

Universal Creighton CS

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Universal Creighton		126517442
Address 1		
5401 Tabor Avenue		
Address 2		
City	State	Zip Code
Philadelphia	PA	19120
Chief School Administrator		Chief School Administrator Email
Penny Nixon		pnixon@universalcompanies.org
Single Point of Contact Name		
Wendy Baldwin		
Single Point of Contact Email		
wbaldwin@universalcompanies.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
2152601936		
Principal Name		
Wendy Baldwin		
Principal Email		
wbaldwin@universalcompanies.org		
Principal Phone Number		Principal Extension
2152601936		
School Improvement Facilitator Name		School Improvement Facilitator Email
Wendy Baldwin		wbaldwin@universalcompanies.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Wendy Baldwin	Principal	Administrator	wbaldwin@universalcompanies.org
Beverly Kalinsky	Teacher	Staff member	bkalinsky@universalcompanies.org
Grace Smith	Teacher	Staff member	gsmith@universalcompanies.org
Penny Nixon	Chief School Administrator	Superintendent	pnixon@universalcompanies.org
Orlando Perez	Community Member	Community Member	landoperez65@gmail.com
Jackie Greene	Board Member	President	jgreene@universalcompanies.org
Madeline Pena	Parent	parent	

LEA Profile

Welcome to Universal Creighton Charter School. Our school has long maintained a tradition of excellence in education and is the pride of our community, staff, and students. As a student or parent at Universal Creighton Charter School, you are the critical component of the school and the key to continued success. Universal Creighton Charter School is your school and it offers you a variety of opportunities for learning, friendship, and activities. We encourage you to become actively involved in your school, participate in its many activities, and become a positive and valuable contributor to its future. The teachers, counselors, administration, and support staff are here to work with you and to help you successfully prepare for your future. Please be sure to get to know us and allow us to assist you during your years at UCCS. At Universal Creighton Charter School, we know that our scholars are "LEARNERS Today and LEADERS Tomorrow."

Mission and Vision

Mission

The Universal Education mission is to provide a rich and high quality education for every scholar to prepare them for college, technical school, entrepreneurships that leads 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

Universal Companies will be recognized as a change agent and national leader in urban education as evidenced by student awareness of self, high academic achievement, positive school culture and community transformation wherever we serve.

Educational Values

Students

Universal Creighton Charter School scholars are RESPECTFUL, RESPONSIBLE, READY, and REFLECTIVE! (a) Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformity to school rules and regulations. Most of all, students are responsible for sharing with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. (b) No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process. (c) Students should express their ideas and opinions in a respectful manner. (d) It is the responsibility of the students to conform to the following: 1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect. 2. Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property. 3. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational process. 4. Assist the school staff in operating a safe school for the students enrolled therein. 5. Comply with Commonwealth and local laws. 6. Exercise proper care with using public facilities, equipment and technology. 7. Attend school daily and be on time to all classes and other school functions. 8. Make up work when absent from school. 9. Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities. 10. Not use obscene language in student media or on school premises. 11. Not bring electronic devices (cell phones) or toys to school.

Staff

Love the children we work with and serve as role models for our students, staff and families Understand our role as “servant leaders” who empathize with urban issues Maintain high academic and personal expectations with a “No Excuse Attitude” for high achievement Plan based on data, review all data, revise based on data and execute based on data Communicate clearly, concisely and with resolve Demonstrate respect, patience and understanding for students and parents –especially those most challenged Guarantee a safe and nurturing learning environment Utilize the school as a key element and hub for the surrounding community to help in the transformation of neighborhoods Foster strong partnerships between employees, students, families, businesses and other constituents Take wise risks that benefit our scholars

Administration

We Believe ? That learning is a lifelong process. ? That interpersonal relationships are essential for growth. ? That high expectations inspire continual growth and development. ? That every person has intrinsic value and worth. ? That innovation and proactivity are necessary

in a changing world. ? That all people deserve to be treated with dignity and respect. ? That an informed global perspective connects our community to the world. ? That resiliency and adaptability are critical for the 21st century. ? That potential should never be limited. ? That there are multiple pathways to success ? That learning involves partnerships among family, community, and institutions. ? That healthy development involves the mind, body and spirit.

