

SYLVAN HEIGHTS SCIENCE CS

915 S 13th St

TSI Title 1 Comprehensive Plan | 2020 - 2023

MISSION STATEMENT

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 STATEMENT

We envision our school to be a place where ... • All students experience success. • Students are proficient in 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 VALUE STATEMENTS

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.

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.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Susan Roth	Principal/CAO	Sylvan Heights Science Charter School
Melena Overdorf	Safe Schools Co./teacher	Sylvan Heights Science Charter School
Jessica Nordai	Pupil Services Coordinator	Sylvan Heights Science Charter School
Alex Elbert	Resource Teacher/Math	Sylvan Heights Science Charter School
Rebecca Doty	Reading Specialist	Sylvan Heights Science Charter School
Michael Furry	Teacher	Sylvan Heights Science Charter School
Marlin Stevens	School Counselor	Sylvan Heights Science Charter School
Nancy Neusbaum	Board Member	Sylvan Heights Science Charter School
Jasmine Early	Community Rep.	Neighborhood Center
Coryann Catalano-Alexandre	Community Rep.	Hbg. Young Professionals
Charles Finley	Parent	Sylvan Heights Science Charter School
Dorian Wellington	Parent	Sylvan Heights Science Charter School
Lateefah Battle	Parent	Sylvan Heights Science Charter School

Name	Position	Building/Group
Shannon Hawkins	Business Representative	ARoland Salon
Lori Lauver	STEM Coordinator	Sylvan Heights Science Charter SchoolSTEM Coordinator

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Team members will assist classroom teachers with strengthening their overall Tier I math instruction, and the delivery of targeted Tier II interventions.	Mathematics
Students with one or more unexcused absences will be referred to the School Attendance Improvement Team (SAIP) for immediate support and guidance. Improvement Plans will be developed accordingly, with input from the student and the student's family.	Regular Attendance Parent and family engagement
All students will receive targeted instruction intended to address identified gaps and/or receive enrichment intended to accelerate their reading skills.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Phonics Lesson Library
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Improvement	To improve student achievement in the area of Reading to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. Note: 3rd and 4th Grade students will also be administered the CDTs to provide for additional data should there be another Covid-19 mandated school closure.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assess all students at the beginning of the school year via Acadience Reading Benchmarks and the Phonics Screener for Intervention (PSI).	2020-08-31 - 2021-06-04	Rebecca Doty, Reading Specialist	Access to both online and paper pencil benchmark tests; system for administering initial benchmark test, analyzing the data and assigning students to to intervention groups. 95% Group Phonics Lesson Library for each grade level for both Tier I and Tier II instruction. Inventory and purchase additional 95% group materials/curriculum/supplies.

Anticipated Outcome

Students will be assigned to a group based on their initial assessment. Students will move systematically through the 95% Group Phonics Lesson Library until all concepts have been mastered.

Monitoring/Evaluation

Students will complete end of lesson reading assessments for each topic taught. Students who have mastered the targeted lesson will move onto the next skill level. Students who have been identified as needing additional interventions will receive supplemental instruction.



Evidence-based Strategy

Envision Mathematics

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Improvement

To improve student achievement in the area of Math to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. Note: 3rd and 4th Grade students will also be administered the CDTs to provide for additional data should there be another Covid-19 mandated school closure.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Students will be administered the Envision math pre-test for each topic prior to receiving instruction on that topic. Students will be assigned to receive either Tier I Instruction, Tier I with supplemental Tier II instruction or enrichment as needed.

2020-08-31 -
2021-06-04

Alex Elbert

Envision Math Curriculum,
i-Pads to take pre-tests
online, math manipulatives

Anticipated Outcome

Students will take pre and post topic assessments. Students will move through the curriculum based upon their mastery of targeted concepts. Students will receive Tier II interventions or enrichment based on individual student needs.

Monitoring/Evaluation

Students will receive end of topic assessments and end of year envision math curriculum based assessments. Students will also be administered beginning of the year, mid year and end of the year Acadience benchmark assessments. Results of all assessments, (curriculum based, acadience, and CDTs will be compared and analyzed.

Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance Improvement To improve overall student attendance to 95% during both in-person and online learning (due to Covid-19).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Daily monitoring of reporting of student attendance by classroom teachers to the Pupils Services Coordinator.	2020-08-31 - 2021-06-04	Jessica Nordai, Pupil Services Coordinator	PowerSchool Attendance Monitoring System School Messenger Communication System Classroom DoJo Attendance Letters (both English and Spanish)

Anticipated Outcome

Teachers will report daily attendance to the Pupil Services Coordinator. Coordinator will enter attendance data daily. Follow-up contact by school counselor to any family whose child is absent for 2 consecutive days. Referral to Student Attendance Improvement Program as warranted (SAIP).

Monitoring/Evaluation

Daily, weekly, monthly and quarterly monitoring of absent students. Referral to SAIP Team per Student Attendance Policy 204 as posted to the www.shscs.org.

Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Improve Parent and family engagement in SAIP meetings

Parents/guardians of chronically absent students will increase their school engagement by attending school required School Attendance Improvement Meetings with 70% compliance. Note: Parents may attend via in-person/phone/virtual meetings, or in writing via email or DoJo.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Encourage family participation in Student Attendance Improvement Plan meetings. Parents may communicate via email/class DoJo/ virtual meeting/ in-person meeting or phone. Translator and/or translated documents will be provided in the parent's native language.

2020-08-31 -
2021-06-04

Marty Stevens, School Counselor/Attendance Officer

SAIP Template System for receiving referrals from the Pupil Services Coordinator List of available parent resources/supports to be provided to parents as needed.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			System for setting up meetings, tracking parent participation and effectiveness of SAIP intervention

Anticipated Outcome

Anticipated output result will be an increase in parent participation in SAIP meetings, resulting in an increase in student attendance of those students who have been identified as chronically absent.

Monitoring/Evaluation

Student Attendance Officer to review data weekly and report findings to Pupil Services Coordinator and school Principal. Review and revise SAIP if needed.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>To improve student achievement in the area of Reading to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. Note: 3rd and 4th Grade students will also be administered the CDTs to provide for additional data should there be another Covid-19 mandated school closure. (Reading Improvement)</p>	<p>Phonics Lesson Library</p>	<p>Assess all students at the beginning of the school year via Acadience Reading Benchmarks and the Phonics Screener for Intervention (PSI).</p>	<p>08/31/2020 - 06/04/2021</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve student achievement in the area of Math to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. Note: 3rd and 4th Grade students will also be administered the CDTs to provide for additional data should there be another Covid-19 mandated school closure. (Math Improvement)	Envision Mathematics	Students will be administered the Envision math pre-test for each topic prior to receiving instruction on that topic. Students will be assigned to receive either Tier I Instruction, Tier I with supplemental Tier II instruction or enrichment as needed.	08/31/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve overall student attendance to 95% during both in-person and online learning (due to Covid-19). (Attendance Improvement)	PBIS	Daily monitoring of reporting of student attendance by classroom teachers to the Pupils Services Coordinator.	08/31/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Parents/guardians of chronically absent students will increase their school engagement by attending school required School Attendance Improvement Meetings with 70% compliance. Note: Parents may attend via in-person/phone/virtual meetings, or in writing via email or DoJo. (Improve Parent and family engagement in SAIP meetings)</p>	PBIS	<p>Encourage family participation in Student Attendance Improvement Plan meetings. Parents may communicate via email/class DoJo/ virtual meeting/ in-person meeting or phone. Translator and/or translated documents will be provided in the parent's native language.</p>	<p>08/31/2020 - 06/04/2021</p>

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

2020-09-01

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Susan Roth

2020-08-30

School Improvement Facilitator Signature

Susan C. Voigt

2020-09-12

Building Principal Signature

Susan Roth

2020-08-30

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student groups exceed the Standard Demonstrated Growth in English Language Arts.

All student groups meet the performance standard for attendance. During the 2019-2020 school year, the School implemented the Student Attendance Improvement Plan Team. This team worked with families on strategies for improving student attendance. In March 2020, just prior to the March 13th COVID-19 school closure, Sylvan Heights recorded a 95% attendance rate for the month of March.

Both the 4th grade and 2nd grade levels increase their reading composite scores from the beginning of the year to the mid-year during the 2019-2020 school year.

During the 2019-2020 school year, the school piloted the Engage NY English Language Arts Curriculum and began introducing the 95% Phonics Curriculum.

