

**Universal Vare CS**

Schoolwide Title 1 Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Universal Companies - Vare STEM and Arts Academy		126513415
<b>Address 1</b>		
1901 South 23rd Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	Pennsylvania	19145
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Penny Nixon		Pnixon@universalcompanies.org
<b>Single Point of Contact Name</b>		
Karen Howell Toomer		
<b>Single Point of Contact Email</b>		
KToomer@universalcompanies.org		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
267-836-3540		
<b>Principal Name</b>		
Karen Howell-Toomer		
<b>Principal Email</b>		
KToomer@universalcompanies.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
267-836-3540		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Karen Howell-Toomer		KToomer@universalcompanies.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Karen Howell-Toomer	Principal	Universal Companies - Vare STEM and Arts Academy	KToomer@universalcompanies.org
Chris Hill	Board Member	AVA Board	hillc08@comcast.net
Leroy Glenn	Paraprofessional	AVA Board	lglen@universalcompanies.org
Bishop Robinson	Community Member	YESHA Church	Revjdr@aol.com
Kahnisha Childrey	Parent	Parent	kchildrey5@gmail.com
Emily Nop	Student	Student	enop@universalfamilyofschools.org
Keth Pretlow	Board Member	AVA Board	kpretlow@gmail.com
Wendell Holmes	Board Member	AVA Board	w.welden.holmes@aol.com
Trumell Lamb	Board Member	AVA Board	trumelllamb@aol.com

## LEA Profile

Universal Vare STEM and Arts Academy is a neighborhood charter school serving grades five through eight. We are located in South Philadelphia and specialize in science, technology, engineering, math (STEM) and the arts. We provide our scholars the opportunity to explore their interests in the STEM and Arts fields through project-based curriculum. We are an urban community, primarily serving the catchment areas of Point Breeze, Greys Ferry and Girard Estates. Our enrollment is currently 200 scholars of various ethnic backgrounds.

At Universal Vare we guide our scholars towards independence while providing the support and tools they need for success in middle school and beyond. We strive to construct a stable middle school learning environment, where academic excellence is the center focus to developing the whole child. Our highly qualified, certified faculty and staff use research-based teaching programs; progressive student-based teaching and learning strategies, and various enrichment programs. One point of pride includes ranking third overall in the tri-state area in the SEA Perc Robotics program. We also have a very popular 21st Century After School Program that includes academic support, book club, dance, chess, coding, and basketball. At Universal Vare, scholars and their families come first.

## **Mission and Vision**

### **Mission**

Our mission is to foster transferable skills through STEM and Arts inspired courses, that will prepare scholars for academic success now and in the future. Individual scholar potential will be maximized so that they are equipped to meet the challenges of the 21st Century world and workforce. Scholars are encouraged to be culturally aware change agents and contributors to their local community, as well as society as a whole.

### **Vision**

Universal Vare STEM and Arts Academy's Vision is to promote a love for Art Appreciation, Cultural Awareness, and STEM Innovation for all scholars.

## **Educational Values**

### **Students**

Universal Vare scholars will make the commitment to giving 100% of themselves to their academic program. They will be guided and informed by Universal Vare's beliefs and commitments to: Inclusiveness - we respect people, value diversity and are committed to equality. They will be kind to their peers and show fairness in their daily interaction. They will also serve as team members when writing the annual comprehensive plan.

### **Staff**

Universal Vare Staff demonstrate personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies, and procedures. Staff will be guided and informed by Universal Vare's beliefs and commitments to: Inclusiveness - we respect people, value diversity and are committed to equality. They will also serve as team members when writing the annual comprehensive plan. Universal Vare Staff will participate in professional development and training activities including: 1. MTSS Intervention Training 2. Data Analysis Training 3. Core instructional content training 4. Technology integration training 5. Cultural Awareness 6. PBIS Training

### **Administration**

Universal Vare Administrators will promote a positive school community that appreciates the value of students, families, colleagues, stakeholders, and cultures. The administration will be committed to hiring the most highly qualified educators to provide the best academic program for scholars. Administrators will take a collaborative approach to decision making as it effects the school. Administrators will be guided and informed by Universal Vare's beliefs and commitments to: Inclusiveness - we respect people, value diversity and are committed to equality. They will also serve as team members when writing the annual comprehensive plan.

