

## **UNIVERSAL BLUFORD CS**

800 S 15th St

Schoolwide Title 1 Comprehensive Plan | 2020 - 2023

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### **MISSION STATEMENT**

The Universal Education mission is to provide a rich and high quality education to every scholar to prepare them for college, technical school, entrepreneurship that lead to a sustainable career in the 21st century and build altruistic alumni who contribute to the transformation of their communities as future leaders and positive members of society.

### **VISION STATEMENT**

Universal Bluford Charter School's vision is educational equity for every scholar by: - Believing every scholar can learn - Ensure quality instruction and assessment at the classroom level - Establish standards of conduct for all - Engage with colleagues in professional discourse

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Lifelong learning is the pursuit of knowledge and a commitment to achievement of potential. Every scholar differs in his or her readiness and ability to learn and has the right to be given access to available knowledge at a level appropriate to his or her developmental needs and interests. Each scholar will exhibit respect for self and others because they are encouraged to develop self respect and dignity and they have the right to learn in an environment free from harassment and discrimination. Each scholar is responsible for his or her own conduct and will be encouraged to take responsibility for that conduct.

### **STAFF**

Make sure every child has an equal chance for success by understanding the unique challenges and barriers faced by individual scholars or by populations of scholars and providing additional supports to help them overcome those barriers. Promote equity at the school and classroom level by holding scholars to high performance standards, modify instruction to accommodate scholars with special needs, personalize learning for all scholars, and ensure that all scholars have access to high-quality content that fit their educational needs.

### **ADMINISTRATION**

School administration will serve as the steward of the school's mission, vision, and core values by: - Monitoring achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals - Identifying gaps in performance or processes and plans for their improvement - Ensuring a focus on learning and continuous improvement - Guiding the work of the collaborative teams by providing supports and consistent monitoring

### **PARENTS**

Parental support is paramount in a child's education. The most important support any child receives comes from the parents. We encourage our parents to adopt the 5 values. 1.) Attendance - Good school attendance is important to academic achievement 2.) Attitude - Be a champion by displaying a positive attitude toward school and teachers. Address school concerns in a positive manner in front of the child. 3.) Priority -

Advocate for education. Be sure that education is their first priority, above all other after-school activities. 4.) Support - Assist with homework, projects and attain additional services if warranted 5.) Communication - Keep in touch with the school and work toward a positive relationship with the teacher.

## **COMMUNITY**

The Family Student Resource Center (FSRC) is responsive to the needs of the community. Its sole responsibility is to work with the school's leadership and community partners to implement programs and activities that promote wellness, stability, and learning opportunities for scholars, families, and neighbors. - Share Food Program - After-School Program - Monthly Parent Workshops - Coat and book bag drives - Uniform Vouchers - Internet Essentials - Parent Outreach - McKinney Vento - School Supply Drive

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Crystal Gary	Principal	Universal Bluford
Nakia Williams	Special Education Supervisor	Universal Bluford Charter School
Diana Condron	Instructional Coach	Universal Bluford Charter School
Christina Curtin	Elementary School Teacher	Universal Bluford Charter School
Fatimah Islam	Middle School Teacher	Universal Bluford Charter School
Deshawn Williams	Board Member- Academic Committee Chair	Universal Bluford Charter School
Oshunbumi Fernandez	Community Representative	I AM Bumi
Curtis Singleton	Business Representative	Change 4 a Dollar
Brittany Monteiro	Ed. Specialist- Counselor	Universal Bluford Charter School
Theresa Jones	Parent	Universal Bluford Charter School
Andrea McNear	Parent	Universal Bluford Charter School
Jessica Fernandez	ESOL Teacher	Universal Bluford Charter School

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

Professional development efforts centered around teaching and learning to increase classroom use of strategies to improve reading and writing in all content areas.

Essential Practices 4: Foster Quality Professional Learning

Provide frequent, timely, systematic coaching and feedback to support content teachers in the instructional process.

English Language Arts

Provide frequent, timely, systematic coaching and feedback to support content teachers in the instructional process.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Actively recruit and hire qualified teachers through various universities and alternative certification program job fairs to ensure all scholars are taught by highly effective teachers.

Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Professional Learning Community (PLC)

### Measurable Goals

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Professional Growth

By the end of the 2022-2023 school year 100% of content teachers will understand and use varied assessments to inform instruction, evaluate and ensure student learning.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Scheduled weekly time for PLC's to meet to collaborate around student data and student needs in order for teachers to share practices, assess data, design standards-aligned instruction to increase student learning outcomes for each scholar. Half and Full Day professional development sessions scheduled with a focus on analyzing shared student work together.

2020-08-17 -  
2023-05-18

Instructional  
Leadership  
Team

Teach Like a Champion  
Resources (Online Training,  
Plug and Play, Grab and Go)  
Teaching in the Online  
Classroom - Doug Lemov  
Driven by Data 2.0 Paul  
Bambrick-Santoyo

**Anticipated Outcome**

1.) Teachers implement "showcased" strategies with fidelity within their classrooms 2.) Increase student learning outcomes 3.) Share and discuss evidence-based and standards based resources

**Monitoring/Evaluation**

Teacher Surveys Informal Observations of applied practices

**Evidence-based Strategy**

## Differentiated Instruction/Groupings

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Qualified and Effective Teachers

By the end of the 2022-2023 all vacant positions for the following year will be filled with certified teachers. UBCS will have 100% of their teachers certified.

Math Instruction

By the end of the 2022-2023 school year, 75% of scholars will make measurable progress in math. Each scholar will demonstrate growth > than one academic year on the i-Ready end of the year assessment

ELA

By the end of the 2022-2023 school year, 75% of scholars will make measurable progress in reading. Each scholar will demonstrate growth at least one academic year on the i-Ready end of year assessment.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

1.) Assess Scholars 2.) Analyze data 3.) Flexible Grouping of Scholars (tier 1, tier 2, tier 3)- whole class instruction, small group instruction, paired instruction, one-to-one instruction 4.)Frequent Progress Monitoring for all scholars (tier 1, tier 2, tier 3)- once, every 1-2 weeks.

2020-08-17 -  
2023-05-18

Instructional Coaches  
MTSS Coordinator  
Reading Interventionist

i-Ready Diagnostic Data i-Ready Teacher Toolbox coaching, modeling, co-planning

### Anticipated Outcome

1.) Scholars will master their individual objectives and continually grow academically 2.) Teachers will plan lessons that adjusts either the content being discussed, the process used to learn or the product expected from scholars to ensure that learners at different starting points

can receive the instruction they need to grow and succeed.

### **Monitoring/Evaluation**

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Data analysis forms Data chat forms (teacher and scholars) Coaching logs

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2022-2023 school year 100% of content teachers will understand and use varied assessments to inform instruction, evaluate and ensure student learning. (Professional Growth)</p>	<p>Professional Learning Community (PLC)</p>	<p>Scheduled weekly time for PLC's to meet to collaborate around student data and student needs in order for teachers to share practices, assess data, design standards-aligned instruction to increase student learning outcomes for each scholar. Half and Full Day professional development sessions scheduled with a focus on analyzing shared</p>	<p>08/17/2020 - 05/18/2023</p>

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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student work  
together.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2022-2023 all vacant positions for the following year will be filled with certified teachers. UBCS will have 100% of their teachers certified. (Qualified and Effective Teachers)</p>	<p>Differentiated Instruction/Groupings</p>	<p>1.) Assess Scholars            2.) Analyze data            3.) Flexible Grouping of Scholars (tier 1, tier 2, tier 3)- whole class instruction, small group instruction, paired instruction, one-to-one instruction            4.)Frequent Progress Monitoring for all scholars (tier 1, tier 2, tier 3)- once, every 1-2 weeks.</p>	<p>08/17/2020            -            05/18/2023</p>
<p>By the end of the 2022-2023 school year, 75% of scholars will make measurable progress in math. Each scholar will demonstrate growth &gt; than one academic year on the i-Ready end of the year assessment (Math Instruction )</p>			
<p>By the end of the 2022-2023 school year, 75% of scholars will make measurable progress in reading. Each scholar will demonstrate growth at least one academic year on the i-Ready end of year assessment. (ELA)</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.**

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Special Education population for ELA has a 25% proficiency rate, which is higher than peer, charter and district schools.

