation and directions</li> <li>• Form and avenue for teachers to provide comments</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Title Planning Director (CTPD)</li> <li>• Building Principal</li> </ul>	October 31, 2019
Finalize the assessment plan/ calendar and present to staff	<ul style="list-style-type: none"> <li>• Outline of plan</li> <li>• Examples of assessment plans/ calendars</li> <li>• Teacher comments</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Title Planning Director (CTPD)</li> <li>• Building Principal</li> </ul>	November 30, 2019
Provide teachers professional development on using assessments to inform instructional decisions/ planning	<ul style="list-style-type: none"> <li>• Assessment plan/ calendar</li> <li>• PD time to review plan and related training on how using a variety of assessments helps to create an instructional delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Title Planning Director (CTPD)</li> <li>• Building Principal</li> </ul>	December 31, 2019

<p>Teachers will have designed and implemented a unit of study using a data-informed approach that will demonstrate an understanding of how using assessment data improves instruction and the learning environment</p>	<p>system that is more effective for student learning</p> <ul style="list-style-type: none"> <li>• IU4 curriculum personnel or other experts that can provide this training</li> <li>• Assessment plan/ calendar</li> <li>• Students' assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Title Planning Director (CTPD)</li> <li>• Building Principal</li> </ul> <p>Identified math and ELA teachers</p>	<p>March 30, 2020</p>
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**Anticipated Outputs:**

A systemic approach to diagnosing students' learning strengths and needs;  
 Unit lessons that have been designed using information gained from review / analysis of students' assessment results  
 A more informed staff of how to use assessments to design effective instructional delivery (strategies and methodologies)

**Monitoring/Evaluation Plan:**

**The CTPD and Building Principal will monitor lessons that have been designed using assessment results. The Principal will also meet with identified teachers to discuss what has been learned from this process and the types of changes expected related to lesson planning and using assessments moving forward.**

*Expenditures:* Describe briefly how funding will be used implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
CDT Training by MIU IV (teachers - 1 day)	Title II	700.00

Professional Learning - Describe the Professional Development Plan to achieve this goal.

**Professional Learning Goal: How to use assessment results to inform instructional planning.**

Audience	Math and ELA teachers
Topics to be Included	Assessment Plan; Understanding and utilizing data to inform instructional planning; CDT; Study Island; Basic Achievement Skills Inventory (BASI); Common Assessments; Common Assessment Language; Best Practices
Evidence of Learning	Teachers will develop a unit of study using assessment results and be able to explain the changes/ improvements that have occurred using this approach
Anticipated Timeframe	Enter Start Date: August 2019 Anticipated Completion Date: December 31, 2019
Lead Person/Position	Building Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #1- Measurable Goal #2:**

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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #1: Identify and address individual student learning needs. -By June 2020, the Keystone Education Center Charter School will have utilized diagnostic assessments in math and ELA to identify and address the learning needs for all students enrolled in a Keystone tested course (Algebra, English 10).**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
CDT assessment permission will be identified in the DRC system	DRC login and software installation	Keystone Charter School Technology Coordinator	August 31, 2019
Teachers of Keystone tested courses (math and ELA) will be trained in how to administer CDT's, how to interpret results to inform instructional decisions, and how to support students in developing individualized goals based on their learning strengths and needs	Computer access to CDTs, Professional Development time, Training in how to use CDT results to inform instructional decisions and how to support students in developing individualized goals based on their learning strengths and needs	Building Principal, MIU IV curriculum personnel, SIF and CTM support	September 30, 2019
Using assessment results, teachers and students will review learning goals	Classroom and diagnostic test results, Students learning goals	Teachers in Keystone tested courses (math and ELA)	December 31, 2019 - June 30, 2020
All teachers in a Keystone tested course (Algebra, English 10) will have implemented instructional strategies to address individual student learning needs based on results from classroom and diagnostic tests	Classroom and diagnostic test results, Evidence-based strategies	Teachers in Keystone tested courses (math and ELA)	March 30, 2020
<b>Anticipated Outputs:</b>			
The use of the CDT will provide a common assessment that is aligned to the state standards that will provide teachers with the specific learning			

needs of the student for planning and instruction. The CDT will provide a diagnostic platform for the teacher to use for progress monitoring. Creating individualized goals will create a more positive, supportive academic climate. Students will learn that their behavior and effort towards academic achievement matters and that they can achieve academically.