### **Parents**

Universal Vare works in partnership with parents and their scholars to ensure a rigorous academic program and a safe environment. They will also serve as team members when writing the annual comprehensive plan. All parents will be committed to the success of their child's academic program and will participate in all parental involvement activities such as: 1. Back to School Night 2. Arts and Humanities Performances 3. School Trips 4. Report Card Conferences 5. Parent Workshops 6. Principal Chat and Chew 7. High School Selection Process

### **Community**

The local stakeholders and community members will be committed to the success of Vare's administrators, scholars, teachers and parents. They will participate in monthly board meetings and school activities in support of the schools mission and vision. They will also serve as team members when writing the annual comprehensive plan.

**Other (Optional)**

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>True 5</b>	<b>True 6</b>
<b>True 7</b>	<b>True 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
The PVAAS growth measure indicates that scholars made consistent growth in Reading for the past three years.	According to the PA Future Ready Index for the 2022-2023, scholars have demonstrated an academic growth score of 5% higher than the previous year.

### Challenges

Indicator	Comments/Notable Observations
Decrease the number of scholars in the category of below Basic in the content areas of Reading, Math and Science.	According to the Pa Future Ready Index for the 2022-2023 Vare scored 19% proficient in Science.
Increase the overall daily attendance percentage for all Vare scholars.	Scholars currently attend school daily 90% of the time.
According to the 2023-2024 PA Ready Index, the 20% Black subgroup did not meet the ELA state target. The Asian subgroup had an insufficient sample therefore the data was not available.	The black subgroup did not meet the target. The Asian subgroup-Insufficient sample

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

### Strengths

Indicator	Comments/Notable Observations
The PVAAS growth measure indicates that scholars made consistent growth in Reading for the past three years.	In the area of ELA scholars in grade 5 and 6 have improved their overall scores.



<p><b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Economically Disadvantaged</p>	
<p><b>Indicator</b> The PVAAS growth measure indicates that scholars have made consistent growth in ELA.</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic)</p>	<p><b>Comments/Notable Observations</b> In the are of the ELL, Mathematics and economically disadvantaged have academic growth score of 93%.</p>

**Challenges**

<p><b>Indicator</b> Decrease the number of scholars in the category of below Basic in the content areas of Reading, Math and Science.</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> According to the 2023-2024 Pa Future Ready Index, the Black subgroup did not meet the statewide goal /Interim Target. The Asian subgroup had an Insufficient sample, there no data was provided.</p>
<p><b>Indicator</b> Increase the overall daily attendance percentage for all Vare scholars.</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></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.

The PVAAS growth measure indicates that scholars have made consistent growth in all three of the major content areas.

**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.

Increase the overall daily attendance percentage for all Vare scholars.

Decrease the overall number of scholars in the Below Basic category.

The Black Subgroup had 20% that did not meet the ELA target. The Asian subgroup had an insufficient sample, therefore no ELA data was available.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Benchmark	Benchmarks are given 3x's per year, to measure individual scholar growth.
I-Ready Reading and Math Intervention	I-Ready is the Reading and Math Intervention Program used 4x's a week during a designated block of 45mins per day.

### English Language Arts Summary

#### Strengths

Using the the 2022 PSSA data, teachers use the curriculum an scope and sequence to keep scholars on track of their meeting each standard with the teaching and reteaching based on the skills taught daily. The results showed growth in Reading for grades 5 and 6.

The I-Ready Program Benchmarks have shown growth in both Math and Reading. The 45 minute Intervention block is helpful for the struggling scholars.

#### Challenges

According to our data analysis, reading comprehension and main idea is an areas that the 5 thru 8 grades scholars tend to struggle.

### Mathematics

Data	Comments/Notable Observations
I-Ready Math and Reading Intervention Program	The 45 minute MTSS Intervention Block occurs 4x's per week.

### Mathematics Summary

#### Strengths

Using the previous year's data, Math Teachers used the Eureka Curriculum/Scope and Sequence to keep track of scholar progress. Their lesson plans were modified based on scholar performance.

