

Sylvan Heights Science CS

Schoolwide Title 1 Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN
Sylvan Heights Science Charter School		115223050
Address 1		
915 S. 13th Street		
City	State	Zip Code
Harrisburg	PA	17104
Chief School Administrator		Chief School Administrator Email
Susan Roth		sroth@shscs.org
Single Point of Contact Name		
Susan Roth		
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Single Point of Contact Phone Number		Single Point of Contact Extension
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Principal Name		
Susan Roth		
Principal Email		
sroth@shscs.org		
Principal Phone Number		Principal Extension
7172329220		
School Improvement Facilitator Name		School Improvement Facilitator Email
Susan Voigt		svoigt@caiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Susan Roth	Principal/CAO	Sylvan Heights Science Charter School	sroth@shscs.org
Jessica Nordai	Pupil Services Coordinator	Sylvan Heights Science Charter School	jnordai@shscs.org
Anu Reynolds	Resource Teacher/Math	Sylvan Heights Science Charter School	areynolds@shscs.org
Lori Lauver	Other	Sylvan Heights Science Charter School	lauver@shscs.org
Marlin Stevens	School Counselor	Sylvan Heights Science Charter School	mstevens@shscs.org
Margaret Burton Connors	Board Member	Sylvan Heights Science Charter School	mconnors@shscs.org
Charles Finley	Parent	Sylvan Heights Science Charter School	
Shayna Parish	Other	CAIU	sparish@shscs.org
Joe Bedard	Community Member	Capital Region Literacy Council	

LEA Profile

Sylvan Heights Science Charter School is located within the urban community of Harrisburg City. Our unique location off of the 13th Street Route 83 exit ramp allows for quick and easy access to our school from all of our sending school districts and our parents. Approximately 90% of our students live within the Harrisburg School District. Other sending districts include Central Dauphin, Steelton-Highspire, Susquehanna Township and East Pennsboro. Approximately 82% of all students qualify for free breakfast and lunch. As a result, Sylvan Heights is able to offer both breakfast and lunch to all Sylvan Heights students free of charge. A summary of student demographics data is as follows: Asian- 1. %; Black- 73%; Hispanic- 21%; White- 1% and 2 or more races 4%. The school serves 220 students from grades Kindergarten through 4th grade.

Student enrollment is completed via a lottery system. Children are assigned lottery numbers if there are more applicants than available slots in their grade level. Children residing outside of the Harrisburg School District are eligible for enrollment once all Harrisburg students have been accepted. A waiting list is maintained for children who had not won slots in the lottery and for those children who apply after the lottery. The School shows no preference on the basis of gender, social class, race/ethnicity, English proficiency, aptitude or achievement, or disability. The School's lottery system also eliminates selection on the basis of special educational needs. Children with and without disabilities are admitted on the same basis (lottery).

There are two classrooms of 22 students per grade level. Students are also supported by our school counselor, reading specialist, STEM Coordinator, math specialist and Special Education teacher as warranted. The School's Health /PE teacher and Technology teachers' schedules will allow for common teacher planning time while enhancing students' educational experiences.

Additionally, the School welcomes community support and volunteers. Current community partners include AllYouCan and the Capital Region Literacy Council. Sylvan Heights Science Charter School intends to continue to nurture and deepen these community partnerships as we move forward into the new school year.

The mission of Sylvan Heights Science Charter School, “to enhance children's lives through educational experiences that are grounded in a comprehensive, science-driven interdisciplinary program highlighting discovery and creativity,” is historically progressive. While it was considered forward thinking at the onset 25 years ago, the mission statement continues to speak to the current STEM initiatives being implemented in schools worldwide. The curriculum for Sylvan Heights Science Charter School is designed with a science forward focus, utilizing a transdisciplinary instructional model to maintain high student interest and provide students with a knowledge base and skills upon which interests for future career choices can be built.

Mission and Vision

Mission

The mission of the Sylvan Heights Science Charter School is to enhance children’s lives through educational experiences that are grounded in a comprehensive, science-driven interdisciplinary program highlighting discovery and creativity.

Vision

We envision our school to be a place where ...

- All students experience success.
- Students are proficient in the Sciences (including Computer Science), English Language Arts, Reading and Mathematics, and strive to become life-long learners.
- STEM (Science, Technology, Engineering and Math) concepts are infused throughout the curriculum.
- Curriculum, programs and services are data-driven and aligned to the standards.
- Different learning styles and stages of development are recognized, and the faculty and staff help each child progress to reach his/her maximum potential.
- The school community reflects diversity in all of its dimensions.
- The school complements the broader educational community and works collaboratively with the community to ensure students are equipped with the necessary skills for future career opportunities.
- Learning opportunities are provided to our parents and others in the community.
- The staff are dedicated to teaching and learning.
- The school nurtures and supports the learning of staff by providing ongoing professional development opportunities.

Educational Values

Students

Student Agreement: I know that my education is important. It will help me to become a better person. I want my parents to help me, but I am the one who has to do the work. I know that I am responsible for my own success, and I will work to the best of my ability. Therefore, I agree to do the following: 1. Try my best

all of the time. 2. Do my class work and homework on time. 3. Be at school on-time everyday in uniform, unless I am sick. 4. Pay attention to my teachers. 5. Be responsible for my own behavior. 6. Be cooperative with adults who supervise me. 7. Be respectful to others, including classmates and school personnel. 8. Ask for help when I need it. 9. Come to school each day ready to learn and/or participate in remote/online learning during emergency school schedule changes due to COVID-19 or weather-related emergencies.

Staff

Teacher/Staff Agreement: I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability: 1. Teach necessary concepts to my students. 2. Become aware of my students' learning needs. 3. Communicate with parents on a regular basis regarding student progress and achievement. 4. Provide parents with necessary assistance to help their children at home. 5. Use a variety of activities to promote learning, motivation, and interest. 6. Show all students that I care about them and their progress. 7. Maintain high expectations for my students and myself. 8. Keep parents informed of special school events affecting their children.

Administration

Sylvan Heights Science Charter School will provide a high-quality program of curriculum and instruction in a supportive and effective learning environment that will enable success for every student. School administrators will: 1. Treat each child with dignity and respect. 2. Strive to address the individual needs of each student. 3. Acknowledge that parents are vital to the success of this school and its students. 4. Provide a safe, positive, healthy learning environment for each student. 5. Ensure every student access to quality learning experiences appropriate to his or her development. 6. Ensure that school staff communicates clear expectations for performance to both parents and students. 7. Ensure appropriate participation of parents in decisions relating to the education of their children. 8. Believe that every child can be successful and can achieve. 9. Provide an environment that allows for positive communication between teacher, parent, and student.

