

## **INDEPENDENCE CS WEST**

5600 Chester Avenue

Schoolwide Title 1 Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

Independence Charter School West (ICS West) is a community-based public charter school of academic excellence, located in Southwest Philadelphia and serving a diverse community of learners. Independence Charter School West provides and intellectually-stimulating curriculum with a global focus designed to develop independent, thoughtful global citizens. We emphasize second language acquisition and integrate arts, ideas, and histories from around the world.

### **VISION STATEMENT**

It is the vision of Independence Charter School West that all of our students will graduate from grade eight fully bilingual, culturally conversant, and with the knowledge and skills necessary to gain admission, excel academically, and thrive socially in the high school of their choice. Independence Charter School West will continue to utilize a responsive classroom type model and implement Trauma-Informed Practices to meet this goal.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Our students uphold the following daily: I am a global citizen when... Soy un ciudadano del mundo cuando... I respect multiple points of view. Respeto diferentes puntos de vista. I challenge stereotypes and misinformation. Desafío los estereotipos y la desinformación. I make responsible decisions. Tomo decisiones responsables.

### **STAFF**

Our staff uphold the core beliefs of community, courage, growth, equity, and global citizenship. We honor and celebrate the fullness of our individual and collective humanity. We accept the challenge and joy of standing for who we are and for everyone's right to be themselves. We take risks and do difficult things every day because learning strengthens our relationships to ourselves, each other, and the world. Learning is worth the effort. We create a just learning environment that provides all learners with what they need to feel and be healthy, safe, and affirmed. All learners deserve academic opportunities that meet their needs.

### **ADMINISTRATION**

Our administration upholds the same core beliefs as our staff: community, courage, growth, equity, and global citizenship.

### **PARENTS**

Parents and families are ensured full opportunities for participation and involvement regardless of whether they or their student have disabilities, migratory status, or limited English proficiency. Parents are expected to review and understand information about Independence Charter School West's Title I Program and other programs. Parents and families are expected to attend and/or participate in school meetings and activities and to uphold the school's beliefs and values.

### **COMMUNITY**

The community is ensured full opportunities to understand and, at times, participate in school programs and activities. ICS West has

community space available and seeks to partner with community members to provide a connection for our students into the communities in which they live. Our community members are expected to uphold the school's beliefs and values.

## STEERING COMMITTEE

Name	Position	Building/Group
Gloria Shabazz	Board Member	Independence Charter School West
Sean Gallagher	Administrator	Independence Charter School West
Dana Twyman	Administrator	Independence Charter School West
Sheri Newmark	Administrator	Independence Charter School West
Michael Danyo	Other	Santilli and Thomson
Doris Ferver	Parent	Parent
Tish Prendergast	Community Member	Independence Charter School
William Ramsey	Teacher	Independence Charter School West
Helen Gross	Other	Independence Charter School West
Alexis Vincent	Teacher	Independence Charter School West
Shannon Cooke	Teacher	Independence Charter School West

**Name**

**Position**

**Building/Group**



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Teacher Induction and Professional Development Plans will be created and implemented to support the improvement of instructional practices in classrooms following a precise annual arc of professional learning opportunities paired with coaching and observation cycles.	Essential Practices 1: Focus on Continuous Improvement of Instruction  Essential Practices 1: Focus on Continuous Improvement of Instruction
A system to collect the data necessary to demonstrate instruction of the Career Standards will be created and staff will be appropriately trained and supported in implementing the system.	Career Standards Benchmark
The Master Schedule will be restructured and reconfigured to embed Intervention during Instructional Blocks and Intervention Teachers will receive the relevant training, coaching and evaluation to be increasingly effective.	Essential Practices 1: Focus on Continuous Improvement of Instruction
The Student Support Team will re-invigorate the Attendance Incentives and Award system (embedded in the PBIS system) and will implement the Attendance and Truancy policy to support students and families.	Regular Attendance

## ACTION PLAN AND STEPS

Evidence-based Strategy

## Master Schedule Restructuring

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Intervention Instruction

The Master Schedule will include instructional blocks that include small group instruction rotations for the provision of intervention in both ELA and Math that are implemented with 95% fidelity.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

The Master Schedule will be continually restructured to accommodate small group instruction rotations and the provision of interventions for students

2022-07-01 -  
2025-06-30

Principal

Contractor to restructure schedule, data for analysis and review, materials regarding best practices

The Instructional Leadership Team will create the materials and expectations necessary, based upon research, to effectively implement the model.