Parents

Responsibilities of Parents/Guardians Respect all members of the school community. Respect, understand, and support school rules and regulations. Respect, understand, and support the policies of Universal Creighton Charter School. Recognize and understand that school personnel must enforce school rules. Teach children to respect the rights of others and follow school rules. Emphasize the importance of being prepared for school and adhering to school rules to foster academic success

Community

Curiosity Apply practices that cultivate growth and well-being among students, staff and community members Foster and create opportunities for exploration and innovation for student, staff and community members Courage Focus resources to achieve the school mission and vision We take a disciplined approach to executing and applying our school values Reflect on our partnership successes and failures Compassion Assume good intentions from our staff, students, and school community to engage each other in thoughtful ways Seek to position each other for optimal engagement and performance Value diverse experiences and perspectives in all aspects of our collaborations

Other (Optional)

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts	Growth Expectations (PVAAS) Growth Score of 100
Math	Growth Expectations (PVAAS) Growth Score of 100

Challenges

Indicator	Comments/Notable Observations
English Language Arts	Proficient/Advanced PSSA (41.1%)
Math	Proficient/Advanced PSSA (19.3%)
Regular Attendance	School-wide attendance 58.6%

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

Strengths

Indicator ELA Growth (PVAAS) ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All student subgroups exceeded ELA growth expectations.
Indicator Math Growth (PVAAS) ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All student subgroups exceeded math growth expectations.

Challenges

<p>Indicator ELA Proficient/Advanced Levels (PSSA) ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Per PSSA data, Creighton students scored 41.1% proficient/advanced State-wide average is 54.1 % 2030 goal is 81.1 %</p>
<p>Indicator MATH Proficient Advanced Levels (PSSA) ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Per PSSA data, Creighton students scored 19.1% proficient/advanced Statewide average is 35.7% 2030 goal is 71.8%</p>
<p>Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Creighton Students 58.6% Statewide average 82.2 % 2030 Statewide goal 94.1%</p>

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.

Daily use and review of I-Ready online intervention program.
Small group instruction.

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.

Differentiated Instruction
ELL professional development
Regular student attendance increasing to 94%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2022-2023 PSSA - 43% proficiency	

English Language Arts Summary

Strengths

MTSS programming and supports

Challenges

Low overall student attendance

Mathematics

Data	Comments/Notable Observations
2022-2023 PSSA 28% Proficiency	

Mathematics Summary

Strengths

MTSS programming and supports

Challenges

Low overall student attendance

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2022-2023 PSSA 45% Proficiency	

Science, Technology, and Engineering Education Summary

Strengths

Departmental science instruction for grades 4 -8
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Challenges

Lack of daily science instruction in grades K-3

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	100% of students met the goal

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Student Interest Surveys

Career Project Based Learning

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.

Grades 3-8 Career Day

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ACCESS Scores 2023	

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

MTSS programming and student supports
i-Ready online intervention program
Small group instruction

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.

Low overall student attendance
Lack of teacher training on meeting the needs of ELL learners

Supplemental LEA Plans

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

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	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	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
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	Operational

Summary

Strengths

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *

Foster a culture of high expectations for success for all students, educators, families, and community members *
--

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
--

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

Align curricular materials and lesson plans to the PA Standards *

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

Implement evidence-based strategies to engage families to support learning *
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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
Daily use and review of I-Ready online intervention program.	True
Small group instruction.	True
MTSS programming and supports	True
MTSS programming and supports	False
Student Interest Surveys	False
Career Project Based Learning	False
Departmental science instruction for grades 4 -8	False
MTSS programming and student supports	False
i-Ready online intervention program	False
Small group instruction	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	False
Foster a culture of high expectations for success for all students, educators, families, and community members *	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Differentiated Instruction	False