The Kindergarten, 3rd and 4th grade levels increase their math composite scores from the beginning of the year to the mid-year during the 2019-2020 school year.

The SHSCS adopted and implemented Envision Math as its Core

Challenges

Current proficient/advanced in the area of Math =17.7% . Target= 45.2% Additional measures are in the process of being implemented to increase proficiency for all student groups

Attendance Measure = 85.2% Target= 95% Additional measures are in the process of being implemented to increase proficiency for all student groups

The kindergarten, grade 1 and grade 3 levels decreased slightly from the beginning of year benchmark scores when compared to mid-year benchmark scores.

For the 2020-2021 school year, the school has adopted the Engage NY Curriculum as its core English Language Arts curriculum for all grade levels and the 95% phonics lesson library as its core reading program.

The SHSCS Data Team met via Zoom at the end of the 2019-2020 school year to review the reading data. In addition to strengthening the core curriculum, the team identified weakness in identifying Tier II students in need of supplemental instruction and outlined a plan to support those student who where not making progress.

Strengths

Math Curriculum at the beginning of the 2019-2020 school year. SHSCS also piloted the Dream Box i-Pad Math app in Spring of 2020. Due to the pilot's success, the school purchased the app for all K-4 students for the 2020-2021 school year.

During the 2019-2020 school year, the SHSCS Math Specialist worked with classroom teachers during math instruction, thus helping the teachers to improve their overall teaching strategies. The math specialist intends to continue this practice into the 2020-2021 school year.

The Sylvan Heights Science Charter School has partnered with the CAIU in bringing the Carnegie STEM Excellence Pathway initiative to our school. Additionally the School has been awarded funding via the PAsmart Targeted K-12 Computer Science and STEM Education Grant to assist Sylvan Heights' students in becoming technologically proficient during the 2020-2021 school year. The Carnegie STEM Excellence Pathway initiative Bring in info from PAsmart and Carnegie STEM Excellence. (students need to become more technology literate.

During the past 2 school years, the school was fortunate to have wide variety of community members willing to come to our school and speak to our students about their career pathways, struggles and successes.

The school has been able to form several community partners

Challenges

The grade 1 and grade 2 math composite scores decreased from the beginning of year benchmark scores when compared to mid-year benchmark scores. Both the SHSCS MTSS and Data Teams have reviewed the data and have identified the need for additional professional development in the area of core math instruction and tier II identification for the Grade 1 and 2 teaching team. Professional development is slated to occur both at the beginning of the school year and on-going throughout the school year as provided by the Math Specialist.

Additionally, the SHSCS Data Team discussed the importance of identifying Tier II students in need of supplemental math instruction and outlined a plan to support those student who where not making progress.

Review of the current data demonstrates that Sylvan Heights's students do not have the technological skills necessary to meet the future career demands of the 21st Century.

The challenge is in scheduling community leaders and providing them with the opportunity to visit our school. We are presently exploring opportunities for community partners and representatives to participate via Zoom/Google Meet as a way to promote this continued relationship and while practicing social distancing.

Additionally, the school needs to develop a system for collecting

Strengths

who have been more than willing to provide supplemental instruction and guidance to our young students. These partners include, the Harrisburg Young Professionals, The Neighborhood Center, and the YWCA.

During the 2018-2019 school year, the school was also fortunate enough to be visited by the 500 Men Group. Unfortunately, this event was cancelled due to the COVID-19 crisis. In the past, these community leaders also willingly provided our students with insight to their own careers in addition to reading each classroom stories.

During the 2019-2020 school year, staff attended Student Assistant Program (SAP) training and began to develop a plan for identifying students at risk. As a result of this investigation, the SAP team identified the need for a part-time Social Worker to the SHSCS SAP Team. Administration is in the process of investigating viable options for securing a part-time social worker.

Previously, the school trained staff on administering and implemented beginning of the year, mid-year and end-of-year reading and math bench-marking. Under the guidance of the SHSCS Data Team, the school will be taking a closer look at identifying students at-risk (those students scoring significantly below benchmark) and seeking to implement solutions after the initial benchmark test. At-risk students will participate in weekly progress monitoring. Students will receive targeted interventions

Challenges

data on the career fields the students have researched or explored so they will have a more complete portfolio when they move onto 5th grade.