Parents

Parent/Guardian Agreement: I realize that my daughter/son's years as a child are very important. I also understand that my participation in my child's education will help her/his achievement and attitude toward learning. I recognize the importance of working cooperatively with the school and the teachers. Therefore, I agree to carry out the following responsibilities to the best of my ability: 1. Provide a home environment that encourages and supports my child's learning. 2. Give my child an adequate, quiet, well-lighted place to study. 3. Make sure my child gets adequate sleep each night. 4. Ensure that my child is at school on-time, well-fed, and in uniform. 5. Spend at least 15 minutes each day helping my child study. 6. Attend Back-to-School Nights, parent conferences, and Title I parent meetings and activities when possible. 7. Encourage my child's efforts and participate in decisions relating to the education of my child. 8. Stay aware of what my child is learning. 9. Help my child keep a positive attitude toward school and learning. 10. Hold high expectations for my child. 11. Read all school notes and communications and respond as needed. 12. Help my child learn to respect classmates, school personnel, and school property. 13. Try to volunteer a minimum of 15 hours of service toward the activities of the school per family (as permitted depending on COVID-19 restrictions and recommended guidelines for social distancing).

Community

Sylvan Heights Science Charter School welcomes community support and volunteers. Together, the community members agree to work in cooperation and collaboration with the Sylvan Heights Science Charter School by:

1. Ensuring for each individual child's physical and emotional safety during presentations, activities, program participation and field trips.
2. Treating all students with respect and maintain student confidentiality.
3. Including parents, school volunteers and staff in the planning, scheduling and implementation of community events that occur within the school building or on school grounds.

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	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature: All student groups exceed the standard demonstrating growth	Academic Growth Score equals 100.00 Statewide Average Growth Score equals 76.0 Meeting Statewide Growth Standard equals 70.0
Mathematics/Algebra: All student groups meet the standard demonstrating growth	Academic Growth Score equals 71.0 Statewide Average Growth Score equals 76.2 Meeting Statewide Growth Standard equals 70.0
Science/Biology: All student groups meet the standard demonstrating growth	Academic Growth Score equals 76.0 Statewide Average Growth Score equals 74.6 Meeting Statewide Growth Standard equals 70.0

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature: All student groups did not meet the interim goal/improvement target	Percent of students who are proficient or advanced in ELA/Literature equals 19.5% The statewide average equals 54.1%
Mathematics/Algebra: All student groups did not meet the interim goal/improvement target	Percent of students who are proficient or advanced in mathematics equals 11.5% The statewide average equals 35.7%
Science/Biology: All student groups did not meet interim goal/improvement target	Percent of students who are proficient or advanced in Science/Biology equals 43.6% The statewide average equals 54.4%

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

Strengths

Indicator Percent proficient or Advanced in ELA/Literature ESSA Student Subgroups African-American/Black	Comments/Notable Observations 2020-2021 scores = 13% proficient 2021-2022 scores = 16.9% proficient indicates a 3.9% increase in the percentage of African-American/Black students proficient in the area of ELA/Literature
Indicator Percent proficient or Advanced in ELA/Literature ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2020-2021 scores = 16.9% proficient 2021-2022 scores = 18.2% proficient indicates a 1.3% increase in the percentage of economically disadvantaged students proficient in the area of ELA/Literature
Indicator Percentage Proficient or Advanced Mathematics/Algebra 1 ESSA Student Subgroups African-American/Black	Comments/Notable Observations 2020-2021 = 5.9% proficient 2021-2022 = 10.3 % proficient indicates a 4.4% increase in the percentage of African-American/Black students proficient in the area of Mathematics/Algebra 1
Indicator Percentage Proficient or Advanced Mathematics/Algebra 1 ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2020-2021 = 6.3% proficient 2021-2022 = 12.1 % proficient indicates a 5.8% increase in the percentage of economically disadvantaged students proficient in the area of Mathematics/Algebra 1

Challenges

Indicator Percent proficient or Advanced in ELA/Literature ESSA Student Subgroups African-American/Black	Comments/Notable Observations The African-American/Black student group is 16.9% proficient in ELA/Literature. The statewide average for all students is 35.7%. The African-American/Black students are 37% below the statewide average.
Indicator Percent proficient or Advanced in ELA/Literature ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations The economically disadvantaged student group is 18.2% proficient in ELA/Literature. The statewide average for all students is 35.7%. The economically disadvantaged student group is 35% below the statewide average.
Indicator Percentage Proficient or Advanced Mathematics/Algebra 1	Comments/Notable Observations The African-American/Black student group is 10.3% proficient in ELA/Literature. The statewide average for all students is 54.1%. The African-American/Black students are 43.8% below the statewide average.

ESSA Student Subgroups African-American/Black	
Indicator Percentage Proficient or Advanced Mathematics/Algebra 1 ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations The economically disadvantaged student group is 12.1% proficient in ELA/Literature. The statewide average for all students is 54.1%. The economically disadvantaged student group is 42% below the statewide average.

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.

English Language Arts/Literature: All student groups exceed the standard demonstrating growth
Mathematics/Algebra: All student groups meet the standard demonstrating growth
Science/Biology: All student groups did not meet interim goal/improvement target

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.

Percent of students who are proficient or advanced in ELA/Literature equals 19.5%. The statewide average equals 54.1%
Percent of students who are proficient or advanced in mathematics equals 11.5%. The statewide average equals 35.7%
Percent of students who are proficient or advanced in Science/Biology equals 43.6%. The statewide average equals 54.4%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Year-end Acadience Reading Composite Scores	Average proficiency of all student groups equals 49.4% proficient.

English Language Arts Summary

Strengths

Kindergarten, 2nd and 3rd grades made growth in comparison to the 2021-2022 school year in the area of reading.

Challenges

50.6 percent of all students are not proficient in the area of reading.

Mathematics

Data	Comments/Notable Observations
Year-end Acadience Benchmark Scores	All grades made progress in comparison to the previous school year except Kindergarten and Grade 4

Mathematics Summary

Strengths

Grade 1, Grade 2 and Grade 3 made growth in the area of mathematics in comparison to the 2021-2022 school year.

Challenges

Only 57% of all grade 3 students and 26% of all grade 4 students demonstrated proficiency in the area of mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All 4th grade students are slated to take the CDTs at the beginning, middle and end of the year.	