ELL professional development	False
Regular student attendance increasing to 94%	False
Low overall student attendance	True
Grades 3-8 Career Day	False
Low overall student attendance	False
Lack of daily science instruction in grades K-3	False
Low overall student attendance	False
Lack of teacher training on meeting the needs of ELL learners	True
Align curricular materials and lesson plans to the PA Standards *	True
Continuously monitor implementation of the school improvement plan and adjust as needed *	False
Implement evidence-based strategies to engage families to support learning *	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Low overall student attendance	Per 2021-2022 ACE Report, only 43% of students attend school 95% of the time. Per 2021-2022 ACE Report, 41% of students are chronically absent.	False
Lack of teacher training on meeting the needs of ELL learners	60% of scholars are Hispanic, 10% of our scholars are Asian, 20% of our population have been identified as ELL scholars.	True
Align curricular materials and lesson plans to the PA Standards *	Teachers utilize curriculum materials but do not always align their instruction to the standards. Curriculum is still somewhat new to teachers. Teachers don't have a full understanding of the PA State Standards.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Daily use and review of I-Ready online intervention program.	Program is used with fidelity each day. Teachers need to continue to drill down and monitor daily.
Small group instruction.	Small groups are pulled with fidelity in grades K-6. There are growth opportunities for more effective small group instruction in grades 7 and 8.
MTSS programming and supports	i-Ready is used with fidelity. Data is actively monitored by the MTSS coordinator. Interventionists consistently pull small groups and monitor i-Ready data.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	There is a lack of teacher knowledge about ELL learners that requires more teacher training to better meet the needs of scholars. Teachers will begin receiving both online and in-person professional development on meeting the needs of ELL Learners starting in August that will be ongoing throughout the school year. The Children's Literacy Initiative will conduct in-person professional development and teacher coaching throughout the school year. Teachers will also receive training on Rosetta Stone for online student learning and interventions.
	There is a lack of teacher knowledge on effective standards aligned instruction. All Teachers will receive ongoing, in-person teacher coaching, starting in August, on standards aligned instruction.

Goal Setting

Priority: There is a lack of teacher knowledge about ELL learners that requires more teacher training to better meet the needs of scholars. Teachers will begin receiving both online and in-person professional development on meeting the needs of ELL Learners starting in August that will be ongoing throughout the school year. The Children's Literacy Initiative will conduct in-person professional development and teacher coaching throughout the school year. Teachers will also receive training on Rosetta Stone for online student learning and interventions.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Starting in 2023 and ending in 2025, ELL scholars will grow by 9 percentage points in PSSA English Language Arts over the next three years for 3% growth in 2023 or 22% proficiency, 3% growth in 2024 or 25% proficiency, 3% growth in 2025 or 28% proficiency.			
Measurable Goal Nickname (35 Character Max)			
ELL / ELA Attainment			
Target Year 1	Target Year 2	Target Year 3	
Year 1/ 2023 22% ELL/ELA PSSA Advanced/Proficient	Year 2/2024 25% ELL/ELA PSSA Proficient	Starting in 2023 and ending in 2025, ELL scholars will grow by 9 percentage points in PSSA English Language Arts over the next three years for 3% growth in 2023 or 22% proficiency, 3% growth in 2024 or 25% proficiency, 3% growth in 2025 or 28% proficiency.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
September 2024 Per i-ready and or Benchmark data, ELL students will score 25% advanced/proficient.	December 2024 Per i-ready and or Benchmark data, ELL students will score 26% advanced/proficient.	March 2025 Per i-ready and or Benchmark data, ELL students will score 27% advanced/proficient.	June 2025 From 2023- 2025, ELL scholars will grow by 9 percentage points in PSSA English Language Arts over the next three years for 3% growth in 2023 or 22% proficiency, 3% growth in 2024 or 25% proficiency, 3% growth in 2025 or 28% proficiency.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target Year 1	Target Year 2	Target Year 3	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: There is a lack of teacher knowledge on effective standards aligned instruction. All Teachers will receive ongoing, in-person teacher coaching, starting in August, on standards aligned instruction.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
From 2023- 2025, 100% of classroom teachers will deliver standards aligned instruction across all content areas. This goal will be monitored and attained with 35% of teachers in Year 1 or 2023 delivering daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives. 70% of teachers in Year 2 or 2024 delivering daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives. 100% of teachers in Year 3 or 2025 delivering daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives.			
Measurable Goal Nickname (35 Character Max)			
Standards Aligned Instruction			
Target Year 1	Target Year 2	Target Year 3	
35% of teachers in Year 1 or 2023 will deliver standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives.	70% of teachers in Year 2 or 2024 will deliver daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives.	From 2023- 2025, 100% of classroom teachers will deliver standards aligned instruction across all content areas. This goal will be monitored and attained with 35% of teachers in Year 1 or 2023 delivering daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives. 70% of teachers in Year 2 or 2024 delivering daily standards aligned instruction with fidelity and integrity	

