

# Schoolwide Title 1 Comprehensive Plan | 2020 - 2023

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## **MISSION STATEMENT**

Our purpose, in partnership with the Belmont Community, is to promote the academic, social and emotional well-being of each child. Across all of our programs and among all of our stakeholders, we value a nurturing environment, collective responsibility, and a commitment to the community beyond school boundaries.

## **VISION STATEMENT**

Operating under the notion that each student has a unique set of needs, Inquiry Charter School uses a holistic approach to education -- providing academic, emotional, and social support services. The school's vision is for each student to leave Inquiry a thoughtful problem solver, equipped with the skills necessary to succeed in high school, college, and the workforce. Inquiry hopes to see each and every student attain his or her personal definition of success.

# **EDUCATIONAL VALUE STATEMENTS**

## **STUDENTS**

Inquiry Charter School believes the key to quality education is to meet each child's unique needs by supporting them holistically. Using a comprehensive school model that integrates social service and educational programming, Inquiry works every day to address the needs of its students and their surrounding community. Inquiry Charter School believes that a school model should be made up of a seamless connection between social service programming, challenging academics that equip students with relevant life skills, and the support of the local community. This is important because it can pave the way for a lifetime of improved health, mental and physical performance, productivity, and contribution to society. Improving these factors in a generation of children can go a long way toward minimizing a host of economic and social problems while preparing students to succeed in high school, college and/or the workplace. Inquiry believes that the only way to improve the quality of life for the students of the Belmont Community is to use a radically revamped approach to social and community based services that view the school, a natural environment in which children and families interact daily, as the central point of the community and as the best place to conduct such important services.

## **STAFF**

Inquiry Charter School staff is the roots of our school. Teacher and support staff work tirelessly and selflessly to develop lesson plans that are engaging, student-centered, and that meet the needs of each of their students. We expect that each staff member employed at Inquiry Charter School is mission driven and understands the long term vision to help each child succeed in school and beyond. We also expect staff to live out our organizational values and to conduct themselves professionally so that they are positive role models and influences in the lives of their students.

## **ADMINISTRATION**

The Inquiry Charter School administration holds itself accountable to developing the values of the organization and helping to support and guide all staff toward internalizing our core values. The administration creates professional development that enables teachers and support staff to grow and feel supported in their journeys as a part of the Inquiry community. We believe that it takes a village to raise a child and that the work we do should be joyful. We believe in compromise and fostering positive relationships with others, students, and parents. We also value each student as unique and believe we can help all students to see their potentials. We want all staff to understand these values so that they can live out our mission and help each child grow.

## **PARENTS**

With the belief that it takes a village to raise a child and the fact that Inquiry Charter School is a

neighborhood school, we rely heavily on parent support and engagement. Parents are crucial components to student success and we work with them to support their child's education. We hold many parent workshops and events to encourage parents to be a part of the school community. Our workshops are developed around literacy, technology, job skills, and more. We communicate frequently with parents regarding their child's experiences in school and want parents to play an active role in supporting their child's success.

## **COMMUNITY**

The broader community is very important in helping us to fulfill our mission and vision. We partner with many local organizations in an effort to connect students and families with support, resources, and experiences that help supplement their school day learning. Some of the organizations we have worked with are the People's Emergency Center, a homeless shelter for women and children in our neighborhood. We have also worked with Eat. Right. Now to promote healthy eating and teach ways in which to focus on well-being. Various community become a part of our school community. We believe it is important for the community in which we live to be a part of our school.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Claire Cohen	Head of School	Inquiry Charter School
Jaime Downey	Special Education Director	Inquiry Charter School
Jennifer Faustman	CEO	Inquiry Charter School
Jeanne DiLeonardo	Homeless Liaison	Inquiry Charter School
Tom O'Connell	Parent	Inquiry Charter School
Denise Metz	Parent	Inquiry Charter School
Sarah Riccaboni	Director of Grants/Compliance	Inquiry Charter School
Amy Sherman	Academics	Inquiry Charter School
Tony Dover	Community Representative	Inquiry Charter School
Shante Davis	Community Representative/Parent	Inquiry Charter School
Jaret Lyons	Business Representative	Inquiry Charter School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We must work to improve the ELA proficiency of our students through ensuring their needs are identified and the appropriate academic supports are in place for them to succeed.	English Language Arts  Mathematics  Early Literacy
We must work to improve the Math proficiency of our students through ensuring their needs are identified and the appropriate academic supports are in place for them to succeed.	Professional learning  Career Standards Benchmark  Career Standards Benchmark

# ACTION PLAN AND STEPS

## Evidence-based Strategy

Guided Reading - Level Libraries

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Increase ELA Proficiency on PSSA

63% of students will be P or A in ELA by Year 3

Early Literacy Proficiency

76% of students in grades K-2 will be on or above reading level for their respective grade using data from the Fountas and Pinnell benchmark reading assessment.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Create guided reading libraries in each classroom

2020-06-12 - 2020-09-12

Head of Academics

Guided Reading Curriculum

Train staff on guided reading best practices

2020-08-15 - 2020-08-30

Teacher Coaches/Academic Team

## Anticipated Outcome

New books meeting the needs of each individual student will be in each classroom. This will allow students to have reading materials that work for their level. Teachers will be trained on best practices for guided reading and how to utilize small group instruction to best meet the needs of each student.

