

Crispus Attucks Youthbuild CS

Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

605 S Duke Street
York, PA 17401
(717)848-3610

Phase:	Improvement Revision 2017-2018
Federal Accountability Designation:	Focus
Title I Status:	Yes
Schoolwide Status:	Yes
CEO Name:	Jacqueline Martino-Miller
CEO E-mail address:	jmartino@crispusattucks.org

Planning Committee

Name	Role
Jacqueline Martino-Miller	Administrator
Michael Goc	Building Principal
Jamiel Alexander	Business Representative
Milagros Girard	Community Representative
Christine Feliciano	Ed Specialist - Other
Kendra Tribue	Ed Specialist - School Counselor
Craig Eckbold	High School Teacher - Regular Education
Timothy Hoke	High School Teacher - Regular Education
Tyler Kline	High School Teacher - Regular Education
Melissa Kline	High School Teacher - Regular Education
Thomas Mokua	High School Teacher - Special Education
Sue Ellen Kanigsberg	Intermediate Unit Staff Member
Lynn Murphy	Intermediate Unit Staff Member
Kathy Jo Miles	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication

- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District's annual report
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

As a charter school, the LEA and school are essentially a single entity, with the CEO, Assistant to the CEO, Principal, and Lead Teacher, meeting on a continuing basis to plan, implement, and review all of our programs. Our mission is clear to ensure that we provide our students the best possible education in accordance with our charter. We, also, will determine to reach out for further assistance, normally with our area I.U., Lincoln I.U. 12, should questions arise of how to best work with our students, especially in terms of professional development.

Provider	Meeting Date	Type of Assistance
LEA Leadership Team	8/8/2016 12:00:00 AM	Review of Title I items for coming school year
LEA Leadership Team	8/16/2016 12:00:00 AM	Semi-Annual Teacher Meeting re Title I and Professional Development
LEA Leadership Team	9/7/2016 12:00:00 AM	Review of Title I Opening School Parent Meeting/Back to School Night
LEA Leadership Team	11/7/2016 12:00:00 AM	Charter Renewal
LEA Leadership Team	11/28/2016 12:00:00 AM	December Parent Meetings
LEA Leadership Team	1/3/2017 12:00:00 AM	Semi-Annual Teacher Meeting re Title I and Professional Development
LEA Leadership Team	2/22/2017 12:00:00 AM	Charter Renewal
LEA Leadership Team	2/28/2017 12:00:00 AM	Upcoming Parents Meeting; Charter Renewal; Upcoming Federal Programs Monitoring Visit
LEA Leadership Team	4/7/2017 12:00:00 AM	Federal Programs Monitoring Visit; Charter Renewal; Professional Development 2017-18
LEA Leadership Team	4/11/2017 12:00:00 AM	Summer Academy; Federal Programs Monitoring Visit; Charter Renewal
Lincoln I.U. 12	3/20/2017 12:00:00 AM	Professional Development Planning for 2017-2018 School Year

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

In conjunction with our professional development program, mainly through Lincoln I.U. 12, we have continued to work to build strong relationships with our students given that they have mostly failed in previous schools, using the principles of a SWPBS system. We also utilize the Collins Writing Program and continued training for Diverse Learners. All of these programs including the teaching staff. We also meet each Wednesday as an entire staff to discuss strategies to improving student learning.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	No
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administrated by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Consolidated Title I and Title II A Application	\$67594.00
School Intervention Grant	\$79832.00

State/Local Grant Program	Amount of Grant
PDE Ready to Learn Grant	\$9494.00

Needs Assessment

School Accomplishments

Accomplishment #1:

The Crispus Attucks Charter School curriculum is aligned with the state standards. Through the observation of the teachers, consistent delivery of the curriculum is apparent in all classrooms. Teachers are also delivering Common Core curricula where appropriate.

Accomplishment #2:

Through the review of the multiple administrations of Gates-MacGinitie Tests to students, teachers continuously adjust their instruction, share concerns at weekly team meetings, and modify a student's schedule as needed. In addition, immediate feedback is shared with students after completing formative and summative assessments. We have used the students' assessment scores to individually schedule every student in our building this year.

Accomplishment #3:

All students have access to our learning support educators. All of our students are opportunity youth, thus the teachers engage each student individually to ensure that their individual development plan is met. All of our students are mainstreamed into class settings that deliver a state-aligned curriculum.

Accomplishment #4:

All of our teachers are highly qualified in their content area.

Accomplishment #5:

Continuous reflection and improvement strategies are core to Crispus Attucks Charter School's professional development planning. In addition, our staff has been trained in Restorative Practices, CPI training, and SAP training to better meet the social-emotional needs of our students.

