Discovery CS

TSI Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN	
JYK Discovery Charter School		126510011	
Address 1			
4700 Parkside Ave.			
Address 2			
City	**State**	**Zip Code**	
Philadelphia	PENNSYLVANIA	19131	
Chief School Administrator		**Chief School Administrator Email**	
Sharlynne Cloud		scloud@dcsschool.com	
Single Point of Contact Name			
Sharlynne Cloud			
Single Point of Contact Email			
scloud@dcsschool.com			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
2158798182			
Principal Name			
Sharlynne Cloud			
Principal Email			
scloudr@dcsschool.com			
Principal Phone Number		**Principal Extension**	
2158798182		174	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Sharlynne Cloud		scloud@dcsschool.com	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Sharlynne Cloud	CEO	JYK Discovery Charter School	scloud@dcsschool.com
Abby Dubinchik	Business Representative	Charter Choices	abby@charterchoices.com
Sudeena Blake	Other	JYK Discovery Charter School	sblake@dcsschool.com
Marcella Greaves	Administrator	JYK Discovery Charter School	mmillergreaves@dcsschool.com
Kenya Bowers	Parent	JYK Discovery Charter School	kbowers@dcsschool.com
Regina Byarm	Other	JYK Discovery Charter School	rbyarm@dcsschool.com
Jordan Cooper	Paraprofessional	JYK Discovery Charter School	jcooper@dcsschool.com
Jennifer Wade	Education Specialist	JYK Discovery Charter School	jwade@dcsschool.com
Oliver Hannah	Parent	JYK Discovery Charter School	ohannah@dcsschool.com
Pamela Evans	Community Representative	JYK Discovery Charter School	pevans@dcsschool.com
Molly Colbridge	Elementary School Teacher- Regular Education	JYK Discovery Charter School	mcolbridge@dcsschool.com
Ashley Philipps	Special Education Director/Specialist	JYK Discovery Charter School	aphilipps@dcsschool.com
Jenna Gilliagan	Elementary School Teacher-Special Education	JYK Discovery Charter School	jgilligan@dcsschool.com
Camille Booth	Elementary School Teacher-Regular Education	JYK Discovery Charter School	cbooth@dcsschool.com
Tiara Jackson	Administrator	JYK Discovery Charter School	tjackson@dcsschool.com

LEA Profile

The 2022-2023 school year marked the 20th year of operation for the Jacquelyn Y. Kelley Discovery Charter School (JKY DCS), a K-8 urban, Title I schoolwide charter school serving approximately 665 students in grades K-8. Approximately 75% of our students qualified for free and reduced lunch under the National School Lunch Program.

JYK DCS' education program is based on providing students with opportunities for discoveries outside the classroom (i.e. expeditionary learning), providing a challenging core curriculum, integrating the expressive arts into the curriculum, active parent involvement, and continuously using student data to refine our program and guide student instruction. In June 2022, DCS graduated its 17th class of eighth grade students, all of whom were successfully placed in a range of high schools throughout the city.

In the 2017/2018 school year a museum was erected to keep the founders vision and mission in the forefront of every student who crosses the threshold of the JYK Discovery Charter School. Under the direction of the current CEO of four years a more secure atmosphere has emerged to ensure the safety of students and staff of the JYK Discovery Charter School.   JYKDCS continues to be a beacon of light in the Parkside neighborhood and has acquired strong relationships in the community.

In August 2021 we began the process of returning back to school as "normal". Staff and students were required to wear masks and were tested weekly. There were a few times when, due to student infection in the class, we had to shut the school down and resort to virtual instruction. Virtual instruction was closely monitored by the principal and academic coaches to ensure that our teachers were teaching the curriculum with as much fidelity as possible.

We are thankful that our shutdowns were brief as student attendance during our virtual instruction was low, however our in person student attendance was high.

