

## **INQUIRY CS**

1630 Locust Street

Schoolwide Title 1 Comprehensive Plan | 2023 - 2026

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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 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 by 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)**



## 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
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

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Implementation of Science of Reading with Fishtank ELA, Foundations and Heggerty	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase ELA PSSA Proficiency	The percentage of students (grades 3rd-5th) scoring Proficient & Advanced on ELA PSSA is 36.9%. Our goal is to increase our percentage of students scoring proficient and advanced on the ELA PSSA to 46%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Ensure delivery of Foundations and Heggerty lessons across K-2 classrooms with fidelity	2023-09-05 - 2026-06-16	Raenesha Sheppard, Director of Literacy	Foundations & Heggerty, Walkthrough Checklist
Develop leaders understanding of Science of Reading through AIM Pathways PD	2023-09-05 - 2024-01-31	Raenesha Sheppard, Director of Literacy, Amy Sherman, Assistant Head of School	
Form teacher groups to analyze student work	2024-09-01 - 2025-05-01	Raenesha Sheppard, Director of Literacy	Protocols for analyzing student work
Align writing tasks with PSSA and Keystone expectations	2024-05-01 - 2024-08-01	Raenesha Sheppard, Director of Literacy	
Coaching for teachers, differentiated by need and interest	2023-09-01 - 2026-06-15	Christine Gullotti, Director of Coaching and PD	

### Anticipated Outcome

Students will have increased opportunities to write to text and to participate in discussions about complex text, allowing students to develop comprehension skills and demonstrate learning through writing.

### Monitoring/Evaluation

Student grades(quarterly), Star scores (3x year), PSSA scores(yearly), and feedback from teachers (ongoing) will be monitored and evaluated. Director of Literacy and ELA teams, along with school and network leadership.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students (grades 3rd-5th) scoring Proficient & Advanced on ELA PSSA is 36.9%. Our goal is to increase our percentage of students scoring proficient and advanced on the ELA PSSA to 46%. (Increase ELA PSSA Proficiency)	Implementation of Science of Reading with Fishtank ELA, Foundations and Heggerty	Develop leaders understanding of Science of Reading through AIM Pathways PD	09/05/2023 - 01/31/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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## 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.**

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Claire Cohen

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

All Student Groups Met the Standard Demonstrating Growth in ELA

Increase in PSSA Proficiency scores from previous year in ELA across all three student groups (Black, Economically Disadvantaged, Students with Disabilities)

All Student Groups Met the Standard Demonstrating Growth in ELA

Increase in PSSA Proficiency scores from previous year in ELA across student groups (Black, Economically Disadvantaged)

Both Black & Economically Disadvantaged subgroups had an increase in performance from the previous year in Math

Future Ready PA 21-22 shows 97.2% of students meeting the career standards benchmark performance standard which is higher than the statewide average.

Future Ready PA 21-22 shows 97.2% of students meeting the career standards benchmark performance standard which is higher than 20-21 which was 86.2%.

### Challenges

All student groups did not meet/exceed statewide goal/interim target in ELA

Students with disabilities fell in ELA - no growth in percentage proficient & advanced between 20-21 and 21-22

Students with disabilities fell in math from 20-21 to 21-22 to even below where they were in 18-19

Students with disabilities fell in ELA - no growth in percentage proficient & advanced between 20-21 and 21-22

Breakdown of student group by race did not meet/exceed statewide goal/interim target

Future Ready PA 21-22 shows 97.2% of students meeting the career standards benchmark performance standard which is lower than the 89.8% in 18-19.

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

Decrease in Science proficiency 20-21 to 21-22 for all students.

## Strengths

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

Breakdown of student group by economically disadvantaged had an increase in performance from the previous year in Science.

All student group showed an increase in Science performance from 19-20 to 21-22 as measured by the growth indicator.

31% of Black student subgroup scored proficient or advanced on our local practice PSSA assessment in ELA in 22-23 which generally matches the overall population (35%).

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

30% of economically disadvantaged subgroup (grades 3-5) scored proficient or advanced on our local practice PSSA in ELA in 22-23 which generally matches the overall population (35%).

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## Challenges

Black student subgroup had a decrease in performance from 20-21 to 21-22 in Science.

2% of students with disabilities subgroup scored proficient or advanced on our local practice PSSA in MATH in 22-23.

10% of economically disadvantaged subgroup (grades 3-5) scored proficient or advanced on our local practice PSSA in Math in 22-23.

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### Most Notable Observations/Patterns

Our data analysis and discussions lead to a decision that focusing on adopting the science of reading in our ELA curricula and instruction is an urgent step towards improving overall academic performance.