		as evidenced through lesson plans and learning objectives. 100% of teachers in Year 3 or 2025 delivering daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
September 2024 70% of teachers will deliver daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives.	December 2024 80% of teachers will deliver daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives.	March 2025 90% of teachers will deliver daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives.	Year 3 June 2025 100% of teachers will deliver daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target Year 1	Target Year 2	Target Year 3	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

ELL / ELA Attainment	Standards Aligned Instruction

Action Plan For: Visuals and Vocabulary

Measurable Goals:
<ul style="list-style-type: none"> Starting in 2023 and ending in 2025, ELL scholars will grow by 9 percentage points in PSSA English Language Arts over the next three years for 3% growth in 2023 or 22% proficiency, 3% growth in 2024 or 25% proficiency, 3% growth in 2025 or 28% proficiency.

Action Step		Anticipated Start/Completion Date	
All teachers will provide visuals and review vocabulary for all lessons in all content areas.		2024-09-18	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teacher Coaches /Assistant Principals	Curriculum and Standards Aligned Instruction, reading specialists/interventionists	Yes	Yes
Action Step		Anticipated Start/Completion Date	
ELL and general education teachers will meet bi-weekly in PLC meetings to review EL data: i-Ready, DIBELS, curriculum based assessments, etc		2024-09-18	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teacher Coaches/ Assistant Principals	i-Ready, DIBELS. Curriculum based assessments, reading specialists/interventionists	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A nine point ELL/ELA PSSA increase over three years with a three percentage point increase in ELL/ELA PSSA advanced/proficient scores in year one/2024 or 25% proficiency.	Principal, assistant principals and teachers and coaches/interventionists will monitor yearly PSSA ELA Scores. We will also monitor i-Ready and DIBELS data three times a year: BOY, MOY, EOY. Finally we will monitor student progress bi-weekly during PLC meetings.

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> From 2023- 2025, 100% of classroom teachers will deliver standards aligned instruction across all content areas. This goal will be monitored and attained with 35% of teachers in Year 1 or 2023 delivering daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives. 70% of teachers in Year 2 or 2024 delivering daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives. 100% of teachers in Year 3 or 2025 delivering daily standards aligned instruction with fidelity and integrity as evidenced through lesson plans and learning objectives.

Action Step		Anticipated Start/Completion Date	
All teachers will identify the PA standards to be taught for each lesson in their lesson plans.		2024-09-18	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teacher Coaches/Assistant Principals/Principal	PA Standards/ Eligible Content/Core Curriculum	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Teachers will meet in bi-weekly PLC meetings to review data and standards,		2024-09-18	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teacher coaches, interventionist, specialists, assistant principals	PA Standards/ Eligible Content/Core Curriculum	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Teachers will meet with coaches and interventionists weekly to review standards alignment with lesson plans.		2024-09-18	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teacher coaches, interventionist, specialists, assistant principals	PA Standards/ Eligible Content/Core Curriculum	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A nine point ELA PSSA increase over three years utilizing standards aligned instruction with a three percentage point increase in ELA PSSA advanced/proficient scores in year one/2024 or 50%	Principal, assistant principals and teachers and coaches/interventionists will monitor yearly PSSA ELA and Math Scores. We will also monitor i-Ready and DIBELS data three times a

proficiency. A six point Math PSSA increase over three years utilizing standards aligned instruction with a three percentage point increase in Math PSSA advanced/proficient scores in year one/2024 36% proficiency.