JYK DCS continues to be a valued neighborhood institution in the West Parkside and Haddington communities of West Philadelphia. It is still true that the school exists in a neighboring community that is transitioning. Once an economically deprived area, it was targeted as a Federal Enterprise Zone. With the help of federal dollars the neighborhood has transformed with the development of a shopping center, relocation of the Please Touch Museum and expansion of the Mann Music Center. Discovery's mission to provide learning outside the classroom has been realized through robust partnerships with community organizations. Our students and families have been beneficiaries of partnerships with the Mann Music Center, Please Touch Museum, Philadelphia Library, Brown's ShopRite, West Parkside Community Association, Philadelphia Business and Technology Center, Mount Carmel Human Development Corporation, etc. The relationship between Jacquelyn Y. Kelley Discovery Charter School and its larger educational community is a model of demonstrated success in which all stakeholders work together in the best interest of children and families.

Discovery Charter School — "Where education is not just preparation for life, but life itself."

Mission and Vision

Mission

Jacquelyn Y. Kelley Discovery Charter School's mission is to engage students in an educational plan that builds from a prior knowledge base, is connected to discoveries outside the classroom, and is supported by values of personal and community responsibility. JYK DCS will prepare children for life by nurturing habits of thoughts and action to last a lifetime.

Vision

The founders' vision for how best to engage children in the learning process and to nurture their success was informed by their experience as educators and community activists. Their vision was also informed by the work of educational researchers who contend that successful schools: Validate the knowledge and experience students bring with them to the classroom.   Teach a core of knowledge in early grades. Connect classroom instruction with community-based, experiential learning. Provide children with strong foundational values and opportunities to put them into practice. Empower children to develop the attitudes, skills, knowledge and behaviors that will make them lifelong learners. The JKYDCS learning program provides extensive opportunity to make education relevant. Through an expeditionary learning approach, educational concepts are made concrete and reinforce the necessary relationship between actual experience and education. It is important that the school offers learners a full and challenging standardized education using a progressive staff, modern facilities, appropriate instructional and support technologies, and a rigorous academic curriculum that promotes high achievement and advanced technical skills to support the success of our students in the pursuit of academic excellence. JKY DCS's vision is worldwide in scope, understanding that new technology is ever changing and will bridge learning in an expanded age of information. JYK DCS views technology as an effective communication tool, capable of enhancing the project-based curriculum and productivity of our students and staff. Technological proficiency will enable JKY DCS students and staff to maximize their access to information, enhance problem solving, develop effective presentation and communication skills, and forward the mission of the school. The school strives to make effective use of educational and productivity software. We have provided every classroom with access to the internet, and teachers are able to include and use this technology as a teaching aide. Video projection systems, interactive whiteboards (e.g. SMARTboards), etc. are available, and the school is working diligently to integrate the new technology into the school's infrastructure.

Educational Values

Students

Students should strive to do their best educationally and behaviorally.

Staff

Staff must buy into the core values and include families into their efforts to educate the student.

Administration

Administration must strive to coach, mentor, and assist all members to achieve success academically, fiscally, and with the community.

Parents

Parents should send the students to school on time and daily. They should also reinforce the values that are instilled in the student through the school day.

Community

The community should be accessible to the students and the school. They should be willing to come into the school and partner with them for the success of the students.

Other (Optional)

Omit selected.

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	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
The academic growth score of 100% for ELA in SY 22-23 exceeded the statewide growth standard score of 70%.	
The academic growth score of 88% for Math in SY 22-23 met the statewide growth standard score of 70%.	

Challenges

Indicator	Comments/Notable Observations
For ELA, only 34.4% of students scored proficient or advanced which is below the statewide average of 54.5%.	
In Mathematics, only 0.5% of students scored advanced on the PSSAs for the SY 212-23 which is well below the statewide average of 14.0%.	
In Mathematics, the percentage of students scoring proficient or advanced was 6.7%, which is also well under the statewide average of 38.3% and the 2033 goal of 71.8%.	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator In Math, our African American students increased in performance when compared to the previous school year. **ESSA Student Subgroups**	**Comments/Notable Observations**

African-American/Black	
Indicator **ESSA Student Subgroups**	**Comments/Notable** **Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable** **Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable** **Observations**

Challenges

Indicator **ESSA Student Subgroups**	**Comments/Notable** **Observations**
Indicator Our ED population had a slight decrease in performance for the ELA assessment when compared to the previous school year. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable** **Observations**
Indicator The African American students did not meet the statewide goal and showed a decrease in performance from the previous school year on the Science assessment. **ESSA Student Subgroups** African-American/Black	**Comments/Notable** **Observations**
Indicator The students with disabilities did not meet the interim target goal for any of the 3 subject areas. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable** **Observations**

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 academic growth score of 100% for ELA in SY 22-23 exceeded the statewide growth standard score of 70%.
In Math, our African American students increased in performance when compared to the previous school year.