During the 2019-2020 school year, staff attended Student Assistant Program (SAP) training and began to develop a plan for identifying students at-risk. The 2020-2021 school year will be the first year of implementation. The SAP Team will need to outline a plan/referral process for students, family and staff to refer students for assistance. The referral plan should be welcoming and non-judgmental in any way. The team members will also need to develop a system for following up on referred students and tracking their progress.

Previously, the school trained staff on administering and implemented beginning of the year, mid-year and end-of-year reading and math bench-marking. School administration will need to make sure new staff receive adequate professional development in this area and that already trained staff are held accountable for ongoing implementation of the plan.

The school successfully implemented a Student Attendance Improvement Team during the 2019-2020 school year. The current concern is supporting our families during online/remote and/or Hybrid instructional models as dictated by recommended COVID-19 requirements and recommendations.

Strengths

after receiving 3 data points that fall below targeted expectations.

The school implemented the Student Attendance Improvement Team. This team successfully targeted students who were considered at-risk due to lack of attendance, excessive tardies and/or early dismissals. The team was able to help many of these families in developing a workable plan and thus increased our attendance from 84% to 95% attendance during the month of March, 2020.

Align curricular materials and lesson plans to the PA Standards: The SHSCS Board of Trustees has adopted the following standards aligned curriculum across all grade levels: Engage NY (for English Language Arts), Envision Math; 95% Group Phonics Instruction; Heggerty Phonemic Awareness; and FOSS- Hands-on Science Learning. All teachers receive the following staff support in regards to lesson planning and implementation: Lori Lauver, STEM Coordinator, supports the FOSS curriculum; Alex Elbert, Math Resource Teacher, supports the Envision math curriculum; Rebecca Doty, Reading Specialist, supports both the 95% phonics instruction and Heggerty programs.

MTSS: Sylvan Heights Science Charter School participated in the Multi-Tiered System of Support (MTSS) initial administrative training in August 2019. During this time, a baseline needs assessment was conducted. On September 10, 2019, the school's core team participated in their first session of training. Topics

Challenges

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices: All teachers have been trained in administering Acadience Reading and Math Benchmark Assessments. All students will be assessed at the beginning, middle and end of the school year across all grade levels. Additionally, at the start of the 2020-2021 school year, students will be assessed via the Phonics for Intervention (PSI) and placed into small group instruction based on the combined results of these reading assessments. In the area of math instruction, students will take a pre-test at the beginning of each unit. Students will then be provided additional assistance, or enrichment based on the pre-test results. Additionally, all 3rd and 4th grade teachers will receive training on how to administer the Classroom Diagnostic Tool (CDT) to their students via the students' i-pads.

Identify and address individual student learning needs. All teachers received training at the start of the 2020-2021 school year on the Child Find process and where to seek guidance in assisting students who are not successful with Tier I and Tier II interventions. Additional trainings/supports will be provided to classroom teachers needing assistance with providing individual student learning needs throughout the 2020-2021 school year.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based: The Core

Strengths

covered included an MTSS overview, Teaming Roles and Responsibilities, Norms, Data-Bases Protocols, Elements of Core Meeting and Teaming. On October 14, 2019, the core team presented an overview to the school staff during professional development training. Additionally, core team members participated in online team meetings with the CAIU during the mandated COVID-19 school closure. During this time, the MTSS Team discussed end-of-year assessments, and created a to-do list for the summer months and start of the 2020-2021 school year. The school will continue to monitor its progress via pre and post assessments, fidelity checks and self-assessments. The school's MTSS team is also slated to continue its participation in the CAIU sponsored MTSS training for the 2020-2021 and 2021-2022 school years.

Implement an evidence-based system of school-wide positive behavior interventions and supports: Sylvan Heights Science Charter School implemented the PBIS intervention at the commencement of the 2013-14 school year in response to growing concerns raised by parents and teachers regarding student misconduct and its impact on the instructional program of the school. Our PBIS school-wide expectations are encapsulated by the notion that all school community members must demonstrate "Sylvan Heights PRIDE." Students, staff, visitors and all other members of our school community display PRIDE by

Challenges

Data Team met over the summer months to review and revise the most essential lessons and corresponding assessments for targeted instruction across grade levels for English Language Arts and Math instruction. Assessments will be pre-loaded into the PowerSchool grading system, along with the standard's aligned pacing guide for each subject area. Grade-leveled Team Meetings are schedule to meet two times per month to review instructional pacing and student mastery of targeted topics. Grade-Leveled Teams, with the support of the school's administration, Core Data Team, and Multi-Tiered System of Support Team (MTSS), will receive additional training, guidance and professional development as warranted.

