

BELMONT CS

4030 Brown St

TSI Title 1 Comprehensive Plan | 2023 - 2026

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

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Belmont 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, Belmont works every day to address the needs of Belmont students and their surrounding community. Belmont 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. Belmont 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

Belmont 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 fit the needs of each of their students. We expect that each staff member employed by Belmont 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 Belmont 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 Belmont 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 Belmont 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 Belmont 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 organizations utilize our facilities, and we encourage community members to volunteer and become a part of our school community. We believe it is important for the community in which we live to be a part

STEERING COMMITTEE

Name	Position	Building/Group
Jennifer Faustman	Administrator	Belmont Charter School
Denise Metz	Parent/Academic Head	Belmont Charter School
Amy Leigh	Administrator	Belmont Charter School
David Cameron	Administrator	Belmont Charter School
Theresa Doggett	Administrator	Belmont Charter School
Karen McGann	Administrator	Belmont Charter School
Michele Matza	Teacher	Belmont Charter School
Lashaya Duval Shepard	Other	Belmont Charter School
Katherine Dimanno	Other	Belmont Charter School
Bisma Wack	Parent	Belmont 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. Through the implementation of Fishtank ELA curriculum in grades 6-12 (to add on to grades K-5), and through our efforts to support teacher development and student attendance, we aim to raise our overall ELA proficiency levels.	English Language Arts
We must work to improve proficiency on the Keystone exams in High School so that our students are prepared to make decisions for their future endeavors-specifically in Algebra I which we will address by sourcing a new curriculum and adding an extra instructional block into the schedule.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Implement New ELA Curriculum - Fishtank ELA	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA & Keystone Proficiency	The percentage of students scoring Proficient & Advanced ELA PSSA and the Literature Keystone proficiency is 20.1%. Our goal is to increase this to 35%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Ensure access to platform and introduce teachers to the curriculum	2023-08-22 - 2023-08-31	Raenesha Sheppard, Director of Literacy	Fishtank Platform
Ongoing PD to support Year 1 implementation	2023-09-01 - 2024-05-01	Raenesha Sheppard, Director of Literacy	
Form teacher groups to analyze student work	2023-09-01 - 2024-05-01	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.



Evidence-based Strategy

Illustrative Math Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Algebra 1 Keystone Proficiency	The percentage of high school students scoring proficient & advanced on Keystone Algebra 1 is 0%. Our goal is to increase this to 23%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Creation of 9th grade academy to focus on needs specific to 9th grade	2023-09-01 - 2026-06-30	LaShaya Duval, Head of School	Professional Development
Pilot of Illustrative Math	2023-09-01 - 2024-06-14	Mara Davis, Director of Math	Imagine Learning platform
Increase the Math block to provide time for intervention in 9th grade	2023-09-01 - 2024-06-14	Mara Davis, Director of Math	
Evaluate Illustrative Math for effective/choose curriculum	2024-05-01 - 2024-06-14	Mara Davis, Director of Math	
Implement Curriculum	2024-08-26 - 2025-06-13	Mara Davis, Director of Math	New curricular materials

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students scoring Proficient & Advanced ELA PSSA and the Literature Keystone proficiency is 20.1%. Our goal is to increase this to 35%. (ELA PSSA & Keystone Proficiency)	Implement New ELA Curriculum - Fishtank ELA	Ensure access to platform and introduce teachers to the curriculum	08/22/2023 - 08/31/2023

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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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).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Suzanne Hughes

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Students are meeting growth expectations in ELA and Math

Overall 3-5 proficiency in ELA trending upwards since 2021

At and Above in Math is stronger than reading (Star CBM) 60% of students at or above

Four Year Cohort - 94.6% percent graduation is higher than the state (Future ReadyPA)

Career Standards - Black and Econ. Disadvan subgroups had a increase over the last four years

Four Year Cohort - Econ. Disadv subgroup is higher than our overall percentage for graduation

For Students with Disabilities there was a 2% increase in ELA performance (proficient & advanced on state measures) and a 5% increase in math performance from the previous year.

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

Challenges

While growth in ELA is positive, our overall achievement remains low based on Keystone and PSSA levels of proficiency 20.1% in 21-22 which is a downward trend from 2018 to 2022.

Algebra 1 Keystone has a particularly low proficiency rate.

Overall cohort proficiency drops as they progress through grades.

Fourth grade PSSA science scores declining from 2022 to 2023

We did not meet the career standards benchmark (overall and subgroups).

We have only 12% rigorous courses of study (Future Ready PA Index) .

Career Standards for students with disabilities is below target

Students with disabilities showed a decrease in regular attendance in recent years.