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.

For ELA, only 34.4% of students scored proficient or advanced which is below the statewide average of 54.5%.
The African American students did not meet the statewide goal and showed a decrease in performance from the previous school year on the Science assessment.
The students with disabilities did not meet the interim target goal for any of the 3 subject areas.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2023-2024 STAR Benchmark	In grades 2-8, the percentage of students scoring below basic in both subjects exceeds the percentages of the other scoring categories of basic, proficient, and advanced.

English Language Arts Summary

Strengths

In Grade K, the number of students scoring advance on the Early Literacy assessment has increased throughout the year.
In Grade 3, the percentage of students scoring Below Basic on the Reading assessment has deceased from the Fall assessment (45%) to the Winter assessment (33%).

Challenges

In grades 2-8, 84% of students scored below the 50th percentile rank in ELA. Almost all students need support in this area.
In Grade 2, less students scored advanced on the Reading assessment in the Winter when compared to the Fall.

Mathematics

Data	Comments/Notable Observations
2023-2024 STAR Benchmark	In grades 2-8, more than 50% of our students scored below basic in Math.

Mathematics Summary

Strengths

The number of students scoring advanced in math increased for grade 2.
In grades 2-8, the participation rate for the 2nd winter benchmark was 97%.

Challenges

In grades 2-8, more than 50% of our students scored below basic. Intense math support and practice must be implemented.
In grade 3, 70% of students scored basic or below basic. These are the students who also completed the PSSA assessment for the first time and will need lots of support next school year in mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

21-22 PSSA Science	Since 73.5% of students met the academic growth score, we are very close to hitting the statewide average score of 74.6%

Science, Technology, and Engineering Education Summary

Strengths

Students met the academic growth score

Challenges

Only 29.4% of students scored proficient or advanced on the Science portion of the PSSAs, which is below the statewide average of 54.4%
Students with disabilities had a decrease in performance when compared to the previous school year

Related Academics

Career Readiness

Data	Comments/Notable Observations
Insufficient data is reflected as career readiness has not been fully implemented at our school.	

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 have the staffing do begin to implement the career readiness standards and assist students with tasks.

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.

Teaching and training the individual(s) who will implement the career readiness requirements with fidelity.

Equity Considerations

English Learners
True This student group is not a focus in this plan.

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

Data	Comments/Notable Observations
Future Ready Index Proficient or Advanced on Mathematics PSSAs	When compared to the previous year, students with disabilities decreased in performance on the statewide assessment.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready Index Proficient or Advanced on ELA PSSAs	When compared to the prior year, students performed worse on the statewide assessment.

Student Groups by Race/Ethnicity
False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	All of the students maintained the same performance from the previous school year.

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.

100% of the African American students maintained their performance and exceeding the statewide growth standard. Our ELA test prep instruction for the last two years have been successful.
Our economically disadvantaged students were able to perform better in mathematics. Our efforts to strengthen the links between home and school in order to help disadvantaged parents to help their children learn were also successful.

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.

Our students with disabilities did not perform as well as they did in the previous year on ELA and Science. We must improve on the individualized instruction provided to this group of students.
More professional development on differentiation for classroom teachers of students with disabilities will make a positive impact in achieving our goal(s).
Ensuring that the students with disabilities are receiving content that sounds like and looks like content they will see on the statewide assessment.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

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.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

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	Exemplary
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	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
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	Exemplary

Summary

Strengths

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

We use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
We foster a culture of high expectations for success for all students, educators, families, and community members

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?