year: BOY, MOY, EOY. Finally we will monitor student progress bi-weekly during PLC meetings.

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• Visuals and Vocabulary• Professional Development	6 Classroom Assistants Salary	227032
Instruction	<ul style="list-style-type: none">• Visuals and Vocabulary• Professional Development	6 Classroom Assistants Benefits	39488
Instruction	<ul style="list-style-type: none">• Visuals and Vocabulary	Math Interventionist Salary	54179
Instruction	<ul style="list-style-type: none">• Visuals and Vocabulary• Professional Development	Math Interventionist Benefits	6854
Instruction	<ul style="list-style-type: none">• Visuals and Vocabulary• Professional Development	2 Reading Interventionist Salary	187695
Instruction	<ul style="list-style-type: none">• Visuals and Vocabulary• Professional	2 Reading Interventionist Benefits	23743

	Development		
Other Expenditures	<ul style="list-style-type: none"> • Visuals and Vocabulary • Professional Development 	MTSS Coordinator Salary	75000
Other Expenditures	<ul style="list-style-type: none"> • Visuals and Vocabulary • Professional Development 	MTSS Coordinator Benefits	9488
Instruction	<ul style="list-style-type: none"> • Visuals and Vocabulary • Professional Development 	Supplies	7688
Other Expenditures	<ul style="list-style-type: none"> • Visuals and Vocabulary • Professional Development 	Dean Salary	63345
Other Expenditures	<ul style="list-style-type: none"> • Visuals and Vocabulary • Professional Development 	Dean Benefits	8013
Other Expenditures	<ul style="list-style-type: none"> • Visuals and Vocabulary • Professional Development 	Transferred Funds	38868
Other Expenditures	<ul style="list-style-type: none"> • Visuals and Vocabulary • Professional Development 	Transferred Funds	54314
Total Expenditures			795707

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Visuals and Vocabulary	All teachers will provide visuals and review vocabulary for all lessons in all content areas.
Visuals and Vocabulary	ELL and general education teachers will meet bi-weekly in PLC meetings to review EL data: i-Ready, DIBELS, curriculum based assessments, etc
Professional Development	All teachers will identify the PA standards to be taught for each lesson in their lesson plans.
Professional Development	Teachers will meet in bi-weekly PLC meetings to review data and standards,
Professional Development	Teachers will meet with coaches and interventionists weekly to review standards alignment with lesson plans.

ELL Language Attainment

Action Step		
<ul style="list-style-type: none"> All teachers will provide visuals and review vocabulary for all lessons in all content areas. 		
Audience		
Classroom Teachers		
Topics to be Included		
Best practices for meeting the needs of ELL scholars		
Evidence of Learning		
Lesson plans and lesson implementation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Teacher Coaches	2023-08-22	2024-06-14

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Daily/Weekly/Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

ELL/ ELA Attainment					
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 provide visuals and review vocabulary for all lessons in all content areas. 	Parents and Students	Strategies to support ELL Learners	Principal/Assistant Principal/Coaches/Social Service Liaison	09/11/2023	06/14/2024
Communications					
Type of Communication			Frequency		
Public service announcement			Daily / Weekly / Monthly		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Creighton Comp Plan Affirmation.pdf

Chief School Administrator	Date
Dr. Penny Nixon	2025-02-28
Building Principal Signature	Date
Wendy Baldwin	2025-02-27
School Improvement Facilitator Signature	Date