Accomplishment #6:

In addition to our instructional staff, Crispus Attucks Charter School has 3 case managers. They deliver social-emotional services to the students and build relationships with the students' family. The case manager is the student's first point of contact each day. Every week the entire staff meets for at least an hour to discuss student needs and educational practices as they relate to the instructional program for these students. In addition, we hired a transition coordinator who will oversee the students' transition from Crispus Attucks to a post-secondary placement. The transition coordinator will follow that student for a certain amount of time, depending on the overseeing entity, and measure and record any appropriate outcomes.

Accomplishment #7:

The observation process provides immediate feedback regarding strengths and concerns in the teachers' instructional program. Reflection regarding instructional strategies is an on-going professional practice.

Accomplishment #8:

The staff members at Crispus Attucks Charter School have the requisite materials to deliver the intended curriculum.

Accomplishment #9:

The standard operating procedures for Crispus Attucks Charter School are continuously reviewed for fidelity and practical application. The climate is steeped in consistency and clear parameters that are reinforced everyday.

Accomplishment #10:

In Reading, we see a trend in the percentage of students achieving at least 2 years growth in one school year. The percentage increased from 68% to 74%.

In Math, we see a trend in the percentage of students achieving at least 2 years growth in one school year. The percentage increased from 60% to 75%.

School Concerns**Concern #1:**

Student graduation is not at the desired level.

[For 2011-12 NCLB Target 82.5% or 10% reduction between 85% goal and the previous year's graduation rate]*

2007-2008 Graduation rate 44.23%

2008-2009 Graduation rate 45.63%

2010 - 2011 Graduation rate 50% [target met]

2011 - 2012 Graduation rate 36.36%

2012 - 2013 Graduation rate 35%

2013 - 2014 Graduation rate 50% [target met]

*Graduation is measured in a different way due to the uniqueness of the alternative school program at CAYCS. In order for students to graduate, they must:

- Complete 3 consecutive trimesters by age 21
- Earn grades of 70% or better
- Indicate 2 or more years of growth on academic assessments in reading and math
- Successfully complete the Senior Portfolio and culminating project
- Successfully complete the Research Program

Concern #2:

Attendance is not at the desired level. The average daily rate of attendance is 65%.

We are concerned that our interventions are not sufficient as we continue to see a high absentee rate.

We believe that an improved attendance rate will positively affect our graduation rate.

Concern #3:

We are looking to improve the writing literacy of our students.

Concern #4:

In Math, 25% of the students are not demonstrating 2 years of growth in one school year.

In Reading, 26% of the students are not demonstrating 2 years of growth in one school year.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Student graduation is not at the desired level.

[For 2011-12 NCLB Target 82.5% or 10% reduction between 85% goal and the previous year's graduation rate]*

2007-2008 Graduation rate 44.23%

2008-2009 Graduation rate 45.63%

2010 - 2011 Graduation rate 50% [target met]

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We believe that an improved attendance rate will positively affect our graduation rate.

In Math, 25% of the students are not demonstrating 2 years of growth in one school year.

In Reading, 26% of the students are not demonstrating 2 years of growth in one school year.

We are looking to improve the writing literacy of our students.

Improvement Plan

Action Plans

Goal #1: Establish a system within the school that aims to increase the graduation rate of our student population.

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Graduation Rate

Specific Targets: An increase in both graduation rate and daily attendance rate.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Increase Graduation Rate

Description:

Our school services students 17 to 21 years old in an effort to help them complete their senior year of high school. We are a diploma recovery program that helps drop-outs earn their diploma and find gainful employment or post-secondary placement in the realm of education. We provide a safe and supportive school environment by using the tools of Restorative Practices. Our staff is engaged in professional development based on the work by Dr. Ruby Payne and her book, "A Framework for Understanding Poverty". In addition, we have facilitators from York/Adams Drug and Alcohol work with our students on a weekly basis to help them understand the importance of living a healthy and drug-free lifestyle, which will help them find employment following graduation. Every student has their own personal case manager who is their first point of contact in the building. The case manager works closely with parents, guardians, and outside agencies to ensure our students are meeting their attendance, academic, and behavior goals. Our special education teacher and school psychologist work with students and staff to make sure that differentiated instruction is taking place in the classrooms and that students are meeting their IEP goals. 100% of our teaching staff is highly qualified and each delivers the academic standards set forth by the Pennsylvania Department of Education.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Individualized Student Plans

Description:

Case managers will create individualized plans of actions for each students based on their graduation goals. Individualized plans will include attendance rate, academic goals, and plans for post-secondary placement and sustainability. Work will be done during the 2013 - 2014 school year to create the outline for plans so that they will be implemented with fidelity for the 2014 - 2015 school year and beyond. **Evidence: Student Case Manager Files containing the plans and anecdotal records.**

Start Date: 8/11/2014 **End Date:** 6/5/2015

Program Area(s): Special Education, Student Services

Supported Strategies:

- Increase Graduation Rate

Meeting the Needs of the Diverse Learners in the Inclusive Classroom

Description:

The diverse population of special education students are having their needs met through an inclusive model with pull-out as needed for individual skill development as provided by the special education teacher. In 2015-2016, ELL's will have their needs met in within a classroom taught by a certified ESL teacher; however, for the students at the higher instructional range, we are looking to have a push-in approach with the ESL teacher going into the English classroom. The professional development for ESL will be provided by the Lincoln Intermediate Unit Title III consortium. Special Education professional development will be provide through PaTTAN and through the school's special education teacher. **Evidence: Peer-to-peer observations with written summary, lesson plans, classroom observations, sign in sheets for training, and Act 48 records.**

Start Date: 8/10/2015 **End Date:** 6/5/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Increase Graduation Rate

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Number of professional development days. Implementation of Framework for Teaching as verified by walkthroughs.

Specific Targets: Increased daily attendance and graduation rate. More students will show two years or more of academic growth.

Strategies:

Implement Professional Development in Framework for Teaching

Description:

The local Intermediate Unit will assist our school in implementing the Charlotte Danielson model of a Framework for Teaching.

SAS Alignment: Curriculum Framework, Instruction

Implement effective writing practices across all curricular areas.

Description:

Use English classes to implement remediation strategies in writing after reviewing a school created assessment. Other curricular areas will provide writing activities to allow students to practice their writing skills.

SAS Alignment: Assessment, Curriculum Framework, Instruction

Implementation Steps:

Professional Development - a Framework for Teaching

Description:

Our LEA will work in conjunction with LIU#12 to train all staff in a Framework for Teaching. This will be the 2014 - 2015 and beyond professional development for our charter school.

Start Date: 8/11/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Implement Professional Development in Framework for Teaching

Language and Literacy Acquisition

Description:

In conjunction with Framework for Teaching inservice, teachers will be provided training through the I.U. in student writing skills development that

teachers will implement in the classroom. **Evidence: Classroom Observation, Lesson Plans, Assessment Data, Training Sign In sheets & materials, Act 48 records.**

Start Date: 8/10/2015 **End Date:** 5/17/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Implement Professional Development in Framework for Teaching
- Implement effective writing practices across all curricular areas.

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Establish a system within the school that aims to increase the graduation rate of our student population.			Strategy #1: Increase Graduation Rate		
Start	End	Title			Description		
8/10/2015	6/5/2017	Meeting the Needs of the Diverse Learners in the Inclusive Classroom			<p>The diverse population of special education students are having their needs met through an inclusive model with pull-out as needed for individual skill development as provided by the special education teacher. In 2015-2016, ELL's will have their needs met in within a classroom taught by a certified ESL teacher; however, for the students at the higher instructional range, we are looking to have a push-in approach with the ESL teacher going into the English classroom. The professional development for ESL will be provided by the Lincoln Intermediate Unit Title III consortium. Special Education professional development will be provide through PaTTAN and through the school's special education teacher. Evidence: Peer-to-peer observations with written summary, lesson plans, classroom observations, sign in sheets for training, and Act 48 records.</p>		
	Person Responsible	SH	S	EP	Provider	Type	App.
	Principal	2.0	2	10	IU, PaTTAN, Special Education Teacher	IU, PaTTAN, Special Education Teacher	Yes
Knowledge		Meeting the needs of diverse Special Education Students and ELL's.					

Supportive Research

Instructional Best Practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
New Staff

Grade Levels

High (grades 9-12)

Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Peer-to-peer with written summary
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LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**

Strategy #1: Implement Professional Development in Framework for Teaching

Start	End	Title	Description				Provider	Type	App.
8/11/2014	6/9/2017	Professional Development - a Framework for Teaching	Our LEA will work in conjunction with LIU#12 to train all staff in a Framework for Teaching. This will be the 2014 - 2015 and beyond professional development for our charter school.				Lincoln Intermediate Unit	IU	Yes
	Person Responsible	SH	S	EP					
	Principal	2.0	9	10					

- Knowledge** A knowledge of the complexities of effective teaching in the four domains.

- Supportive Research** Charlotte Danielson's 2011 version of the Framework for Teaching.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format Series of Workshops
 Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and	Evaluation Methods	Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**

Strategy #1: Implement Professional Development in Framework for Teaching
Strategy #2: Implement effective writing practices across all curricular areas.