Implement a multi-tiered system of supports for academics and behavior
Implement evidence-based strategies to engage families to support learning
Continuously monitor implementation of the school improvement plan and adjust as needed
Implement an evidence-based system of schoolwide positive behavior interventions and supports

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 academic growth score of 100% for ELA in SY 22-23 exceeded the statewide growth standard score of 70%.	False
In Math, our African American students increased in performance when compared to the previous school year.	False
In Grade K, the number of students scoring advance on the Early Literacy assessment has increased throughout the year.	False
The number of students scoring advanced in math increased for grade 2.	False
In grades 2-8, the participation rate for the 2nd winter benchmark was 97%.	True
We have the staffing do begin to implement the career readiness standards and assist students with tasks.	False
100% of the African American students maintained their performance and exceeding the statewide growth standard. Our ELA test prep instruction for the last two years have been successful.	True
Our economically disadvantaged students were able to perform better in mathematics. Our efforts to strengthen the links between home and school in order to help disadvantaged parents to help their children learn were also successful.	True
We use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
We foster a culture of high expectations for success for all students, educators, families, and community members	False
Students met the academic growth score	False
In Grade 3, the percentage of students scoring Below Basic on the Reading assessment has deceased from the Fall assessment (45%) to the Winter assessment (33%).	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter 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
For ELA, only 34.4% of students scored proficient or advanced which is below the statewide average of 54.5%.	False
The African American students did not meet the statewide goal and showed a decrease in performance from the previous school year on the Science assessment.	False
The students with disabilities did not meet the interim target goal for any of the 3 subject areas.	False
In grades 2-8, 84% of students scored below the 50th percentile rank in ELA. Almost all students need support in this area.	False
In Grade 2, less students scored advanced on the Reading assessment in the Winter when compared to the Fall.	False
In grades 2-8, more than 50% of our students scored below basic. Intense math support and practice must be implemented.	True
In grade 3, 70% of students scored basic or below basic. These are the students who also completed the PSSA assessment for the first time and will need lots of support next school year in mathematics.	False
Teaching and training the individual(s) who will implement the career readiness requirements with fidelity.	False
Our students with disabilities did not perform as well as they did in the previous year on ELA and Science. We must improve on the individualized instruction provided to this group of students.	True
More professional development on differentiation for classroom teachers of students with disabilities will make a positive impact in achieving our goal(s).	False
Ensuring that the students with disabilities are receiving content that sounds like and looks like content they will see on the statewide assessment.	False
Implement a multi-tiered system of supports for academics and behavior	False
Implement evidence-based strategies to engage families to support learning	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Only 29.4% of students scored proficient or advanced on the Science portion of the PSSAs, which is below the statewide average of 54.4%	False
Students with disabilities had a decrease in performance when compared to the previous school year	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In grades 2-8, more than 50% of our students scored below basic. Intense math support and practice must be implemented.	Some of our students do not feel confident in what they know and have trouble translating what they know onto assessments. We have also recently changed the math curriculum. Teachers will receive more training in the program which will in turn benefit the students when participating in math instruction.	True
Our students with disabilities did not perform as well as they did in the previous year on ELA and Science. We must improve on the individualized instruction provided to this group of students.	Our special education students are completing the assessment which does not look like what they see during daily instruction. Although accommodations and modifications must be made, allowing students to be exposed to the level of difficulty they will see on the PSSAs woul dbe beneficial.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
In grades 2-8, the participation rate for the 2nd winter benchmark was 97%.	
100% of the African American students maintained their performance and exceeding the statewide growth standard. Our ELA test prep instruction for the last two years have been successful.	
Our economically disadvantaged students were able to perform better in mathematics. Our efforts to strengthen the links between home and school in order to help disadvantaged parents to help their children learn were also successful.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students are not performing well in Mathematics.
	Special education students need to be challenged with the content they will see on state assessments.

Goal Setting

Priority: Students are not performing well in Mathematics.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
7% of student performance will increase for grade 3-8 in mathematics.			
Measurable Goal Nickname (35 Character Max)			
Math Improvement			
Target Year 1	**Target Year 2**	**Target Year 3**	
3% of students will move from below basic to basic in the 2023 Math PSSA.	5% of students' scores will increase in mathematics.	7% of student performance will increase for grade 3-8 in mathematics.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
2% of our students will move from below basic to basic on our in house STAR exam.	4% of our students will move from below basic to basic on our in house STAR exam.	6% of our students will move from below basic to basic on our in house STAR exam.	8% of our students will move from below basic to basic on our in house STAR exam.