Strengths

being Prepared, Respectful, Involved, Dedicated and Encouraging in everything that we do. A matrix, describing examples of actions and behaviors, is used to teach our 220 students how to demonstrate each expectation throughout our school and community. Sylvan Heights was recognized for high fidelity of PBIS implementation at the Tier I level during the PAPBS Implementer's Forum the past four years. For the last two years, we were also recognized for fidelity of implementation at the Tier II level. Our PBIS teams (tier one & two) meet monthly to review student misconduct data and implement action steps to address identified problems at the school-wide, classroom and individual student levels. These teams consist of administration, special education, counseling, general education teachers and special content teachers. Behavioral data is also presented regularly to staff. The implementation of PBIS has been credited for an overall positive increase in school culture. Moving forward, we continue to improve overall student discipline by reducing the number of student referrals, and increasing consistency of staff participation through recognition and incentives.

Most Notable Observations/Patterns

The team addressed concerns regarding students scoring below benchmark in both reading and math. The team reviewed all beginning of the year assessment tools, developed a plan for administering these assessments, and then provide interventions accordingly. Additionally, the team is concerned about high absenteeism rates and the impact low attendance has on student achievement.

Challenges

Current proficient/advanced in the area of Math =17.7% . Target= 45.2%
Additional measures are in the process of being implemented to increase proficiency for all student groups

Discussion Point

All students will be administered the Acadience beginning of the year benchmark assessment. Third and fourth grade students will also take the Classroom Diagnostic Test (CDT); Additionally, all students will take the Envision Math pre-test to further assess student needs. Students will then receive targeted instruction.

Priority for Planning

Attendance Measure = 85.2% Target= 95% Additional measures are in the process of being implemented to increase proficiency for all student groups

Daily attendance will be reported to and tracked by the school's attendance officer. The School Improvement Attendance Team will work with individual families

Challenges**Discussion Point****Priority for Planning**

The kindergarten, grade 1 and grade 3 levels decreased slightly from the beginning of year benchmark scores when compared to mid-year benchmark scores.

The SHSCS Data Team met via Zoom at the end of the 2019-2020 school year to review the reading data. In addition to strengthening the core curriculum, the team identified weakness in identifying Tier II students in need of supplemental instruction and outlined a plan to support those student who where not making progress.

All students will be administered the Acadience beginning of the year benchmark assessment. Third and fourth grade students will also take the Classroom Diagnostic Test (CDT); Additionally, students will be administered the Phonics Screener for Intervention (PSI). Students will then receive targeted instruction based on the cumulative results of these assessments.

The grade 1 and grade 2 math composite scores decreased from the beginning of year benchmark scores when compared to mid-year benchmark scores. Both the SHSCS MTSS and Data Teams have reviewed the data and have identified the need for additional professional development in the area of core math instruction and tier II identification for the Grade 1 and 2 teaching team. Professional development is slated to occur both at the beginning of the school year and on-

Challenges**Discussion Point****Priority for Planning**

going throughout the school year as provided by the Math Specialist.

Additionally, the SHSCS Data Team discussed the importance of identifying Tier II students in need of supplemental math instruction and outlined a plan to support those student who where not making progress.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based: The Core Data Team met over the summer months to review and revise the most essential lessons and corresponding assessments for targeted instruction across grade levels for English Language Arts and Math instruction. Assessments will be pre-loaded into the PowerSchool grading system, along with the standard's aligned pacing guide for each subject area. Grade-leveled Team Meetings are schedule to meet two times per month to review instructional pacing and student mastery of targeted topics. Grade-Leveled Teams, with the support of the school's administration, Core Data Team, and Multi-Tiered System of Support Team (MTSS), will receive additional training, guidance and professional development as warranted.

ADDENDUM B: ACTION PLAN

Action Plan: Phonics Lesson Library

Action Steps	Anticipated Start/Completion Date
Assess all students at the beginning of the school year via Acadience Reading Benchmarks and the Phonics Screener for Intervention (PSI).	08/31/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
Students will complete end of lesson reading assessments for each topic taught. Students who have mastered the targeted lesson will move onto the next skill level. Students who have been identified as needing additional interventions will receive supplemental instruction.	Students will be assigned to a group based on their initial assessment. Students will move systematically through the 95% Group Phonics Lesson Library until all concepts have been mastered.