Science, Technology, and Engineering Education Summary

Strengths

Students will receive the opportunity to take the CDTs online which will help them to prepare for the PSSAs in the spring.
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Challenges

CDTs are time consuming to administer and students tend to struggle with online testing.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Teacher created checklists, worksheets, projects and rubrics	Students complete initial checklists at the beginning of the school year; participate in on going presentations and projects, and participate in scheduled educational field trips during the school year.

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

False Environment and Ecology Omit

Data	Comments/Notable Observations
Student responses via teacher-created assessment and rubric following environment/ecology guest speaker/offsite field experience	Students are scheduled to participate in at least one environment/ecology related field experience or guest speaker per year which supplements the School's core science curriculum.

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
70% of all students received 1 or less office referrals during the 2022-2023 school year	Current school-wide supports have been effective in supporting 70% of all students
14% of all students received between 2 and 5 office referrals for the 2022-2023 school year	Approximately 14% of all students will need at least some additional supports in place in order to be successful
16% of all students received 6 or more office referrals for the 2022-2023 school year	Approximately 16% of all students will need a significant number of additional supports in place in order to be successful.

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.

All students will have the opportunity to engage it at least two off-sight educational field trips each school year. They will be able to utilize these opportunities to expand their knowledge of careers related to environment and ecology, and hands-on environmental field experiences that will further develop their foundational skills in the sciences.
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70% of all students are responding to the current school-wide supports
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Challenges

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

30% of all students are not successful with the current level of supports in place.

Students face a multitude of challenges (social and emotional; trauma related; chronic absenteeism and behavioral challenges) which prevent them from being successful
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Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

False This student group is a focus in this plan.

Data	Comments/Notable Observations
Only 18 % of economically disadvantaged students scored proficient or advanced in English Language Arts	
Only 12% of economically disadvantaged students scored proficient or advanced in Mathematics	
2021-2022 preliminary attendance data shows a significant drop from the previous year	Economically disadvantaged students are more likely to struggle with regular school attendance.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black students scored 10 % proficient in mathematics and 17% proficient in English Language Arts

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.

Black and economically disadvantaged student groups demonstrated growth in the areas of English Language Arts and Mathematics

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.

Black and economically disadvantaged student groups are less likely to be proficient in the areas of English Language Arts and Mathematics than other student groups.
Over 80% of the School's population is fall into the economically disadvantaged student group.
Students who are economically disadvantaged are more likely to struggle with chronic absenteeism.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Operational
Identify and address individual student learning needs	Operational
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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
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	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

The School has demonstrated the implementation of an evidence-based system of schoolwide positive behavior interventions as evidenced by 5 years of Tier II School-wide recognitions.
The School has successfully implemented a multi-tiered system of supports for academics and behavior as documented by weekly MTSS meetings.

Challenges

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

The School is in the process of reengaging and nurturing new partnerships with local businesses, community organizations, and other agencies to meet the needs of the school now that restrictions resulting from COVID-19 restrictions have been lifted.

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
English Language Arts/Literature: All student groups exceed the standard demonstrating growth	True
Mathematics/Algebra: All student groups meet the standard demonstrating growth	True
Science/Biology: All student groups did not meet interim goal/improvement target	False
Kindergarten, 2nd and 3rd grades made growth in comparison to the 2021-2022 school year in the area of reading.	True
Grade 1, Grade 2 and Grade 3 made growth in the area of mathematics in comparison to the 2021-2022 school year.	True

Students will receive the opportunity to take the CDTs online which will help them to prepare for the PSSAs in the spring.	True
All students will have the opportunity to engage it at least two off-site educational field trips each school year. They will be able to utilize these opportunities to expand their knowledge of careers related to environment and ecology, and hands-on environmental field experiences that will further develop their foundational skills in the sciences.	True
70% of all students are responding to the current school-wide supports	True
Black and economically disadvantaged student groups demonstrated growth in the areas of English Language Arts and Mathematics	True
The School has demonstrated the implementation of an evidence-based system of schoolwide positive behavior interventions as evidenced by 5 years of Tier II School-wide recognitions.	True
The School has successfully implemented a multi-tiered system of supports for academics and behavior as documented by weekly MTSS meetings.	True

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
Percent of students who are proficient or advanced in ELA/Literature equals 19.5%. The statewide average equals 54.1%	True
Percent of students who are proficient or advanced in mathematics equals 11.5%. The statewide average equals 35.7%	True
Percent of students who are proficient or advanced in Science/Biology equals 43.6%. The statewide average equals 54.4%	True
50.6 percent of all students are not proficient in the area of reading.	False
Only 57% of all grade 3 students and 26% of all grade 4 students demonstrated proficiency in the area of mathematics.	False
CDTs are time consuming to administer and students tend to struggle with online testing.	False
Black and economically disadvantaged student groups are less likely to be proficient in the areas of English Language Arts and Mathematics than other student groups.	True
Over 80% of the School's population is fall into the economically disadvantaged student group.	False
30% of all students are not successful with the current level of supports in place.	False
The School is in the process of reengaging and nurturing new partnerships with local businesses, community organizations, and other agencies to meet the needs of the school now that restrictions resulting from COVID-19 restrictions have been lifted.	False
Students face a multitude of challenges (social and emotional; trauma related; chronic absenteeism and behavioral challenges) which prevent them from being successful	True
Students who are economically disadvantaged are more likely to struggle with chronic absenteeism.	True

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.

All student groups have demonstrated growth in ELA/Literature, Math/Algebra, and Science/Biology. However, all student groups have scored below or below basic in all areas.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Percent of students who are proficient or advanced in ELA/Literature equals 19.5% The statewide average equals 54.1%		True
Percent of students who are proficient or advanced in mathematics equals 11.5% The statewide average equals 35.7%		True
Percent of students who are proficient or advanced in Science/Biology equals 43.6% The statewide average equals 54.4%		False
Black and economically disadvantaged student groups are less likely to be proficient in the areas of English Language Arts and Mathematics than other student groups.		True
Students face a multitude of challenges (social and emotional; trauma related; chronic absenteeism and behavioral challenges) which prevent them from being successful		True
Students who are economically disadvantaged are more likely to struggle with chronic absenteeism.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
English Language Arts/Literature: All student groups exceed the standard demonstrating growth	
Mathematics/Algebra: All student groups meet the standard demonstrating growth	
Kindergarten, 2nd and 3rd grades made growth in comparison to the 2021-2022 school year in the area of reading.	
Grade 1, Grade 2 and Grade 3 made growth in the area of mathematics in comparison to the 2021-2022 school year.	
Students will receive the opportunity to take the CDTs online which will help them to prepare for the PSSAs in the spring.	
All students will have the opportunity to engage in at least two off-site educational field trips each school year. They will be able to utilize these opportunities to expand their knowledge of careers related to environment and ecology, and hands-on environmental field experiences that will further develop their foundational skills in the sciences.	
70% of all students are responding to the current school-wide supports	