#### Challenges

According to the MTSS intervention Program, I-Ready, reveals that scholars struggle with fractions.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2022-2023 Spring PSSA Scores	The PA State Annual Assessment

Unites from the Eureka Math Program	Teachers utilize the assessments included in the Eureka Curriculum
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## Science, Technology, and Engineering Education Summary

### Strengths

Through the Ready To Learn Enrichment Program, scholars are able to participate in STEM Program. Starting in grade 5 scholars can participate in the George Washington Carver Science Fair, Robotics and Seaperch.

### Challenges

The Ready To Learn program services scholars in grades 5 thru 8, We want to increase the number of scholar participation in grades 5 and 6.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
PA Future Ready IOndex	100% of VARE scholars met the performance standard for the Career Standard Benchmark

### 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.

Career and College Readiness. College Tours. Career Day.

### **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.

The cost of transportation has greatly increased, which affects the number of colleges/universities that we can visit.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
PA Future Ready Index	55% of the EL Scholars at Vare met the English Language Growth and Attainment Goal

### 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.

During the 2022-2023 PSSA ELA test, 25.6% of the economically disadvantaged scholars scored proficient.

### 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.

55% of the EL Scholars at Vare met the English Language Growth and Attainment Goal. We are striving to improve this percentage during the 2023-2024SY.



## 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	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
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	Exemplary

### Provide Student-Centered Support Systems

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

### 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	Exemplary

## Summary

### Strengths

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

Implement a multi-tiered system of supports for academic and behavior.
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Use a variety of assessments, including formative, summative and diagnostic to monitor student progress and in order to improve on instructional practices.
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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?

Partner with local businesses, community organizations, and other agencies to met the needs of the school.
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Use multiple professional learning communities to met the needs of staff.
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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
The PVAAS growth measure indicates that scholars have made consistent growth in all three of the major content areas.	False
Using the the 2022 PSSA data, teachers use the curriculum an scope and sequence to keep scholars on track of their meeting each standard with the teaching and reteaching based on the skills taught daily. The results showed growth in Reading for grades 5 and 6.	False
The I-Ready Program Benchmarks have shown growth in both Math and Reading. The 45 minute Intervention block is helpful for the struggling scholars.	True
Using the previous year's data, Math Teachers used the Eureka Curriculum/Scope and Sequence to keep track of scholar progress. Their lesson plans were modified based on scholar performance.	False
Through the Ready To Learn Enrichment Program, scholars are able to to participate in STEM Program. Starting in grade 5 scholars can participate in the George Washington Carver Science Fair, Robotics and Seaperch.	False
Career and College Readiness. College Tours. Career Day.	False
During the 2022-2023 PSSA ELA test, 25.6% of the economically disadvantaged scholars scored proficient.	True
Implement a multi-tiered system of supports for academic and behavior.	False
Use a variety of assessments, including formative, summative and diagnostic to monitor student progress and in order to improve on instructional practices.	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
Increase the overall daily attendance percentage for all Vare scholars.	True
Decrease the overall number of scholars in the Below Basic category.	True

The Black Subgroup had 20% that did not meet the ELA target. The Asian subgroup had an insufficient sample, therefore no ELA data was available.	False
According to our data analysis, reading comprehension and main idea is an areas that the 5 thru 8 grades scholars tend to struggle.	False
According to the MTSS intervention Program, I-Ready, reveals that scholars struggle with fractions.	False
The Ready To Learn program services scholars in grades 5 thru 8, We want to increase the number of scholar participation in grades 5 and 6.	False
The cost of transportation has greatly increased, which affects the number of colleges/universities that wee can visit.	False
55% of the EL Scholars at Vare met the English Language Growth and Attainment Goal. We are striving to improve this percentage during the 2023-2024SY.	False
Partner with local businesses, community organizations, and other agencies to met the needs of the school.	False
Use multiple professional learning communities to met the needs of staff.	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
Increase the overall daily attendance percentage for all Vare scholars.		False
Decrease the overall number of scholars in the Below Basic category.	We will create small focused groups to work on the skills for individual scholars three times per week.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
The I-Ready Program Benchmarks have shown growth in both Math and Reading. The 45 minute Intervention block is helpful for the struggling scholars.	
During the 2022-2023 PSSA ELA test, 25.6% of the economically disadvantaged scholars scored proficient.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will increase the 45 minute block from 3 days a week to 5 day per week.