2022-07-01 -  
2025-06-30

Principal

Professional learning meeting time, agendas, materials, salary for staff

### Anticipated Outcome

Students will see significant improvement in achievement in both ELA and Math and closing of learning gaps created by the Pandemic-era closures.

### Monitoring/Evaluation

The Leadership Team will keep track of the implementation of the plans and will collect the data necessary to determine effectiveness.

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### Evidence-based Strategy

Teacher Coaching

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Coaching	95% of teachers will receive at least one informal observation by a Leadership Team member or Instructional Coach each quarter of each school year, including pre and post observation conferences.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implementation of Danielson rubric to guide coaching of teachers by Leadership Team and Coaches	2022-07-01 - 2025-06-30	Principal	Danielson rubric and materials, professional learning sessions with staff lead by Instructional Leadership Team

### Anticipated Outcome

Teachers will report that their Instructional Coach has observed them at least once per quarter. Coaching trackers will show that weekly mentor meetings take place for each teacher participating in the Induction Program, with weekly meetings recorded.

### Monitoring/Evaluation

Principal will review coaching trackers for each Leadership Team member and Coach for discussion in bi-weekly Instructional Leadership Team Meetings. The effectiveness of coaching will be measured by efficacy surveys and impact data at the end of each school year.



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### Evidence-based Strategy

Career Standards

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Standards	98% of students to whom Career Education and Work (CEW) standards apply will have documented the number of pieces of evidence of meeting the criteria of the CEW standards.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will understand and implement the requirements of Career Standards and the system to document evidence.	2022-07-01 - 0005-06-30	Director of Student Support	Career Standards and evidence collection system

### Anticipated Outcome

Students will have the number of pieces of evidence of meeting the criteria of the CEW standards documented and collected.

### Monitoring/Evaluation

The Director of Student Support will monitor the system and collection of evidence.

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## Evidence-based Strategy

Professional Learning

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Induction and PD Plan	A Scope and Sequence of Induction and Professional Development activities will be created and implemented with 100% fidelity each year of the Comprehensive Plan, with adjustments to be made between school years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A Scope and Sequence of Induction and Professional Development activities will be created based upon a needs assessment and review of data regarding the effectiveness of previous professional learning activities.	2022-07-01 - 2025-06-30	Principal	Impact measurement data, school calendar, instructional data, materials
The Induction and Professional Development Plan will be implemented with fidelity after adjustments in Target Year 1 based upon ongoing data collection.	2022-07-01 - 2025-06-30	Principal	Professional Learning and Induction Plans and arcs, materials for professional learning, contractor supports and services

## Anticipated Outcome

Teachers will improve their instructional effectiveness as demonstrated by various data collections (PSSA, PVAAS, iReady, etc.)

## Monitoring/Evaluation

Implementation of the Inductinon and PD calendar will be monitored by the Leadership Team, with adjustments to be made as necessary

## Evidence-based Strategy

Attendance

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Attendance

95% of students will attend 90% or more of school days.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

The Student Support Team will convene, review and revise the Attendance and Truancy protocol and guidelines as necessary, and will implement them through the course of the school year

2022-07-01 -  
2025-06-30

Director of  
Student  
Support

Attendance and Truancy Policy,  
Attendance and Truancy Protocol,  
brochures and materials for families,  
transportation resources for home  
visits or family visits to the school

## Anticipated Outcome

Improved attendance through implementation of the protocol and guideline and consistent implementation

## **Monitoring/Evaluation**

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Weekly attendance data review and protocol implementation with fidelity checks by Director of Student Support

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of teachers will receive at least one informal observation by a Leadership Team member or Instructional Coach each quarter of each school year, including pre and post observation conferences. (Coaching)	Teacher Coaching	Implementation of Danielson rubric to guide coaching of teachers by Leadership Team and Coaches	07/01/2022 - 06/30/2025

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
98% of students to whom Career Education and Work (CEW) standards apply will have documented the number of pieces of evidence of meeting the criteria of the CEW standards. (Career Standards)	Career Standards	Teachers will understand and implement the requirements of Career Standards and the system to document evidence.	07/01/2022 - 06/30/0005

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
A Scope and Sequence of Induction and Professional Development activities will be created and implemented with 100% fidelity each year of the Comprehensive Plan, with adjustments to be made between school years. (Induction and PD Plan)	Professional Learning	The Induction and Professional Development Plan will be implemented with fidelity after adjustments in Target Year 1 based upon ongoing data collection.	07/01/2022 - 06/30/2025

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Master Schedule will include instructional blocks that include small group instruction rotations for the provision of intervention in both ELA and Math that are implemented with 95% fidelity. (Intervention Instruction)	Master Schedule Restructuring	The Instructional Leadership Team will create the materials and expectations necessary, based upon research, to effectively implement the model.	07/01/2022 - 06/30/2025



## 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

2022-08-29

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

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Chief School Administrator

Sean Gallagher

2022-08-30

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School Improvement Facilitator Signature

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Building Principal Signature

Dana Twyman

2022-08-30

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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27.6% of our students demonstrated proficiency in science based on the school year 20-21 PSSA scores.