Start	End	Title			Description	Provider	Type	App.
8/10/2015	5/17/2017	Language and Literacy Acquisition			In conjunction with Framework for Teaching inservice, teachers will be provided training through the I.U. in student writing skills development that teachers will implement in the classroom. Evidence: Classroom Observation, Lesson Plans, Assessment Data, Training Sign In sheets & materials, Act 48 records.	IU	IU	Yes
		Person Responsible	SH	S	EP			
		Principal	2.0	4	10			

Knowledge

Understanding writing process development in students from high-risk environments.

Supportive Research

Revision of English curriculum to include remediation strategies and implementing effective writing practices across the curriculum.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

 Analysis of student work, with administrator and/or peers

 Creating lessons to meet varied student learning styles

 Peer-to-peer lesson discussion

 Lesson modeling with mentoring

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

 Classroom student assessment data

 Review of participant lesson plans

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Crispus Attucks Youthbuild CS has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Crispus Attucks Youthbuild CS for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

1. Number of graduates and percent of students graduating are up this school year due to greater attendance and retention of students.
2. We continue to develop and implement SWPBS strategies through professional develop to improve our relationship with students to help have a stronger, positive connection to our school.
3. Technical education class continues to support our service site program, as well as providing students many opportunities for creating hands-on projects.
4. Service site staff have all been through OSHA 10 training to better ensure student safety, as well as having been to one academic classroom to better understand student management techniques as we have more challenging service sites for rehabilitation.
5. We continue to focus on improving our student outcomes through regular discussion of information and data at our weekly staff meetings.
6. Parent involvement as evidenced through our trimester Open Houses and Parent Involvement Cafés continues to increase each school year.
7. Our Progress Monitoring efforts of our special needs students have resulted in stronger academic success for them.
8. We continue to grow in teamwork and effective practices through deliberate staff development and communications. Support is provided among staff.
9. Our new staff have been successfully integrated to positively contribute to our students.
10. Efforts continue to more effectively implement the Collins Writing Program.
11. Our senior project presentations for post-secondary opportunities continue to improve through clearer expectations and supports for our students.
12. Our students continue to accumulate money for post-secondary education through AmeriCorps.

Describe the continuing areas of concern from the past year.

1. Although our graduation rate is up for this year, this continues to be a focal point for our school as our main measure of success.
2. Attendance is key to increasing our graduation rate. We continually look at how we can better support our students so that they attend each day so that students are retained and dropping out.
3. Helping students to become self-motivated, self-monitoring, and self-advocates continue to be ways to help them succeed here and after high school through our professional development and follow-up within the classrooms and by the case managers.
4. We need to review how to more effectively utilize the functions of the person charged with transitional coordinator duties to better provide our students opportunities and support in transitional services to their lives after high school.

5. Communications, in order to remain effective, needs to be purposeful and on-going. Without consistent attention, it falters.

Describe the initiatives that have been revised.

1. Our Student Policy Council has taken a central role to help students be connected to the school and community through a number of projects and service opportunities.
2. The communication between Case Managers and the rest of the staff has improved to ensure that staff is aware whenever students may be dealing with issues that may negatively impact their school performance.
3. Our Senior Project expectations were revised to further emphasize needed research into post-secondary expectations and opportunities, as well as to further personalize the process for each student.
4. We have also utilized more home visitations to work with families whose students have attendance issues.
5. Our professional development is reexamined and then revised and refined for the coming school year to achieve more targeted, better results for our students.
6. Student accountability has received a stronger emphasis, as well as direct support to help students better achieve academically and socially.

2015-2016 Improvement Evaluation

Describe the success from the past year.

1. Consistency with service site managers and tech ed teacher in implementing the grading rubric and packets for students unable to be at the service sites has facilitated better student performance.
2. Case managers and service site staff have greatly improved communication and cooperation this resulting with student improvement for service site attitude and behavior.
3. This graduating class will have more PACT certifications than the the previous years class.
4. We have increased and maintained parental involvement with our Parent Involvement Café meetings and open houses.
5. We have implemented the Collins Writing Program across the curriculum as our literacy focus in helping our students become more college and career ready.
6. We have increase overall enrollment.
7. We have increased our efforts to improve overall attendance.
8. Professional Development continues to be emphasized for all our staff with multiple trainings provided in-house: Suicide Prevention, Mandated Reporter, Framework for Teaching, Collins Writing Program along with Coaching, Diverse Learners along with Coaching, Gangs and Drugs, Non Violent Crisis Intervention, and Substance Abuse Prevention & Intervention.