Grade 3 ELA proficiency rate of 30% is the same as peer and district schools.

Grade 5 Math proficiency rate is higher than peer schools and is aligned with charter schools at 17%

Developed more rigorous lesson plans utilizing strategies from Teach Like a Champion 2.0

Content Based Professional development

Co- planning with instructional coaches and members of Instructional Leadership Team

Greater focus on small group instruction

Implemented a newly acquired rigorous math curriculum

Blended learning opportunities during small group instruction

Co-planning and modeling of lesson delivery with instructional

### Challenges

Not meeting the interim target and decreased from the previous year

PSSA ELA school-wide Proficiency Rate is 30%

PSSA Math school-wide Proficiency Rate is 14%

100% of staff fully certified

If 70% of scholars in Grades 2-6 performing below grade level improve by one grade level or more in ELA

75% of scholars in grades K-3 reading at or above grade level

If 70% of scholars in Grades 2-6 performing below grade level improve by one grade level or more in Math

80% mastery on bi-weekly skills based assessment

Differentiated instruction or increased small group instruction within the science block

rigorous plans with a greater focus on science labs and hands-on learning

## Strengths

coach

21 percentage point reduction in percentage of scholars scoring Below Basic on the 2019 PSSA

Reading and writing strategies reinforced through science content

Offer Career Readiness as an elective course for scholars in grades 3-6

Adopted and implemented a Career Readiness curriculum

Attendance team celebrating scholars who meet attendance goals

Posting attendance goals for the school and for grades K, 2 and 4

Retention Rate of scholars with disabilities is good. Continue programming accurately for the scholars with fidelity

Special education and regular education teachers work collaboratively on planning schedules, activities, accommodations, and modifications that can be implemented to ensure the successful integration of students with disabilities. Making sure the following have been in placed: 1) providing a common planning time for teachers that afford the time to discuss the educational needs of their academically and behaviorally

## Challenges

Finding adequate curricular resources for elementary students that's engaging, interactive and relevant

Scheduling time for the course to be offered to all scholars in grades k-6

Scholars with IEP's in Grades k, 2, and 4 limit their absences to 5 per school year.

Implement an attendance tracker and share it with scholars and their families to encourage scholars attending school daily and on-time.

Increase the proficiency rates for ELA and Math for all scholars

Technological infrastructure available to stream live from the classroom, so the teacher can instruct scholars who are face to face and working remotely from home.

Replace laptops that were distributed to scholars to work from home so that every classroom is equipped with a fully equipped laptop cart for classroom use. Therefore, scholars will have a laptop at home and for in school use.

Having scholars be able to purchase items from the Class Dojo store remotely.

## Strengths

challenged students 2) utilizing co-teaching practices which promote active participation of special education teachers in the general education environment and using the general education curriculum for instruction 3) utilizing/exploring assistive technology when needed to encourage/promote active participation and involvement in all content areas 4) using data that is analyzed to ensure that student needs are being met 5) implementing a co-teaching model that provides students with an expert content teacher and an expert strategist teacher.

Reading Interventionists working with scholars who are approaching and below grade level through small group instruction implementing guided reading and phonics instruction. Instructional Coaches co-teaching, co-planning and modeling lessons with and for teachers in reading and math.

Issuance of Class Dojo points to scholars who exhibit positive behavior and abide by the school code of conduct.

Social Emotional Lessons implemented during the MTSS block to help scholars cope with the loss of face to face instruction, social time with friends, decrease in activities and the new "norms" due to COVID-19.

Issued laptops to every scholar and hot spots (if needed) for them to continue their education in a virtual setting during the pandemic. Incoming Kindergarten scholars also received laptops

## Challenges

Continuously monitor implementation of the school improvement plan and adjust as needed

Partner with local businesses community organizations and other agencies to meet the needs of the school.



**Strengths**

upon enrollment.

Identify and address individual student learning needs.