Black and economically disadvantaged student groups demonstrated growth in the areas of English Language Arts and Mathematics	
The School has demonstrated the implementation of an evidence-based system of schoolwide positive behavior interventions as evidenced by 5 years of Tier II School-wide recognitions.	
The School has successfully Implemented a multi-tiered system of supports for academics and behavior as documented by weekly MTSS meetings.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To increase PSSA school Proficient/Advanced School Performance by 7% each school year for the 2023-2024; 2024-2025; and 2025-2025 school years in the area of ELA/Literature
	To increase PSSA school Proficient/Advanced School Performance by 5% each school year for the 2023-2024; 2024-2025; and 2025-2025 school years in the area of mathematics.
	To increase the percentage of black and economically disadvantaged student groups who score proficient or advanced on PSSA ELA and Math tests.
	At least 75% of all students will receive between 0 and only 1 office referral per school year and 10% or less of students will receive more than 5 office referrals per school year.

Goal Setting

Priority: To increase PSSA school Proficient/Advanced School Performance by 7% each school year for the 2023-2024; 2024-2025; and 2025-2025 school years in the area of ELA/Literature

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
To increase the PSSA school Proficient/Advanced score to 41% proficiency.			
Measurable Goal Nickname (35 Character Max)			
Improved proficiency in the area of ELA/Literature			
Target Year 1	Target Year 2	Target Year 3	
To increase the PSSA school Proficient/Advanced score to 27% proficiency.	To increase the PSSA school Proficient/Advanced score to 34% proficiency.	To increase the PSSA school Proficient/Advanced score to 41% proficiency.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Beginning-of-the-year CDT baseline scaled score	Middle-of-the-year CDT scores: From the baseline CDT scores, students will grow at a minimum by 40 scaled points	Middle-of-the-year CDT scores: From the baseline CDT scores, students will grow at a minimum by 40 scaled points	End-of-year CDT scores: From the MOY students will grow, additionally by 40 scaled points.

Priority: To increase PSSA school Proficient/Advanced School Performance by 5% each school year for the 2023-2024; 2024-2025; and 2025-2025 school years in the area of mathematics.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
To increase the PSSA school Proficient/Advanced score to 26% proficiency in the area of Mathematics.			
Measurable Goal Nickname (35 Character Max)			
Improved proficiency in the area of mathematics.			
Target Year 1	Target Year 2	Target Year 3	
To increase the PSSA school Proficient/Advanced score to 16% proficiency in the area of Mathematics.	To increase the PSSA school Proficient/Advanced score to 21% proficiency in the area of Mathematics.	To increase the PSSA school Proficient/Advanced score to 26% proficiency in the area of Mathematics.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Beginning-of-the-year CDT baseline scaled score	Middle-of-the-year CDT scores: From the baseline CDT scores, students will grow at a minimum by 40 scaled points	Middle-of-the-year CDT scores: From the baseline CDT scores, students will grow at a minimum by 40 scaled points	End-of-year CDT scores: From the MOY students will grow, additionally by 40 scaled points.
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Priority: To increase the percentage of black and economically disadvantaged student groups who score proficient or advanced on PSSA ELA and Math tests.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA test to 39%, and 26% on the PSSA Mathematics test.			
Measurable Goal Nickname (35 Character Max)			
Increasing test scores by improving school climate and culture			
Target Year 1	Target Year 2	Target Year 3	
To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on PSSA ELA test to 25%, and 16% on the PSSA Mathematics test.	To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA test to 32%, and 21% on the PSSA Mathematics test.	To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA test to 39%, and 26% on the PSSA Mathematics test.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Beginning-of-the-year CDT baseline scaled score	Middle-of-the-year CDT scores: From the baseline CDT scores, students will grow at a minimum by 40 scaled points	Middle-of-the-year CDT scores: From the baseline CDT scores, students will grow at a minimum by 40 scaled points	End-of-year CDT scores: From the MOY students will grow, additionally by 40 scaled points.

Priority: At least 75% of all students will receive between 0 and only 1 office referral per school year and 10% or less of students will receive more than 5 office referrals per school year.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 10% or less.			
Measurable Goal Nickname (35 Character Max)			
Reduced number of office referrals			
Target Year 1	Target Year 2	Target Year 3	

To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 20% or less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 15% or less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 10% or less.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 28% or less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 25% or less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to % or 23% less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 20% or less.

Action Plan

Measurable Goals

Improved proficiency in the area of ELA/Literature	Improved proficiency in the area of mathematics.
Increasing test scores by improving school climate and culture	Reduced number of office referrals

Action Plan For: Implementing the science of reading strategies

Measurable Goals:
<ul style="list-style-type: none"> To increase the PSSA school Proficient/Advanced score to 41% proficiency.

Action Step		Anticipated Start/Completion Date	
All teachers will complete for the Introduction to Structured Literacy Course on the PDE SAS learning website and utilize instructional strategies to improve student learning outcomes. Increased scores will be demonstrated via progress monitoring, benchmarking and PSSA ELA scores.		2023-09-27	2024-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/CAO	Access to PDE SAS Professional Development website Time allotted to complete training, create lesson plans and teacher collaboration Monitoring of data sources at least quarterly	Yes	No
Action Step		Anticipated Start/Completion Date	
All 3rd and 4th grade teachers; and all teachers who support the 3rd and 4th grade teachers in the area of English Language Arts will register for the Text-Dependent Analysis-Digging Deeper course on the PDE SAS learning website. Evidence of learning will be demonstrated via increased student scores writing rubrics.		2024-08-20	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/CAO	Access to PDE SAS Professional Development website Time allotted to complete training, create lesson plans and teacher collaboration Monitoring of data sources at least quarterly	Yes	No
Action Step		Anticipated Start/Completion Date	
All teachers will register for the Effective Uses of Language Course on the PDE SAS learning website and will then incorporate these strategies into daily instruction.		2025-08-19	2026-01-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/CAO	Access to PDE SAS Professional Development website Time allotted to complete training, create lesson plans and teacher collaboration Monitoring of data sources at least quarterly	Yes	No
Action Step		Anticipated Start/Completion Date	
The School will provide systematic and comprehensive professional development in the area of reading to all teachers, resulting in all content areas being infused with reading/English Language Arts instruction. Professional Development will include but not be limited to: Structured Literacy, Text-Dependent Analysis, Effective uses of Language. Ongoing professional development will be scheduled as need to address staff learning needs.		2023-08-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/CAO	PDE SAS: Standards Aligned System PD Center Scheduled opportunities to completed professional development courses and provide staff with ongoing opportunities for planning and collaboration.	Yes	No
Action Step		Anticipated Start/Completion Date	
All teachers will incorporate skills learned in professional development as evidenced by the creation of teachers' ongoing Action Plans outlining the steps each teacher will implement to improve overall instruction that will lead to improved both short-term and long term reading/ELA outcomes.		2023-08-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/CAO and Assistant Principal	Action Plan Template	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased instructional fidelity in the area of English Language Arts/reading standards across all grade levels and content areas, resulting in an anticipated output of 41% proficiency at the end of three years.	All teachers will provide evidence of completed professional development; and the implementation and revision of ongoing action plans. The MTSS team (Principal/CAO, Assistant Principal, Title 1 Resource Teachers and School Counselor) meet at least monthly to review school-wide data outcomes, recommend revisions and adjust implementation procedures. The MTSS team also meets with each grade-level team at least one time per month to review grade-level progress and implement recommended changes and review ongoing teacher action plans. The Principal/CAO and Assistant Principal will monitor and review data each year, at least quarterly, over the next three years.