**Monitoring/Evaluation Plan:**

**Monitoring will occur by the changes in lesson planning and programming as directed by the data. These data changes will be monitored in the monthly content area meetings that occur between the teachers and building principal.**

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
CDT Training by MIU IV (teachers – 1 day)	Title II	700.00
CDT classroom coaching sessions by MIU IV	Title II	1400.00

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

**Professional Learning Goal 1: Teachers of Keystone tested courses (math and ELA) will be trained in how to administer CDT's, how to interpret results to inform instructional decisions, and how to support students in developing individualized goals based on their learning strengths and needs**

Audience	Teachers of Keystone tested courses (math and ELA)
Topics to be Included	How to administer CDT's, how to interpret results to inform instructional decisions, and how to support students in developing individualized goals based on their learning strengths and needs

Evidence of Learning	By June 2020, the Keystone Center Charter School will have utilized diagnostic assessments in math and ELA to identify and address the learning needs for all students enrolled in a Keystone tested course (Algebra, English 10).
Anticipated Timeframe	Enter Start Date:August 2019 Anticipated Completion Date:June 2020
Lead Person/Position	Building Principal

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #2 – Measurable Goal #2: Identify and address individual student learning needs. -By June 2020, 75% of students enrolled in a Keystone tested course (Algebra, English 10) will demonstrate achievement of individualized learning goals specific to their performance in math and ELA using results from classroom and diagnostic assessments.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Students will be provided information on the nature and purpose of diagnostic tests and given the opportunity to watch tutorials and complete a practice exam	Computer access to CDTs, Time, Teacher support	Building principal MIU IV curriculum personnel	November 30, 2019
All students enrolled in a Keystone tested course (Algebra, English 10) will have created individualized learning goals using results from diagnostic assessments in these content areas	CDT results, Personalized learning goals template, Time allocated to develop learning goals with teacher support	Teachers in Keystone tested courses (math and ELA)	December 31, 2019
Using assessment results, teachers and students will review learning goals	Classroom and diagnostic test results, Students learning goals	Teachers in Keystone tested courses (math and ELA)	January 1 - June 30, 2020
<b>Anticipated Outputs:</b>			
Creating individualized goals will create a more positive, supportive academic climate. Students will learn that their behavior and effort towards academic achievement matters and that they can achieve academically.			
<b>Monitoring/Evaluation Plan:</b>			
<b>Teachers in Keystone tested courses (math and ELA) will support and monitor students' progression toward stated goals by scheduling</b>			

times to review classroom and diagnostic data that relate to specific goals. The building principal will monitor this process through regularly scheduled monthly meetings with these teachers.

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
CDT Training by MIU IV (students – 1 day)	Title II	700.00

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

<b>Professional Learning Goal 2:</b>	
Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #3 – Measurable Goal #1:**

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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #3 – Measurable Goal #2:**

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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

## V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

### Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
The charter school will have a section on the school website to view the school improvement plan.	Parents, Students, Community	The purpose of the message will be to illustrate the strength, needs, and best-practice interventions the school is adopting for improvement.	July 2019 - June 2020
The charter school will introduce the approved school improvement plan to all faculty, support staff, and agency staff during the August 2019 in-service.	Faculty, Support Staff, Agency Staff	The purpose of the message is to inform and educate all members of the plan, interventions, goals and outcomes.	August 2019
The charter school will have a school improvement/Title station during the school Open Houses and Family Information Nights where the plan can be discussed.	Parents, Community, Students, Student Linkages	The purpose of the message will be to provide a platform for discussion of the school improvement plan, its process, and goals.	October 2019 and March 2020

## VI. Plan Submission

### Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

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

- Meets **ESSA requirements**
  - Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
  - Has a **high probability of improving student achievement**
  - Has sufficient **LEA leadership and support to ensure successful implementation**
- 

**With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (*School Name*) \_\_\_\_\_ for the \_\_\_\_\_ - \_\_\_\_\_ school year.**

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**Board Approval:** *Date of Board Meeting:* \_\_\_\_\_

**Board President:**

<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

**Superintendent of Schools/Chief Executive Officer:**

<i>Name (printed)</i>	<i>Signature</i>	<i>Date</i>

**Building Administrator:**

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*Name (printed)*

*Signature*

*Date*

**School Improvement Facilitator:**

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*Name (printed)*

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*Signature*

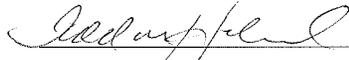
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*Date*

Scan and insert the signed Assurances Page:

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (School Name) Keystone Education Center CS. for the 2019 - 2020 school year.

Board Approval: Date of Board Meeting: June 13, 2019

<b>Board President:</b> <u>Todd M. Hedderick</u> Name (printed)	<u></u> Signature	<u>6-13-19</u> Date
<b>Superintendent of Schools/Chief Executive Officer:</b> <u>Mimi Gentile</u> Name (printed)	<u></u> Signature	<u>6-13-19</u> Date
<b>Building Administrator:</b> <u>Matthew Nelson</u> Name (printed)	<u></u> Signature	<u>6-13-19</u> Date
<b>School Improvement Facilitator:</b> <u>David Zypic</u> Name (printed)	<u></u> Signature	<u>6-20-19</u> Date