Provide frequent timely and systematic feedback and support on instructional practices.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Implement evidence-based strategies to engage families to support learning.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

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**Most Notable Observations/Patterns**

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**Challenges**

**Discussion Point**

**Priority for Planning**

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Challenges	Discussion Point	Priority for Planning
Not meeting the interim target and decreased from the previous year	Not having a teacher certified in Science and not enough hands on lab experiences for scholars. Supplement the science curriculum so scholars will be exposed to the 23 assessment anchors and the eligible content standards with an emphasis on nature of science and scientific investigation.	
PSSA ELA school-wide Proficiency Rate is 30%	Adoption of new ELA curriculum and fully implement Saxon Phonics program in grades K-2. Scholars should practice reading and analyzing literary and informational texts. Complete practice items targeted toward each PA Core Standards including inferences, summarizing and comparison and contrast.	
PSSA Math school-wide Proficiency Rate is 14%	Adoption of new Math curriculum coupled with professional development sessions on fluency and implementation with rigor. Focus on answering short responses and showing work samples, in addition to answering multiple choice questions.	
100% of staff fully certified	Recruitment of certified teachers beginning in December. Extend job offers to potential candidates by March.	
75% of scholars in grades K-3 reading at or above grade level		
If 70% of scholars in Grades 2-6 performing below grade level improve by one grade level or more in Math		
80% mastery on bi-weekly skills based		

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

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assessment

Differentiated instruction or increased small group instruction within the science block

rigorous plans with a greater focus on science labs and hands-on learning

Increase the proficiency rates for ELA and Math for all scholars

Technological infrastructure available to stream live from the classroom, so the teacher can instruct scholars who are face to face and working remotely from home.

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## **ADDENDUM B: ACTION PLAN**

## Action Plan: Professional Learning Community (PLC)

Action Steps	Anticipated Start/Completion Date
<p>Scheduled weekly time for PLC's to meet to collaborate around student data and student needs in order for teachers to share practices, assess data, design standards-aligned instruction to increase student learning outcomes for each scholar. Half and Full Day professional development sessions scheduled with a focus on analyzing shared student work together.</p>	<p>08/17/2020 - 05/18/2023</p>

Monitoring/Evaluation	Anticipated Output
<p>Teacher Surveys Informal Observations of applied practices</p>	<p>1.) Teachers implement "showcased" strategies with fidelity within their classrooms            2.) Increase student learning outcomes            3.) Share and discuss evidence-based and standards based resources</p>

Material/Resources/Supports Needed	PD Step	Comm Step
<p>Teach Like a Champion Resources (Online Training, Plug and Play, Grab and Go) Teaching in the Online Classroom - Doug Lemov Driven by Data 2.0 Paul Bambrick-Santoyo</p>	<p>yes</p>	<p>yes</p>

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## Action Plan: Differentiated Instruction/Groupings