Action Plan For: Multi-tiered system of supports (MTSS)

Measurable Goals:
<ul style="list-style-type: none"> To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 10% or less.

Action Step		Anticipated Start/Completion Date	
Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. All full-time 10 month school staff will be required to participate in the 4-day workshop provided during the first quarter of the 2023-2024 school year. The school principal will coordinate ongoing follow-up training and implementation of the Responsive Classroom principals taught with staff over the three year period. Future training will include but is not limited to, school-wide professional development, hands-on classroom support and training, book studies, shared examples by during scheduled faculty meetings and grade-level team meetings.		2023-08-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Training provided by certified Responsive Classroom instructors. Training coordination and oversight provided by Principal/CAO	Coordination with Responsive Classroom trainer. Chart paper; post-it notes; markers; index cards; technology set-up on the day of training; and verification of all supplies received from Responsive Classroom.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Safe Crisis Management® “SCM” is a comprehensive training program focused on preventing and managing crisis events, and improving safety in agencies and schools. Administrative staff will maintain their certification in Safe Crisis Management and Theory. All staff are required to demonstrate their proficiency in SCM theory by passing an annual written exam, and by demonstration and implementation of concepts taught during building-wide walk throughs.		2023-09-15	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/CAO and Assistant Principal	Instructor training manual and handouts; PowerPoint presentation, Staff workbooks	Yes	No
Action Step		Anticipated Start/Completion Date	
Trauma and stress affect the brain, which in turn affects behavior. All staff will participate in ongoing training and professional development over the period of this comprehensive plan to help staff understand how trauma and chronic stress affect an individual’s brain and how this affects the individual’s behaviors. Training will also include what early warning signs they should look for and when/how/who to report their concerns.		2024-01-24	2026-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/CAO and Assistant Principal	Reporting systematic scheduling of ongoing professional development	Yes	No
Action Step		Anticipated Start/Completion Date	
The School will contract with an outside agency to provide mental health care and coordination services for students and family members in need. Information will be posted on the school's website, the front office, newsletters and flyers. All staff will also be provided with professional development, information and guidance for referral to the outside agency program.		2024-05-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/CAO and Assistant Principal	Coordination through an approved outside agency to provide supports via a formalized contract	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By providing on-going school-wide training and implementation of Responsive Classroom, Safe Crisis Management theory and practice, safe informed responses to trauma, and opportunities to refer students and their families to outside agencies for ongoing support, the School will experience an overall reduction in office referrals for minor and major behaviors of concern.	School administration will hold at least monthly, Tier 1, 2 and 3 Positive Behavioral Interventions and Supports (PBIS) meetings to review PBIS referral data, and to recommend and implement recommended changes. Additional supports will be provided where needed. The Principal/CAO and Assistant Principal will monitor and review data each year, at least quarterly, over the next three years.

Action Plan For: Standards-based teaching for mathematics

Measurable Goals:
<ul style="list-style-type: none"> To increase the PSSA school Proficient/Advanced score to 26% proficiency in the area of Mathematics.

Action Step		Anticipated Start/Completion Date	
Teachers will participate in ongoing professional development which will include but not be limited to course work, workshops and trainings via the PDE SAS website and/or the CAIU, and how to best utilize the IXL learning platform to address skill deficits and opportunities for enrichment in the area of mathematics.		2024-08-20	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Susan Roth, Principal/CAO	Coordination of CAIU consultant to provide classroom teachers and Title 1 Resource teacher with resources/training/feedback. Provide opportunities Title 1 Resource teacher to provide modeling to classroom teachers and opportunities for continued practice. Scheduled opportunities for students to participate in the IXL platform both at home and in-school	Yes	No
Action Step		Anticipated Start/Completion Date	
Development and implementation of afterschool, evening and Saturday math engagement learning opportunities during which time students and their families can participate. Giving parents engaging ways that they can help their children practice fact fluency, mental math etc. will help students become more engage in learning at school		2023-10-02	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Title 1 Resource Teacher	Advertisement of scheduled events Math supplies/activities that students can take home for continued practice with their families.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased instructional fidelity in the area of Mathematics standards across all grade levels and content areas and increased participation in math related afterhours activities, resulting in an anticipated output of 26% proficiency at the end of three years.	All teachers will provide evidence of completed professional development. The MTSS team (Principal/CAO, Assistant Principal, Title 1 Resource Teachers and School Counselor) meet at least monthly to: review school-wide data outcomes, including student participation in afterhours activities and its impact on student outcomes, recommend revisions and adjust implementation procedures. The MTSS team also meets with each grade-level team at least one time per month to review grade-level progress and implement recommended changes. The Principal/CAO and Assistant Principal will monitor and review data each year, at least quarterly, over the next three years.

Action Plan For: Fostering a welcoming school climate and culture

Measurable Goals:
<ul style="list-style-type: none"> To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA test to 39%, and 26% on the PSSA Mathematics test.

Action Step	Anticipated Start/Completion Date
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All teachers will participate in professional development via online webinars, scheduled guest speakers, workshops, faculty meetings etc. on topics to create a fostering and welcoming school climate and culture such as: creating an equitable classroom and addressing implicit and explicit biases.		20204-01-05	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Susan Roth, Principal/CAO	Scheduling of learning opportunities and reflection	Yes	No
Action Step		Anticipated Start/Completion Date	
Create opportunities for parent and family engagement by encouraging families and community members to become active in the School's Family Advisory Committee and/or by volunteering to support both in-school and afterhours school activities.		2023-08-24	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal/CAO and Federal Programs Coordinator	Maintain a schedule of Family engagement and volunteer opportunities;	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improving school climate and inclusivity will improve student participation both in-school and in afterschool family engagement activities.	Evidence of implementation via teacher observations and building walkthroughs, parent surveys and feedback; increasing documented attendance in volunteering and family engagement opportunities.