Material/Resources/Supports Needed	PD Step	Comm Step
Access to both online and paper pencil benchmark tests; system for administering initial benchmark test, analyzing the data and assigning students to to intervention groups. 95% Group Phonics Lesson Library for each grade level for both Tier I and Tier II instruction. Inventory and purchase additional 95% group materials/curriculum/supplies.	yes	yes

Action Plan: Envision Mathematics

Action Steps	Anticipated Start/Completion Date
Students will be administered the Envision math pre-test for each topic prior to receiving instruction on that topic. Students will be assigned to receive either Tier I Instruction, Tier I with supplemental Tier II instruction or enrichment as needed.	08/31/2020 - 06/04/2021

Monitoring/Evaluation	Anticipated Output
Students will receive end of topic assessments and end of year envision math curriculum based assessments. Students will also be administered beginning of the year, mid year and end of the year Acadience benchmark assessments. Results of all assessments, (curriculum based, acadience, and CDTs will be compared and analyzed.	Students will take pre and post topic assessments. Students will move through the curriculum based upon their mastery of targeted concepts. Students will received Tier II interventions or enrichment based on on individual student needs.

Material/Resources/Supports Needed	PD Step	Comm Step
Envision Math Curriculum, i-Pads to take pre-tests online, math manipulatives	yes	yes

Action Plan: PBIS

Action Steps

Anticipated Start/Completion Date

Daily monitoring of reporting of student attendance by classroom teachers to the Pupils Services Coordinator.

08/31/2020 - 06/04/2021

Monitoring/Evaluation

Anticipated Output

Daily, weekly, monthly and quarterly monitoring of absent students. Referral to SAIP Team per Student Attendance Policy 204 as posted to the www.shscs.org.

Teachers will report daily attendance to the Pupil Services Coordinator. Coordinator will enter attendance data daily. Follow-up contact by school counselor to any family whose child is absent for 2 consecutive days. Referral to Student Attendance Improvement Program as warranted (SAIP).

Material/Resources/Supports Needed

PD Step **Comm Step**

PowerSchool Attendance Monitoring System School Messenger Communication System Classroom DoJo Attendance Letters (both English and Spanish)

yes yes



Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date	
Encourage family participation in Student Attendance Improvement Plan meetings. Parents may communicate via email/class DoJo/ virtual meeting/ in-person meeting or phone. Translator and/or translated documents will be provided in the parent's native language.	08/31/2020 - 06/04/2021	
Monitoring/Evaluation	Anticipated Output	
Student Attendance Officer to review data weekly and report findings to Pupil Services Coordinator and school Principal. Review and revise SAIP if needed.	Anticipated output result will be an increase in parent participation in SAIP meetings, resulting in an increase in student attendance of those students who have been identified as chronically absent.	
Material/Resources/Supports Needed	PD Step	Comm Step
SAIP Template System for receiving referrals from the Pupil Services Coordinator List of available parent resources/supports to be provided to parents as needed. System for setting up meetings, tracking parent participation and effectiveness of SAIP intervention	yes	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>To improve student achievement in the area of Reading to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. Note: 3rd and 4th Grade students will also be administered the CDTs to provide for additional data should there be another Covid-19 mandated school closure. (Reading Improvement)</p>	<p>Phonics Lesson Library</p>	<p>Assess all students at the beginning of the school year via Acadience Reading Benchmarks and the Phonics Screener for Intervention (PSI).</p>	<p>08/31/2020 - 06/04/2021</p>
<p>To improve student achievement in the area of Math to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. Note: 3rd and 4th Grade students will also be administered the CDTs to provide for additional data should there be another Covid-19 mandated school closure. (Math Improvement)</p>	<p>Envision Mathematics</p>	<p>Students will be administered the Envision math pre-test for each topic prior to receiving instruction on that topic. Students will be assigned to receive either Tier I Instruction, Tier I with supplemental</p>	<p>08/31/2020 - 06/04/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
To improve overall student attendance to 95% during both in-person and online learning (due to Covid-19). (Attendance Improvement)	PBIS	Tier II instruction or enrichment as needed. Daily monitoring of reporting of student attendance by classroom teachers to the Pupils Services Coordinator.	08/31/2020 - 06/04/2021
Parents/guardians of chronically absent students will increase their school engagement by attending school required School Attendance Improvement Meetings with 70% compliance. Note: Parents may attend via in-person/phone/virtual meetings, or in writing via email or Dojo. (Improve Parent and family engagement in SAIP meetings)	PBIS	Encourage family participation in Student Attendance Improvement Plan meetings. Parents may communicate via email/class DoJo/ virtual meeting/ in-person meeting or phone. Translator and/or translated	08/31/2020 - 06/04/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		documents will be provided in the parent's native language.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Phonics Lesson Library Assessment and Delivery of Instruction	All Classroom Teachers	Review Phonics Screener for Intervention (PSI) Provide teachers copies of assessment manual, instructions, and opportunities to practice administering the assessment. Evaluation of assessment results and appropriate placement along the 95% Phonics Lesson Library continuum. Provide teachers support in teaching the 95% group curriculum/targeted skills. Provide teachers evidence for determining skill mastery.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Evidence teachers are giving student pre and post assessments as documented in the PowerSchool Grading System Observations of teachers providing both whole group Tier I and small group Tier II instruction.		08/31/2020 - 06/04/2021	Rebecca Doty, Reading Specialist