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Challenges	Discussion Point	Priority for Planning
All student groups did not meet/exceed statewide goal/interim target in ELA	Possible root causes include pandemic impact and teacher attendance/extended absence.	✓
Students with disabilities fell in ELA - no growth in percentage proficient & advanced between 20-21 and 21-22	Possible root causes include pandemic impact and teacher attendance/extended absence.	✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Implementation of Science of Reading with Fishtank ELA, Foundations and Heggerty

Action Steps	Anticipated Start/Completion Date	
Ensure delivery of Foundations and Heggerty lessons across K-2 classrooms with fidelity	09/05/2023 - 06/16/2026	
Monitoring/Evaluation	Anticipated Output	
Student grades(quarterly), Star scores (3x year), PSSA scores(yearly), and feedback from teachers (ongoing) will be monitored and evaluated. Director of Literacy and ELA teams, along with school and network leadership.	Students will have increased opportunities to write to text and to participate in discussions about complex text, allowing students to develop comprehension skills and demonstrate learning through writing.	
Material/Resources/Supports Needed	PD Step	Comm Step
Foundations & Heggerty, Walkthrough Checklist	no	no

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**Action Steps****Anticipated Start/Completion Date**

Develop leaders understanding of Science of Reading through AIM Pathways PD

09/05/2023 - 01/31/2024

**Monitoring/Evaluation****Anticipated Output**

Student grades(quarterly), Star scores (3x year), PSSA scores(yearly), and feedback from teachers (ongoing) will be monitored and evaluated. Director of Literacy and ELA teams, along with school and network leadership.

Students will have increased opportunities to write to text and to participate in discussions about complex text, allowing students to develop comprehension skills and demonstrate learning through writing.

**Material/Resources/Supports Needed****PD Step****Comm Step**

yes

no



**Action Steps****Anticipated Start/Completion Date**

Form teacher groups to analyze student work

09/01/2024 - 05/01/2025

**Monitoring/Evaluation****Anticipated Output**

Student grades(quarterly), Star scores (3x year), PSSA scores(yearly), and feedback from teachers (ongoing) will be monitored and evaluated. Director of Literacy and ELA teams, along with school and network leadership.

Students will have increased opportunities to write to text and to participate in discussions about complex text, allowing students to develop comprehension skills and demonstrate learning through writing.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Protocols for analyzing student work

yes

no





**Action Steps****Anticipated Start/Completion Date**

Align writing tasks with PSSA and Keystone expectations

05/01/2024 - 08/01/2024

**Monitoring/Evaluation****Anticipated Output**

Student grades(quarterly), Star scores (3x year), PSSA scores(yearly), and feedback from teachers (ongoing) will be monitored and evaluated. Director of Literacy and ELA teams, along with school and network leadership.

Students will have increased opportunities to write to text and to participate in discussions about complex text, allowing students to develop comprehension skills and demonstrate learning through writing.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no



**Action Steps****Anticipated Start/Completion Date**

Coaching for teachers, differentiated by need and interest

09/01/2023 - 06/15/2026

**Monitoring/Evaluation****Anticipated Output**

Student grades(quarterly), Star scores (3x year), PSSA scores(yearly), and feedback from teachers (ongoing) will be monitored and evaluated. Director of Literacy and ELA teams, along with school and network leadership.

Students will have increased opportunities to write to text and to participate in discussions about complex text, allowing students to develop comprehension skills and demonstrate learning through writing.

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students (grades 3rd-5th) scoring Proficient & Advanced on ELA PSSA is 36.9%. Our goal is to increase our percentage of students scoring proficient and advanced on the ELA PSSA to 46%. (Increase ELA PSSA Proficiency)	Implementation of Science of Reading with Fishtank ELA, Foundations and Heggerty	Develop leaders understanding of Science of Reading through AIM Pathways PD	09/05/2023 - 01/31/2024
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## PROFESSIONAL DEVELOPMENT PLANS

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Develop leaders understanding of Science of Reading through AIM Pathways PD	Raenesha Sheppard, Director of Literacy, Amy Sherman, Assistant Head of School	Science of Reading, Phonemic Awareness, Phonics Instruction, Scarborough's Rope

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Certificate of Course Completion, Completion of course assignments,	09/05/2023 - 01/26/2024	Raenesha Sheppard, Director of Literacy, Amy Sherman, Assistant Head of School

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Structured Literacy

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Form teacher groups to analyze student work	Raenesha Sheppard, Director of Literacy, Amy Sherman, Assistant Head of School, ELA Teachers	Student work analysis, norming of grading, giving productive feedback to students



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of students (grades 3rd-5th) scoring Proficient & Advanced on ELA PSSA is 36.9%. Our goal is to increase our percentage of students scoring proficient and advanced on the ELA PSSA to 46%. (Increase ELA PSSA Proficiency)	Implementation of Science of Reading with Fishtank ELA, Foundations and Heggerty	Coaching for teachers, differentiated by need and interest	2023-09-01 - 2026-06-15

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Coaching ELA Teachers	ELA teachers, coaches	Logistics about coaching expectations, frequency, feedback cycles, communication steps, meeting norms.
Anticipated Timeframe	Frequency	Delivery Method
09/01/2023 - 06/30/2026	Bi-Annually	Presentation
Lead Person/Position	Christine Gullotti, Director of Coaching and PD	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Distribute plan at parent Title I meeting for feedback and comments	Comprehensive plan review	Paper/slide show	Families	August 25, 2023