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.

e-Grant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Implementing the science of reading strategiesMulti-tiered system of supports (MTSS)Standards-based teaching for mathematics	Salary and benefits for supplemental Instructional Support Teacher to support Math and English Language Arts	60760
Instruction	<ul style="list-style-type: none">Multi-tiered system of supports (MTSS)Fostering a welcoming school climate and culture	Salary and benefits for School Counselor	74718
Instruction	<ul style="list-style-type: none">Implementing the science of reading strategies	Salary and benefits for supplemental Instructional Support Teacher to support English Language Arts	22380
Other Expenditures	<ul style="list-style-type: none">Fostering a welcoming school climate and culture	Supplies to support School Counselor	900
Instruction	<ul style="list-style-type: none">Standards-based teaching for mathematics	Supplies to support math instruction	900
Total Expenditures			159658

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implementing the science of reading strategies	All teachers will complete for the Introduction to Structured Literacy Course on the PDE SAS learning website and utilize instructional strategies to improve student learning outcomes. Increased scores will be demonstrated via progress monitoring, benchmarking and PSSA ELA scores.
Implementing the science of reading strategies	All 3rd and 4th grade teachers; and all teachers who support the 3rd and 4th grade teachers in the area of English Language Arts will register for the Text-Dependent Analysis-Digging Deeper course on the PDE SAS learning website. Evidence of learning will be demonstrated via increased student scores writing rubrics.
Implementing the science of reading strategies	All teachers will register for the Effective Uses of Language Course on the PDE SAS learning website and will then incorporate these strategies into daily instruction.
Implementing the science of reading strategies	The School will provide systematic and comprehensive professional development in the area of reading to all teachers, resulting in all content areas being infused with reading/English Language Arts instruction. Professional Development will include but not be limited to: Structured Literacy, Text-Dependent Analysis, Effective uses of Language. Ongoing professional development will be scheduled as need to address staff learning needs.
Implementing the science of reading strategies	All teachers will incorporate skills learned in professional development as evidenced by the creation of teachers' ongoing Action Plans outlining the steps each teacher will implement to improve overall instruction that will lead to improve both short-term and long-term reading/ELA outcomes.
Multi-tiered system of supports (MTSS)	Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. All full-time 10-month school staff will be required to participate in the 4-day workshop provided during the first quarter of the 2023-2024 school year. The school principal will coordinate ongoing follow-up training and implementation of the Responsive Classroom principals taught with staff over the three-year period. Future training will include but is not limited to, school-wide professional development, hands-on classroom support and training, book studies, shared examples by during scheduled faculty meetings and grade-level team meetings.
Multi-tiered system of supports (MTSS)	Safe Crisis Management® "SCM" is a comprehensive training program focused on preventing and managing crisis events, and improving safety in agencies and schools. Administrative staff will maintain their certification in Safe Crisis Management and Theory. All staff are required to demonstrate their proficiency in SCM theory by passing an annual written exam, and by demonstration and implementation of concepts taught during building-wide walk throughs.
Multi-tiered system of supports (MTSS)	Trauma and stress affect the brain, which in turn affects behavior. All staff will participate in ongoing training and professional development over the period of this comprehensive plan to help staff understand how trauma and chronic stress affect an individual's brain and how this affects the individual's behaviors. Training will also include what early warning signs they should look for and when/how/who to report their concerns.
Multi-tiered system of supports (MTSS)	The School will contract with an outside agency to provide mental health care and coordination services for students and family members in need. Information will be posted on the school's website, the front office, newsletters and flyers. All staff will also be provided with professional development, information and guidance for referral to the outside agency program.

Standards-based teaching for mathematics	Teachers will participate in ongoing professional development which will include but not be limited to course work, workshops and trainings via the PDE SAS website and/or the CAIU, and how to best utilize the IXL learning platform to address skill deficits and opportunities for enrichment in the area of mathematics.
Fostering a welcoming school climate and culture	All teachers will participate in professional development via online webinars, scheduled guest speakers, workshops, faculty meetings etc. on topics to create a fostering and welcoming school climate and culture such as: creating an equitable classroom and addressing implicit and explicit biases.

Introduction to Structured Literacy

Action Step		
<ul style="list-style-type: none"> All teachers will complete for the Introduction to Structured Literacy Course on the PDE SAS learning website and utilize instructional strategies to improve student learning outcomes. Increased scores will be demonstrated via progress monitoring, benchmarking and PSSA ELA scores. 		
Audience		
All teachers and administrators		
Topics to be Included		
Structured Literacy is an approach to reading instruction that benefits students. It prepares students to develop the linguistic knowledge and skills needed to become proficient readers and writers.		
Evidence of Learning		
All teachers and administrators will complete the Introduction to Structured Literacy course and show evidence of its completion no later than 5/21/2024.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2023-09-26	2024-05-21

Learning Format

Type of Activities	Frequency
Course(s)	10 hours total
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	2 times per school year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Structured Literacy

Text-Dependent Analysis

Action Step		
<ul style="list-style-type: none"> All 3rd and 4th grade teachers; and all teachers who support the 3rd and 4th grade teachers in the area of English Language Arts will register for the Text-Dependent Analysis-Digging Deeper course on the PDE SAS learning website. Evidence of learning will be demonstrated via increased student scores writing rubrics. 		
Audience		
3rd and 4th grade classroom teachers, and all teachers who support the 3rd and 4th grade teachers in the area of English Language Arts.		
Topics to be Included		
This course is designed for educators in the English Language Arts content area to support a deeper understanding of how best to move students beyond general reading comprehension to inferential strategic thinking. The course will assist teachers in understanding close reading and text-dependent analysis, measuring text complexity, designing text-dependent questions and TDA prompts, and analyzing student work.		
Evidence of Learning		
Teachers will complete the Text-Dependent Analysis-Digging Deeper course and show evidence of its completion no later than 1/31/2025		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2024-08-20	2025-01-31

Learning Format

Type of Activities	Frequency
Course(s)	10 hours total
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	2 times per school year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Effective Uses of Language