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Envision Math Curriculum review, pacing guide and assessment

Classroom Teachers

Provide teachers access to online Envision Math Curriculum, and pre/post assessments. Provide teachers with support in teaching the Envision Math Curriculum and administering online assessments. Provide teachers with examples of best practices for teaching targeted skills identified during pre-assessment Provide teachers with guidance for delivery of instruction to students identified as needing Tier II instruction base on assessment results. Provide teachers with guidance in reteaching and/or providing differentiated instruction to struggling learners.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Results of Acadience Benchmark and curriculum based assessments. CDT's may provide additional evidence for grades 3 and 4.

08/31/2020 - 06/04/2021

Alex Elbert, Math Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

PBIS to Improve Student Attendance

Classroom Teachers Parents
Students

Importance of attendance and the impact attendance has on student achievement Review of Student Attendance Policy 204 Review of PBIS PRIDE expectations and how teachers can reinforce those expectations both while students are learning online and in-person.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Documented evidence of improved, school-wide, daily attendance for all student groups.

08/31/2020 - 06/04/2021

Jessica Nordai, Pupil Services
Coordinator

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Importance of Family Engagement in Attendance and Achievement	All staff	Review the school attendance policy 204 with all staff. Review the importance of parent communication and the importance parent engagement has on student attendance and achievement. Review various methods of communicating with parents, including DoJo, Mail, Email, phone, and in-person. Review the importance and provide guidance on how teachers are expected to communicate with parents in their native language. Review the technological options available, including Language Line services if needed.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Documented parent communication.	08/31/2020 - 06/04/2021	Marty Stevens, School Counselor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>To improve student achievement in the area of Reading to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. Note: 3rd and 4th Grade students will also be administered the CDTs to provide for additional data should there be another Covid-19 mandated school closure. (Reading Improvement)</p>	<p>Phonics Lesson Library</p>	<p>Assess all students at the beginning of the school year via Acadience Reading Benchmarks and the Phonics Screener for Intervention (PSI).</p>	<p>2020-08-31 - 2021-06-04</p>
<p>To improve student achievement in the area of Math to 80% of students meeting end-of-year benchmark scores, across all grade levels per Acadience/formerly DIBELS targets. Note: 3rd and 4th Grade students will also be administered the CDTs to provide for additional data should there be another Covid-19 mandated school closure. (Math Improvement)</p>	<p>Envision Mathematics</p>	<p>Students will be administered the Envision math pre-test for each topic prior to receiving instruction on that topic. Students will be assigned to receive either Tier I Instruction, Tier I with supplemental</p>	<p>2020-08-31 - 2021-06-04</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
To improve overall student attendance to 95% during both in-person and online learning (due to Covid-19). (Attendance Improvement)	PBIS	Tier II instruction or enrichment as needed. Daily monitoring of reporting of student attendance by classroom teachers to the Pupils Services Coordinator.	2020-08-31 - 2021-06-04
Parents/guardians of chronically absent students will increase their school engagement by attending school required School Attendance Improvement Meetings with 70% compliance. Note: Parents may attend via in-person/phone/virtual meetings, or in writing via email or Dojo. (Improve Parent and family engagement in SAIP meetings)	PBIS	Encourage family participation in Student Attendance Improvement Plan meetings. Parents may communicate via email/class DoJo/ virtual meeting/ in-person meeting or phone. Translator and/or translated	2020-08-31 - 2021-06-04

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

documents will be provided in the parent's native language.