9. Our graduation rate for students involved with the Department of Labor grant was 84%; all other outcomes in the grant were much higher than the minimum targets.
10. We held a joint town hall meeting with our students and the senior citizens from the CA Active Living Center to dialog about results from a mutually taken survey dealing with various societal issues and prevailing attitudes. Both groups found it so successful, uplifting and challenging they want to get together again next school year.
11. Student continue to accumulate money for post-secondary education through the AmeriCorps program.

Describe the continuing areas of concern from the past year.

1. Our graduation rate for 2015 was 38%. We are hoping to better that this year with a rate potentially at 45%.
2. Our attendance rate is still a concern as our graduation rate is not where we would like it to be. We know that if students are here at least 85% of the time that they will graduate.
3. Student ownership/self-responsibility is key to both indicators listed above. Hence, our efforts with the Squads Program, Attendance Contracts, Student Policy Council, Shout Outs, and more personal attention by all through our Diverse Learner efforts to help engender this needed trait in each of our students.

Describe the initiatives that have been revised.

1. In order for the squads to have more personal meaning for our students, we allowed them to choose their own squads which has resulted in some of the squads showing attendance and grade gains as students more familiar with each other are finding it easier to hold each other accountable.
2. Regarding student attendance, Case Managers revised student attendance contracts to better help students come to school regularly and on time. We also revised our overall 85% student attendance plan.
3. We revised our Progress Monitoring forms for special education students to provide better data and information.
4. We revised our senior project outline and assignments to provide students more choices that better reflect transitional opportunities for them.
5. We increased the number and frequency of Student Shout Outs to to recognize more incremental successes across a broader spectrum of school areas.

6. Student Policy Council has been revised in terms of clearer expectations regarding student leadership and they have provided more opportunities for students to become involved in various school activities.
7. Through the Coaching component of Diverse Learners and the Writing Program teachers have implemented changes to better serve our students.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

1. The work on the Framework for Teaching (Danielson) has been identified as an accomplishment during the first year of the SIP. Dr. Lynn Murphy, IU 12 Director of Ed Services has provided 2 professional development opportunities during the 2014-15 school year.
2. Students have been identified and certified in PACT (Pre-apprenticeship certification training) as part of the requirements for the Dept. of Labor.
3. Student attendance has been a focus during year 1 of the SIP. Case managers have provided a wake-up text and inspirational messages to the students. The attendance rate has increased from 71.5% to 75% (final 2 months of data needed).
4. 86% of the instructional staff retention from 2013-14 to 2014-15. One special education teacher resigned in April 2014; however, a new hire began in the 2014-15 school year.
5. A Transition Coordinator has been hired and provides services to all students for post-secondary education and/or employment.
6. Post-Secondary monies are being accumulated by students through AmeriCorps.
7. A Special Events committee exists to reach out to alumni. Social media is used to support this initiative.
8. The school had a monitoring visit by the Department of Labor in March and was commended for the individualized approach we have toward meeting student needs both in and out of the classroom, as well as providing the range of experiences in the construction component of our program.

Describe the continuing areas of concern from the first year plan.

1. Graduation rate declined from 2013-14 52% to <40% in 2014-15. Potentially 89 graduates at the beginning of the 3rd trimester 2014-15 with potentially 35 students slated for graduation in for 2014-2015.
2. Attendance still has not borne the fruit to lead to graduation. Our data show if students are here at least 85% of the days belonged they are on trajectory for graduation. We look for 2 year

gains from our students as evidenced in the Gates Macginitie and the TABE (Test for Adult Basic Education). This year out of the 35 potential graduates, to date 97.1% have made their gains in Gates Macginitie.

Describe the initiatives that have been revised.

1. Attendance has been the major revision for the 2014-2015 School Improvement Plan. Students are now tracked for several years following graduation. This is a DOL requirement and provides valuable information to Crispus Attucks for planning of instruction and program development.
2. The senior project serves as an element of the transition program. As part of the Senior Project students are asked to select a career or employment pathway and research that pathway to ascertain viability for employment or placement. This meets the College & Career Readiness Standards and at the same time allows staff to work with the students on a Fundamentals of Success curriculum (i.e. resume building, interview process, job shadowing, job crafting, pass a pre-driver's license, voter's registration, bank accounting, presentation workshop, and young men's selective service, etc.)
3. Need to identify the following. How do we define success? Are we improving our attendance rate? Are students being successful academically are they finding more success at CA? What are the critical levels of success?
4. Communication of the SIP & data: exploring avenues of better dissemination.
5. We have added professional development for Meeting the Needs of Diverse Learners
6. We have added Language and Literacy Acquisition focusing on writing.