Action Step		
<ul style="list-style-type: none"> All teachers will register for the Effective Uses of Language Course on the PDE SAS learning website and will then incorporate these strategies into daily instruction. 		
Audience		
All teachers		
Topics to be Included		
This module examines the need for spoken and written language that is clear and correct, with vocabulary appropriate to students' ages and interests. Participants will explore how language influences students' understanding of what they are expected to do as well as the rationale behind it. Methods for bringing content to life through strategies such as metaphor, analogy, vocabulary, and expressive language will be examined.		
Evidence of Learning		
All teachers will complete the Effective Uses of Language course and show evidence of its completion no later than 1/30/2026		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2025-08-19	2026-01-30

Learning Format

Type of Activities	Frequency
Course(s)	5 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	2 times per school year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Responsive Classroom: Elementary Core Course Workshop

Action Step
<ul style="list-style-type: none"> Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. All full-time 10 month school staff will be required to participate in the 4-day workshop provided during the

first quarter of the 2023-2024 school year. The school principal will coordinate ongoing follow-up training and implementation of the Responsive Classroom principals taught with staff over the three year period. Future training will include but is not limited to, school-wide professional development, hands-on classroom support and training, book studies, shared examples by during scheduled faculty meetings and grade-level team meetings.		
Audience		
All teachers and School Counselor		
Topics to be Included		
Responsive Classroom is an evidence-based approach to teaching that is deeply rooted in social-emotional learning and focused on engaging academics, positive community, effective management, and developmental awareness. Teachers and support staff will learn to create safe and joyful learning communities where every student can thrive—while helping their students develop strong social, emotional, and academic skills.		
Evidence of Learning		
All staff will receive a certificate of completion when they have completed the course.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Maryellen Kueny, Responsive Classroom trainer/consultant	2023-08-15	2023-10-09

Learning Format

Type of Activities	Frequency
Workshop(s)	3 days of in-person training and 1 day of hybrid training
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	2 full days during the 2023-2024 school year conducted by a Responsive Classroom consultant
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Safe Crisis Management Theory Training

Action Step
<ul style="list-style-type: none"> Safe Crisis Management® “SCM” is a comprehensive training program focused on preventing and managing crisis events, and improving safety in agencies and schools. Administrative staff will maintain their certification in Safe Crisis Management and Theory. All staff are required to demonstrate their proficiency in SCM theory by passing an annual written exam, and by demonstration and implementation of concepts taught during building-wide walk throughs.
Audience

All full-time staff		
Topics to be Included		
Rationale for Training, Understanding Individuals, Identifying & Understanding Behaviors of Concern, Universal Principles & Practices, Prevention Strategies, De-escalation Strategies, Implementing Emergency Safety Interventions, Function-Based Behavior Support Planning and After Incident Procedures		
Evidence of Learning		
All staff will complete a written assessment at the end of the training. Staff must receive a passing score to receive credit for this course.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jess Nordai, Assistant Principal	2023-09-15	2026-09-30

Learning Format

Type of Activities	Frequency
Inservice day	1 full day of training each year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

A Trauma Sensitive Approach

Action Step		
<ul style="list-style-type: none"> Trauma and stress affect the brain, which in turn affects behavior. All staff will participate in ongoing training and professional development over the period of this comprehensive plan to help staff understand how trauma and chronic stress affect an individual's brain and how this affects the individual's behaviors. Training will also include what early warning signs they should look for and when/how/who to report their concerns. 		
Audience		
All full-time staff		
Topics to be Included		
Trauma and stress affect the brain, which in turn affects behavior. Some individuals we work with live in a state of survival & chronic stress and have not yet developed the neural pathways needed to solve problems, manage their emotions, or react to the world around them in healthy ways. The science & research of stress and adversity and of trust and relationships helps us understand and predict behavior. Perhaps more importantly, this same science gives us the insight needed to support individuals in changing the course which negative life experiences may set. Our response makes a difference! This online course begins by helping the learner understand how trauma and chronic stress affect an individual's brain and how this affects the individual's behaviors. This is followed by a presentation and explanation of researched based supports and strategies that are based on this understanding.		
Evidence of Learning		
Evidence of course completion.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jess Nordai, Assistant Principal	2024-01-24	2024-01-24

Learning Format

Type of Activities	Frequency
Course(s)	online 1 hour course
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Trauma-Informed Programs- Module 1: Introduction to Trauma-Informed practices

Audience		
All full-time staff		
Topics to be Included		
This module will introduce staff to Pennsylvania's approach to trauma-informed schools with a goal of developing common language and providing a comprehensive introduction to trauma and trauma-informed schools.		
Evidence of Learning		
Evidence of satisfactory course completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jess Nordai, Assistant Principal	2025-01-02	2025-01-31

Learning Format

Type of Activities	Frequency
Course(s)	1 hour online course
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Trauma Informed Programs- Module 2: Adverse Childhood Experiences in the Learning Environment

Audience		
All full-time staff		
Topics to be Included		
This module will discuss Adverse Childhood Experiences (ACEs) with a focus on how they can impact development and learning, as well as introduce you to the concept of resiliency.		
Evidence of Learning		
Evidence of satisfactory course completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jess Nordai, Assistant Principal	2026-01-05	2026-01-30

Learning Format

Type of Activities	Frequency
Course(s)	1 hour online course
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Staff Crisis Management Instructor Re-Certification Training

Audience		
Jessica Nordai, Assistant Principal and Susan Roth, Principal/CAO		
Topics to be Included		
Recertification in Safe Crisis Management		
Evidence of Learning		
Receiving a passing score on written and performance test. Receipt of certification		
Lead Person/Position	Anticipated Start	Anticipated Completion
JKM professional training staff	2024-06-10	2026-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	1 day of online training and 2 days of in-person training during the month of June for each year of the comprehensive plan: 2024, 2024 and 2026.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Implementing the Standards for Mathematical Practice (Standards 1-4)

Action Step	
<ul style="list-style-type: none"> Teachers will participate in ongoing professional development which will include but not be limited to course work, workshops and trainings via the PDE SAS website and/or the CAIU, and how to best utilize the IXL learning platform to address skill deficits and opportunities for enrichment in the area of mathematics. 	
Audience	
All classroom and support teachers who teach math	
Topics to be Included	

In this module, participants will identify and examine how to embed and utilize the first four Pennsylvania Standards for Mathematical Practice into their instruction. Participants will also identify the important uses of standards and build a vertical alignment of those standards.		
Evidence of Learning		
Satisfactory course completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2024-08-20	2025-01-31

Learning Format

Type of Activities	Frequency
Course(s)	5 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Conceptualizing Professional Ethics for Education