The majority of students are scoring below basic in math 66.5% (PSSA) 82% (STAR)

Strengths

Identify professional learning needs through analysis of a variety of data *

Our students as a whole showed an increase in prof/adv from 20-21, 6.5% to 21-22, 19.1%.

Challenges

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

Most Notable Observations/Patterns

Through analyzing the data, our team has seen that improving performance across ELA, Science and Math with a particular emphasis on achievement is a clear goal. While we demonstrate some success with growth indicators, we do not see an upward trend in achievement. We believe that through our coaching, PD, and a renewed focus on our MTSS programming (including attendance initiatives) we will be able to see growth and achievement.

Challenges	Discussion Point	Priority for Planning
While growth in ELA is positive, our overall achievement remains low based on Keystone and PSSA levels of proficiency 20.1% in 21-22 which is a downward trend from 2018 to 2022.	Pandemic impact Staff attendance Student attendance Low student engagement Curriculum implementation Small group implementation	✓
Algebra 1 Keystone has a particularly low proficiency rate.	-student attendance/tardies -low student engagement - low classroom management skills -teacher turnover - curriculum implementation -learning gaps from pandemic interrupted learning	✓

ADDENDUM B: ACTION PLAN

Action Plan: Implement New ELA Curriculum - Fishtank ELA

Action Steps	Anticipated Start/Completion Date	
Ensure access to platform and introduce teachers to the curriculum	08/22/2023 - 08/31/2023	
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
Fishtank Platform	yes	no

Action Steps**Anticipated Start/Completion Date**

Ongoing PD to support Year 1 implementation

09/01/2023 - 05/01/2024

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**

yes



Action Steps**Anticipated Start/Completion Date**

Form teacher groups to analyze student work

09/01/2023 - 05/01/2024

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**

Protocols for analyzing student work

yes



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



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

Action Plan: Illustrative Math Curriculum

Action Steps**Anticipated Start/Completion Date**

Creation of 9th grade academy to focus on needs specific to 9th grade

09/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

Professional Development

no

Action Steps**Anticipated Start/Completion Date**

Pilot of Illustrative Math

09/01/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

Imagine Learning platform

no

yes

Action Steps

Anticipated Start/Completion Date

Increase the Math block to provide time for intervention in 9th grade

09/01/2023 - 06/14/2024

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Comm Step

no



Action Steps**Anticipated Start/Completion Date**

Evaluate Illustrative Math for effective/choose curriculum

05/01/2024 - 06/14/2024

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

no

Action Steps**Anticipated Start/Completion Date**

Implement Curriculum

08/26/2024 - 06/13/2025

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step****Comm Step**

New curricular materials

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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The percentage of students scoring Proficient & Advanced ELA PSSA and the Literature Keystone proficiency is 20.1%. Our goal is to increase this to 35%. (ELA PSSA & Keystone Proficiency)	Implement New ELA Curriculum - Fishtank ELA	Ongoing PD to support Year 1 implementation	09/01/2023 - 05/01/2024
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Fishtank Implementation	ELA teachers, coaches, School leadership	Navigating Fishtank website, internalizing unit and lesson plans, become familiar with assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher submitted lesson plans Post PD survey feedback	08/22/2023 - 08/31/2023	Raenesha Sheppard, Director of Literacy

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

Professional Development Step	Audience	Topics of Prof. Dev
Fishtank Implementation	ELA teachers, coaches, School leadership	Writing, Close Reading Strategies, Centering Diverse and Rigorous texts

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher submitted lesson plans, coaches' feedback, Teacher evaluation rubrics Post PD survey feedback	09/01/2023 - 05/15/2024	Raenesha Sheppard, Director of Literacy

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Structured Literacy

Professional Development Step

Audience

Topics of Prof. Dev

Fishtank Implementation

ELA teachers, coaches, School leadership

Standards, grading, student feedback, rigor, normed grading

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Post PD survey feedback, coaches' feedback around the feedback that students are receiving

09/01/2024 - 05/01/2025

Raenesha Sheppard, Director of Literacy

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The percentage of high school students scoring proficient & advanced on Keystone Algebra 1 is 0%. Our goal is to increase this to 23%. (Algebra 1 Keystone Proficiency)	Illustrative Math Curriculum	Pilot of Illustrative Math	2023-09-01 - 2024-06-14

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Illustrative Math Pilot	HS Teachers and Staff, Math teachers, School leaders	Curriculum Selection Process, feedback survey results
Anticipated Timeframe	Frequency	Delivery Method
08/30/2023 - 06/14/2024	Bi-Weekly	Presentation
Lead Person/Position		
Mara Davis, Director of Mathematics		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan Input from Families	Comprehensive Plan Input from Families	Paper/In Person	Families	8/25/2023