## Monitoring/Evaluation

Ensure all classrooms have the space for libraries and that libraries are properly set up. Teachers will be evaluated during sessions to see how the small groups work.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
63% of students will be P or A in ELA by Year 3 (Increase ELA Proficiency on PSSA)	Guided Reading - Level Libraries	Train staff on guided reading best practices	08/15/2020 - 08/30/2020
76% of students in grades K-2 will be on or above reading level for their respective grade using data from the Fountas and Pinnell benchmark reading assessment. (Early Literacy Proficiency)			

# APPROVALS & SIGNATURES

## Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that this plan:

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

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

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School Board Minutes or Affirmation Statement \_\_\_\_\_ ;

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

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Superintendent/Chief Executive Officer

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School Improvement  
Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

ELA Growth Standard

Regular Attendance

95% of students have all required pieces of evidence for their College/Career Portfolios by Grade 5

Identify and address individual student learning needs

Implement evidence-based strategies to engage families to support learning

ELA Star 360 Benchmark - 3rd and 4th Grade exceeded expectation on the Star360 benchmark assessment. The % of students scoring on level increased by more than 18% for these grades from the start of the year to the end.

PSSA ELA 2019 - 60% of 3rd graders scored P or A on the 2019 PSSA. This exceeded the goal set by 17%.

PSSA Math 2019 - 3rd and 5th Grade exceeded the goals set for % P or A in Math, with 3rd grade exceeding the goal set by 18%.

Inquiry Science - Inquiry Charter School's mission is structured around the importance of science, asking questions, and investigating. ICS students all get time in their classes to visit a local pond to do hands-on experiments and lessons about the environment and ecology, utilizing the resources available near the school.

(update)\*\*\*

### Challenges

ELA Proficient or Advanced

Math Proficient or Advanced

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

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

Fountas and Pinnell Benchmark - 2019 Goal was for 70% of students to be reading on target using the Fountas and Pinnell assessment. At the end of 2019 only 54% were on target. This has been identified as a challenge and area needing support.

PSSA Math 2019 - 4th Grade saw a 10% decline in proficiency from the 2018 to 2019 PSSA Math.

4th Grade Science - % P or A

Maintaining files and having a system in place to ensure that all staff adhere to the policies and guidelines for College/Career Readiness in the classrooms. It is a newer requirement.



(update)\*\*\*

**Strengths**



**Most Notable Observations/Patterns**



Challenges	Discussion Point	Priority for Planning
ELA Proficient or Advanced	<p>While PSSA test scores are not the only measure of success, they are an important measure. High percentages of special ed and trauma-impacted students has led to a need for a more individual and innovated approach to increasing student test performance. Understanding the reasons students are struggling to improve test scores and developing methods to tackle these obstacles are necessary if we are to see test scores improve for our students, especially our special education students who are scoring lower than our regular student population.</p>	
Math Proficient or Advanced	<p>While PSSA test scores are not the only measure of success, they are an important measure. High percentages special ed and trauma-impacted students has led to a need for a more individual and innovated approach to increasing student test performance. Understanding the reasons students are struggling to improve test scores and developing methods to tackle these obstacles are necessary if we are to see test score improve for our students, especially our special education students who are scoring lower than our regular student population.</p>	
<p>PSSA Math            2019 - 4th            Grade saw            a 10%            decline in            proficiency            from the            2018 to            2019 PSSA            Math.</p>		

## ADDENDUM B: ACTION PLAN

### Action Plan: Guided Reading - Level Libraries

Action Steps	Anticipated Start/Completion Date
Create guided reading libraries in each classroom	06/12/2020 - 09/12/2020

Monitoring/Evaluation	Anticipated Output
Ensure all classrooms have the space for libraries and that libraries are properly set up. Teachers will be evaluated during sessions to see how the small groups work.	New books meeting the needs of each individual student will be in each classroom. This will allow students to have reading materials that work for their level. Teachers will be trained on best practices for guided reading and how to utilize small group instruction to best meet the needs of each student.

Material/Resources/Supports Needed	PD Step	Comm Step
Guided Reading Curriculum	no	no

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**Action Steps**

**Anticipated Start/Completion Date**

Train staff on guided reading best practices

08/15/2020 - 08/30/2020

**Monitoring/Evaluation**

**Anticipated Output**

Ensure all classrooms have the space for libraries and that libraries are properly set up. Teachers will be evaluated during sessions to see how the small groups work.

New books meeting the needs of each individual student will be in each classroom. This will allow students to have reading materials that work for their level. Teachers will be trained on best practices for guided reading and how to utilize small group instruction to best meet the needs of each student.

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

yes

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
63% of students will be P or A in ELA by Year 3 (Increase ELA Proficiency on PSSA)	Guided Reading - Level Libraries	Train staff on guided reading best practices	08/15/2020 - 08/30/2020
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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Guided Reading Best Practices	Classroom Teachers (Grades K-5)	Guided Reading Best Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Interactive activities during the training to gauge what staff have learned	08/15/2020 - 08/30/2020	Head of Academics

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

3c: Engaging Students in Learning

Language and Literacy Acquisition for All Students

## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
63% of students will be P or A in ELA by Year 3 (Increase ELA Proficiency on PSSA)	Guided Reading - Level Libraries	Train staff on guided reading best practices	2020-08-15 - 2020-08-30
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## COMMUNICATIONS PLAN



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

<b>Communication Step</b>	<b>Topics of Message</b>	<b>Mode</b>	<b>Audience</b>	<b>Anticipated Timeline</b>
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