Audience		
All teachers, administrators and school counselor		
Topics to be Included		
According to the Pennsylvania Professional Standards and Practices Commission (n.d.), "In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession." In short, educators are held to a higher community standard than other occupations.		
Evidence of Learning		
Satisfactory course completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2023-09-27	2023-11-30

Learning Format

Type of Activities	Frequency
Course(s)	5 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4f: Showing Professionalism 	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Self-Awareness and Reflective Practices

Audience		
All teachers, administrators and school counselor		
Topics to be Included		
Participants will explore their implicit biases and the effect these biases have on teachers, students, school leaders, parents, and other stakeholders. Socialization filters, how biases are formed, the impact of making assumptions about individuals, and exploring definitions of equity are among the topics in this module.		
Evidence of Learning		
Satisfactory course completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2023-12-06	2024-05-17

Learning Format

Type of Activities	Frequency
Course(s)	5 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Educators as Systems of Change Agents

Audience		
All teachers, administrators and school counselors		
Topics to be Included		
Participants will explore how they may create a culturally responsive classroom through equitable teaching practices. The effects of implicit bias and vulnerable decision points are explored. Participants will create an action plan designed to help them implement culturally responsive teaching and support colleagues to do the same.		
Evidence of Learning		
Satisfactory course completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2024-12-04	2025-05-30

Learning Format

Type of Activities	Frequency
Course(s)	5 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3e: Demonstrating Flexibility and Responsiveness 	

This Step Meets the Requirements of State Required Trainings
Common Ground: Culturally Relevant Sustaining Education

Addressing Implicit and Explicit Bias

Audience		
All teachers, administrators and school counselors		
Topics to be Included		
In this module, participants will explore explicit and implicit bias in the classroom, including how unearned advantage and cultural humility impact their practices. With a focus on culturally sustaining frameworks in schools, participants will examine ways to cultivate relationships and decrease biases in their classroom environment.		
Evidence of Learning		
Satisfactory course completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2025-12-03	2026-05-29

Learning Format

Type of Activities	Frequency
Course(s)	5 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Designing Lessons, Units and Learning Activities

Audience		
All teachers		
Topics to be Included		
Participants will examine how to design unit and lesson structures that are clear, progress evenly, allow for different pathways according to diverse student needs, accommodate content that is connected to other disciplines, and allow for transfer of learning. They will also explore how to create and differentiate learning activities that are tightly aligned to instructional outcomes and are suitable for all students.		
Evidence of Learning		
Satisfactory course completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2024-08-20	2024-08-30

Learning Format

Type of Activities	Frequency
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Course(s)	5 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Setting Instructional Outcomes

Action Step		
<ul style="list-style-type: none"> All teachers will participate in professional development via online webinars, scheduled guest speakers, workshops, faculty meetings etc. on topics to create a fostering and welcoming school climate and culture such as: creating an equitable classroom and addressing implicit and explicit biases. 		
Audience		
All teachers		
Topics to be Included		
In this module, participants will create and analyze instructional outcomes that represent high expectations and rigor, build on prior learning, and connect to other disciplines. Participants will consider how students can demonstrate achievement of outcomes when selecting assessment methods, and explore how to align the outcomes to the PA Core Standards. This module also explores how participants can create a balance among types of learning and different disciplines, as well as how to differentiate the learning experiences for diverse learners.		
Evidence of Learning		
Satisfactory course completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2025-08-19	2026-01-30

Learning Format

Type of Activities	Frequency
Course(s)	8 hours
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Monthly Board of Trustee meetings and quarterly Title I Parent Engagement Meetings					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> All teachers will complete for the Introduction to Structured Literacy Course on the PDE SAS learning website and utilize instructional strategies to improve student learning outcomes. Increased scores will be demonstrated via progress monitoring, benchmarking and PSSA ELA scores. Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. All full-time 10 month school staff will be required to participate in the 4-day workshop provided during the first quarter of the 2023-2024 school year. The school principal will coordinate ongoing follow-up training and implementation of the Responsive Classroom principals taught with staff over the three year period. Future training will include but is not limited to, school-wide professional development, hands-on classroom support and training, book studies, shared examples by during scheduled faculty meetings and grade-level team meetings. All 3rd and 4th grade teachers; and all teachers who support the 3rd and 4th grade teachers in the area of English Language Arts will register for the Text-Dependent Analysis-Digging Deeper course on the PDE SAS learning website. Evidence of learning will be demonstrated via increased student scores writing rubrics. Teachers will participate in ongoing professional development which will include but not be limited to course work, workshops and trainings via the PDE SAS website and/or the CAIU, and how to best utilize the IXL learning platform to address skill deficits and opportunities for enrichment in the area of mathematics. All teachers will register for the Effective Uses of Language Course on the PDE SAS learning website and will then incorporate these strategies into daily instruction. Safe Crisis Management® "SCM" is a comprehensive training program focused on preventing and managing crisis events, and improving safety in agencies and schools. Administrative staff will maintain their certification in Safe Crisis Management and Theory. All staff are required to demonstrate their proficiency in SCM 	Board of Trustees, parents/guardians, families and community members	Provide updates on professional development in-service days, trainings, conferences, courses, webinars, etc.	Susan Roth/Principal/CAO	09/18/2023	06/29/2026

<p>theory by passing an annual written exam, and by demonstration and implementation of concepts taught during building-wide walk throughs.</p> <ul style="list-style-type: none"> • Trauma and stress affect the brain, which in turn affects behavior. All staff will participate in ongoing training and professional development over the period of this comprehensive plan to help staff understand how trauma and chronic stress affect an individual's brain and how this affects the individual's behaviors. Training will also include what early warning signs they should look for and when/how/who to report their concerns. • All teachers will participate in professional development via online webinars, scheduled guest speakers, workshops, faculty meetings etc. on topics to create a fostering and welcoming school climate and culture such as: creating an equitable classroom and addressing implicit and explicit biases. 					
Communications					
Type of Communication			Frequency		
Presentation			updates presented to the Board monthly; and presented quarterly during Title I Family Engagement meetings		
Newsletter			Quarterly newsletter to parents, guardians and community members.		
Email			Ongoing information emailed to all staff		
Posting on district website			Quarterly posting of newsletter on the School's website and School DoJo.		

Approvals & Signatures

Uploaded Files	
<ul style="list-style-type: none">Comprehensive Plan Board Affirmation 2023-2026 school years Sylvan Heights Science Charter School.pdf	

Chief School Administrator	Date
Susan Roth	2024-02-05
Building Principal Signature	Date
Susan Roth	2024-02-05
School Improvement Facilitator Signature	Date