COMMUNICATIONS PLAN

Communication Step

Audience

Topics/Message of Communication

Improving Reading

Classroom Teachers

95% group teachers manual and assessments Teacher shared tips on how to best administer assessments, evaluate data and deliver instruction

Anticipated Timeframe

Frequency

Delivery Method

08/17/2020 - 06/04/2021

Posting to Teacher Shared Google Drive
Continuously updated

Other

Lead Person/Position

Rebecca Doty, Reading Specialist

Communication Step	Audience	Topics/Message of Communication
Improving Math	Classroom Teachers	Acadience Math Benchmark Assessments Information on where to access the envision online curriculum and assessment information

Anticipated Timeframe	Frequency	Delivery Method
08/17/2020 - 06/04/2021	Posting to Teacher Shared Google Drive Continuously updated	Other

Lead Person/Position
Alex Elbert, Math Coach

Communication Step	Audience	Topics/Message of Communication
PBIS	All teachers	Best practices of PBIS and how to utilize PBIS to improve student attendance and engagement.

Anticipated Timeframe**Frequency****Delivery Method**

08/31/2020 - 06/04/2021

Posting to Teacher Shared Google Drive
Continuously updated

Other

Lead Person/Position

Jessica Nordai, Pupil Services Coordinator



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Report to the Board of Trustees and public attendees at the September 21, 2020 scheduled SHSCS Board Meeting. Meeting dates and times will be communicated via school's website, DoJo, phone messenger and during the beginning of the school year's Back to School Night.	Review of targeted initiatives for improvement in the areas of reading, math, overall student attendance and parent participation in Student Attendance Improvement Plans.	Virtual Public Board Meeting	SHSCS Board of Trustees, staff and public attendees (parents, community members, etc.)	September 21, 2020 Board of Trustee Meeting
Quarterly Parent Engagement Meeting: Meeting dates and times will be communicated via school's website, DoJo, phone messenger and during the beginning of the school year's Back to School Night. Parents will also receive a schedule of Quarterly Parent Engagement Meetings via mail. All letters are translated into both English and Spanish.	Review of the School's Three Year Comprehensive Plan	Virtual and/or in-person meetings per CDC/DHO/PDE current guidelines	Parents and community members	October 2020
Quarterly Parent Engagement Meeting: Meeting dates and times will be communicated via school's website, DoJo, phone messenger and during the beginning of the school year's Back to School Night. Parents will also receive a	Review of the school's progress towards meeting the schools quarterly performance goals.	Virtual and/or in-person meetings per CDC/DOH/PDE	Parents and community members	January 2021

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
<p>schedule of Quarterly Parent Engagement Meetings via mail. All letters are translated into both English and Spanish.</p>		<p>current guidelines</p>		
<p>Quarterly Parent Engagement Meetings: Meeting dates and times will be communicated via school's website, DoJo, phone messenger and during the beginning of the school year's Back to School Night. Parents will also receive a schedule of Quarterly Parent Engagement Meetings via mail. All letters are translated into both English and Spanish.</p>	<p>Review of the school's progress towards meeting the schools quarterly performance goals.</p>	<p>Virtual and/or in-person meeting per CDC/DOH/PDE current guidelines</p>	<p>Parents and community members</p>	<p>March 2021</p>
<p>Quarterly Parent Engagement Meetings: Meeting dates and times will be communicated via school's website, DoJo, phone messenger and during the beginning of the school year's Back to School Night. Parents will also receive a schedule of Quarterly Parent Engagement Meetings via mail. All letters are translated into both English and Spanish.</p>	<p>Review of the school's progress towards meeting the schools quarterly performance goals.</p>	<p>Virtual and/or in-person meeting per CDC/DOH/PDE current guidelines</p>	<p>Parents and community members</p>	<p>June 2021</p>