Action Steps	Anticipated Start/Completion Date	
1.) Assess Scholars 2.) Analyze data 3.) Flexible Grouping of Scholars (tier 1, tier 2, tier 3)- whole class instruction, small group instruction, paired instruction, one-to-one instruction 4.)Frequent Progress Monitoring for all scholars (tier 1, tier 2, tier 3)- once, every 1-2 weeks.	08/17/2020 - 05/18/2023	
Monitoring/Evaluation	Anticipated Output	
Data analysis forms Data chat forms (teacher and scholars) Coaching logs	1.) Scholars will master their individual objectives and continually grow academically 2.) Teachers will plan lessons that adjusts either the content being discussed, the process used to learn or the product expected from scholars to ensure that learners at different starting points can receive the instruction they need to grow and succeed.	
Material/Resources/Supports Needed	PD Step	Comm Step
i-Ready Diagnostic Data i-Ready Teacher Toolbox coaching, modeling, co-planning	yes	yes
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2022-2023 school year 100% of content teachers will understand and use varied assessments to inform instruction, evaluate and ensure student learning. (Professional Growth)</p>	<p>Professional Learning Community (PLC)</p>	<p>Scheduled weekly time for PLC's to meet to collaborate around student data and student needs in order for teachers to share practices, assess data, design standards-aligned instruction to increase student learning outcomes for each scholar. Half and Full Day professional development sessions scheduled with a focus on analyzing shared</p>	<p>08/17/2020 - 05/18/2023</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2022-2023 all vacant positions for the following year will be filled with certified teachers. UBCS will have 100% of their teachers certified. (Qualified and Effective Teachers)</p>	<p>Differentiated Instruction/Groupings</p>	<p>student work together.</p>	<p>08/17/2020</p>
<p>By the end of the 2022-2023 school year, 75% of scholars will make measurable progress in math. Each scholar will demonstrate growth &gt; than one academic year on the i-Ready end of the year assessment (Math Instruction )</p>		<p>2.) Analyze data</p> <p>3.) Flexible Grouping of Scholars (tier 1, tier 2, tier 3)- whole class instruction, small group instruction, paired instruction, one-to-one instruction</p>	<p>-</p> <p>05/18/2023</p>
<p>By the end of the 2022-2023 school year, 75% of scholars will make measurable progress in reading. Each scholar will demonstrate growth at least one academic year on the i-Ready end of year assessment. (ELA)</p>		<p>4.)Frequent Progress Monitoring for all scholars (tier 1, tier 2, tier 3)- once, every 1-2 weeks.</p>	

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Act 48	Teachers and instructional support staff	- Assessment (Setting the roadmap for learning) - Analysis (Identify why scholars struggle) - Action (Teach more effectively what scholars need) - Data Culture (Data driven mindset)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
- Team development and sharing of content-area lesson implementation outcomes - Analysis of scholar work with peers and administrators - Creating lessons to meet varied student learning styles - Journaling and reflecting	09/21/2020 - 06/16/2023	Instructional Leadership Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
HITS	Teachers (Gen. Ed. and SPED/ ELL) and Instructional Support Staff	- Setting Goals - Structuring Lessons - Explicit Teaching - Worked Examples - Collaborative Learning - Multiple Exposures - Metacognitive Strategies - Questioning - Feedback - Differentiated Teaching

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
- Authentic and rich learning tasks presented to scholars - Teachers have a common language to use in planning, monitoring and reflecting on classroom practice - A developmental continuum to measure proficiency across the high impact teaching strategies	01/13/2021 - 01/01/0001	Members of the ILT

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
By the end of the 2022-2023 school year 100% of content teachers will understand and use varied assessments to inform instruction, evaluate and ensure student learning. (Professional Growth)	Professional Learning Community (PLC)	Scheduled weekly time for PLC's to meet to collaborate around student data and student needs in order for teachers to share practices, assess data, design standards-aligned instruction to increase student learning outcomes for each scholar. Half and Full Day professional development sessions scheduled with a focus on analyzing shared	2020-08-17 - 2023-05-18

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		student work together.	
<p>By the end of the 2022-2023 all vacant positions for the following year will be filled with certified teachers. UBCS will have 100% of their teachers certified. (Qualified and Effective Teachers)</p> <p>By the end of the 2022-2023 school year, 75% of scholars will make measurable progress in math. Each scholar will demonstrate growth &gt; than one academic year on the i-Ready end of the year assessment (Math Instruction )</p> <p>By the end of the 2022-2023 school year, 75% of scholars will make measurable progress in reading. Each scholar will demonstrate growth at least one academic year on the i-Ready end of year assessment. (ELA)</p>	Differentiated Instruction/Groupings	1.) Assess Scholars 2.) Analyze data 3.) Flexible Grouping of Scholars (tier 1, tier 2, tier 3)- whole class instruction, small group instruction, paired instruction, one-to-one instruction 4.)Frequent Progress Monitoring for all scholars (tier 1, tier 2, tier 3)- once, every 1-2 weeks.	2020-08-17 - 2023-05-18



## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Professional Growth	teachers, support staff	Assessments Analysis of data Evidenced based strategies Establish a culture of learning
Anticipated Timeframe	Frequency	Delivery Method
09/17/2020 - 05/21/2021	Bi-monthly Board Meetings	Other Presentation
Lead Person/Position		
Principal		

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