Priority: Special education students need to be challenged with the content they will see on state assessments.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
2% of students with disabilities will improve scores on ELA state assessment after being exposed to age appropriate test prep using the backwards planning model where students will see the outcome and work on achieving that outcome.			
Measurable Goal Nickname (35 Character Max)			
Sped Exposure			
Target Year 1	**Target Year 2**	**Target Year 3**	
.5% more students will be exposed to age appropriate test prep using the backwards planning model when students will see the outcome and work on achieving that outcome.	1% more students will be exposed to age appropriate test prep using the backwards planning model when students will see the outcome and work on achieving that outcome.	2% of students with disabilities will improve scores on ELA state assessment after being exposed to age appropriate test prep using the backwards planning model where students will see the outcome and work on achieving that outcome.	

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
30% of students with disabilities will be exposed to age appropriate test prep using the backwards planning model when students will see the outcome and work on achieving that outcome.	50% of students with disabilities will be exposed to age appropriate test prep using the backwards planning model when students will see the outcome and work on achieving that outcome.	70% of students with disabilities will be exposed to age appropriate test prep using the backwards planning model when students will see the outcome and work on achieving that outcome.	Most to all students with disabilities will be exposed to age appropriate test prep using the backwards planning model when students will see the outcome and work on achieving that outcome.

Action Plan

Measurable Goals

Math Improvement	Sped Exposure

Action Plan For: Backward Design

Measurable Goals:

- 7% of student performance will increase for grade 3-8 in mathematics.

Action Step		Anticipated Start/Completion Date	
Modeling backwards design		2023-10-02	2026-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Ashley Philipps	Assessments, grade appropriate materials	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Training and modeling for teachers	Phiilipps, case managers, observations and lesson plans

Action Plan For: Math Test Prep

Measurable Goals:

- 2% of students with disabilities will improve scores on ELA state assessment after being exposed to age appropriate test prep using the backwards planning model where students will see the outcome and work on achieving that outcome.

Action Step		Anticipated Start/Completion Date	
Professional Development Sessions for teachers Discuss ways to implement math fluency sessions in the classroom		2023-10-02	2027-03-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Math Curriculum Representative and Math Coach	Provide teachers with math professional development, guidance throughout the year.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Training will begin in early September and continue throughout the school year	PSSA scores, STAR scores, Coach

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	• Backward Design • Math Test Prep	Assistant	56,379
Other Expenditures	• Backward Design • Math Test Prep	Home Economics	127,838
Other Expenditures	• Backward Design • Math Test Prep	Music	120,634
Other Expenditures	• Backward Design • Math Test Prep	Character Development	98,740
Other Expenditures	• Backward Design • Math Test Prep	Technology	142,969
Title II.A and Title IV.A Transfer Funds	• Backward Design • Math Test Prep	Transferred Funds	53,404

Title II.A and Title IV.A Transfer Funds	• Backward Design • Math Test Prep	Transferred Funds	40,669
Other Expenditures	• Backward Design • Math Test Prep	PFE	7,334
Other Expenditures	• Backward Design • Math Test Prep	Homeless	100
Total Expenditures			743

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Backward Design	Modeling backwards design
Math Test Prep	Professional Development Sessions for teachers Discuss ways to implement math fluency sessions in the classroom

Backward Design

Action Step		
• Modeling backwards design		
Audience		
All teachers		
Topics to be Included		
Using grade appropriate text, designing lessons to exposed students to desired outcomes, providing differentiation		
Evidence of Learning		
Assessments, exit tickets, observations, training		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Special Ed case managers, Sped director	2024-09-16	2025-05-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly or twice a year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Math Training

Action Step
• Professional Development Sessions for teachers to discuss ways to implement math fluency sessions in the classroom
Audience

3-8 teachers		
Topics to be Included		
Math curriculum components, digital resources, resources for differentiation, parent resources for home support		
Evidence of Learning		
Improvement on STAR and PSSA Math scores		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Math Representative	2024-08-27	2025-04-18

Learning Format

Type of Activities	Frequency
Workshop(s)	Once a year with refreshers provided by coach and curriculum director
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Math Test Prep					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	3-8 teachers	How to use math curriculum	Math rep	08/09/2024	08/27/2024
Communications					
Type of Communication			**Frequency**		
Brief			Once to communicate that teachers will receive a training		