## Goal Setting

**Priority: We will increase the 45 minute block from 3 days a week to 5 day per week.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
All scholars will participate in the I-Ready Math/Reading Academic Intervention Program 5 days per week for a period of 45 minutes.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
To ensure that all scholars will participate in the program 100% of the time.			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
All scholars will participate in the I-Ready Math/Reading Academic Program 3 days per week for a period of 45 minutes.	All scholars will participate in the I-Ready Math/Reading Academic Program 4 days per week for a period of 45 minutes.	All scholars will participate in the I-Ready Math/Reading Academic Intervention Program 5 days per week for a period of 45 minutes.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
To improve the the number of scholars in the Basic performance category by 5% in Math/Reading.	To improve the the number of scholars in the Basic performance category by 7% in Math/Reading.	To improve the the number of scholars in the Basic performance category by 8% in Math/Reading.	To improve the the number of scholars in the Basic performance category by 10% in Math/Reading.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
To ensure that all scholars attend school daily 95% of the time.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Regular Attendance			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
To improve scholar daily attendance by 3%	To increase the daily incentives associated with regular attendance by 3%	To ensure that all scholars attend school daily 95% of the time.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
To improve daily attendance 4%	To improve daily attendance 3%	To improve daily attendance 2%	To improve daily attendance 1%





## Action Plan

### Measurable Goals

To ensure that all scholars will participate in the program 100% of the time.	Regular Attendance
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### Action Plan For: Attendance Program

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>To ensure that all scholars attend school daily 95% of the time.</li> </ul>

Action Step		Anticipated Start/Completion Date	
To improve the percentage of scholars daily attendance. Scholars will receive additional incentives for attending school regularly. The climate staff will make daily call to any scholar who is absent or late, reminding them the importance of daily attendance. Scholar are required to participate in a daily ELA block of 90 minutes per day and a Math block of 90 minutes.		2023-09-05	2024-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Karen Toomer, Principal	Give away prizes, homework passes, lunch with teacher, lunch with Principal, daily shout outs and pizza parties.	No	No
Action Step		Anticipated Start/Completion Date	
Professional Development		2023-09-05	2024-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Karen Toomer, Principal	I-Ready	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
That the number of scholars will attend	This will be monitored daily by the Principal, classroom teachers and the climate staff on a daily basis. Phone calls will be made by the social worker to the homes of any scholar who is absent. Incentives will be provided

school regularly

throughout the school year for scholars with perfect attendance. We highlight scholars monthly on a bulletin board that have perfect attendance each month.

## 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"><li>Attendance Program</li></ul>	2 ELA Teachers Salaries and Benefits	96880
Other Expenditures	<ul style="list-style-type: none"><li>Attendance Program</li></ul>	Counselor Salary and Benefits	54162
Other Expenditures	<ul style="list-style-type: none"><li>Attendance Program</li></ul>	Social Service Liaison Salary and Benefits	71706
Other Expenditures	<ul style="list-style-type: none"><li>Attendance Program</li></ul>	transferred funds	8557
Other Expenditures	<ul style="list-style-type: none"><li>Attendance Program</li></ul>	transferred funds	18655
Total Expenditures			249960



## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Attendance Program	Professional Development

### I-Ready Math and Reading Intervention Program

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development</li> </ul>		
<b>Audience</b>		
The classroom teachers		
<b>Topics to be Included</b>		
To learn how the components and resources if the reading and math intervention program as it relates to scholar progress How to administer the initial diagnostic and the three Benchmarks. Analyze the data from the benchmarks		
<b>Evidence of Learning</b>		
The results from the three Benchmarks		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Karen Toomer, Principal	2023-09-05	2025-06-16

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	Monthly professional Development will be held for all teachers
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	



## Communications Activities

Professional Development					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Professional Development</li> </ul>	All Classroom Teachers	How to administer the initial Diagnostic and the three benchmarks. How to analyze the results from these assessments	Karen Toomer, Principal	09/05/2023	06/14/2024
Communications					
Type of Communication			Frequency		
Email			Weekly notifications		

## Approvals & Signatures

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

Chief School Administrator	Date
Dr. Penny Nixon	2025-02-27
Building Principal Signature	Date
Karen Toomer	2025-02-27
School Improvement Facilitator Signature	Date
Karen Toomer	2025-02-27