We provided in person instruction to our students with disabilities, and they participated in the PSSA proportionally.

For the 21-22 school year, Expeditionary Learning was adopted as our common core aligned ELA curriculum across all grades. This enables us to provide students with rigorous grade-level material while remediating for individual skills gaps in small group instruction.

For the 20-21 school year, we adjusted our staffing model to include full-time Intervention Teachers in each grade for ELA, enabling us to address individual skill gaps daily in small, homogenous groupings, without removing students from essential grade-level content.

The 22-23 school year will be our 4th year using Ready Math as our common core aligned math curriculum across all grades. This enables us to provide students with rigorous grade-level material while remediating for individual skills gaps in small group instruction.

### Challenges

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Due to the Pandemic and rolling closures, attendance, which was traditionally strong, has suffered significantly.

The number of students in general education that were able to participate in the PSSA were significantly challenged due to the Pandemic and remote instruction.

While our teachers did an amazing job creating and delivering our remote instruction program during the 15 months that we were not able to be in the building due to Covid, it is obvious that remote instruction does not meet the needs of most students. While we were able to fully return to the building during the 21-22 school year (with some interruptions), this was still a school year of adjustment as we prioritized the safety of all of the members of our school community. We anticipate that the 22-23 school year, after a year of learning how to adjust for Covid, will be our first year of normal in-person instruction since the early part of the 19-20 school year, and as such, we expect to be able to meet our students' needs such that significant student growth happens in all subjects.

Although we were able to return to in-person instruction during the 21-22 school year, for the safety of our team members, most of

## Strengths

For the 20-21 school year, we adjusted our staffing model to include full-time Intervention Teachers in each grade for Math, enabling us to address individual skill gaps daily in small, homogenous groupings, without removing students from essential grade-level content.

The 21-22 school year was our first year with 8th grade, and we now have a full complement of Science teachers in our upper grades. This will enable us to have more content-specific professional development for our Science teachers moving forward.

We have a strong Instructional Leadership Team, moving into their 3rd year working together. This group has done an amazing job guiding our school through the impact of Covid, and as those restrictions lessen, we expect that this group will guide us in achieving our growth goals for student achievement.

ICS West now has a full complement of staff to support our students in College and Career Readiness, including 2 Counselors, a School Social Worker, 3 Student Support Specialists, and a Director of Student Support. With this team in place, we anticipate significant growth in our Career Readiness outcomes, now that we are a fully grown school.

ICS West embeds College and Career Readiness in its disciplines to fully address the Career Standards.

## Challenges

our professional development still took place over Zoom. We anticipate being able to return to fully in-person professional development for the 22-23 school year, which will significantly increase our ability to practice systems and skills together in a way that raises the bar across our entire school.

This year we will be testing both 4th and 8th grade students and will have the benefit of longitudinal data to inform instruction and improve achievement on the Science PSSA.

ICS West will focus on the creation of a system to capture and document the instruction related to the Career Standards and to support student development in this area.

ICS West's Student Support Team will support teachers with the implementation of the Career Standards across disciplines.

Students with disabilities were among the most negatively impacted by Covid's restrictions. We were able to serve students with disabilities in person during part of the 20-21 school year and to fully return to the building during the 21-22 school year (with interruptions). However, we prioritized the safety of all of the members of our school community.

Our Students Considered Economically Disadvantaged, and our Black students, are scoring proficient and advanced at a lower percentage than our entire student body. As a school with a high percentage of students in both of these groupings, we expect that

## Strengths

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Our EL population's attendance is surpassing the state average.

Our Students with Disabilities are attaining proficient or advanced at a comparatively higher rate in Science, indicating strong differentiated instruction in our Science classes.

As a growing school over the last 2 school years, we have added significant capacity to the Special Education team, replacing a single Supervisor of Special Education with 3 positions - a Director of Student Support, the existing Supervisor of Special Education, and a Special Education Compliance Specialist. Our percentage of students with IEPs moves between 22% and 27% during the school year, which means there is a heavy burden on our team to complete the necessary evaluations and IEP meetings, and this increase in capacity enables us to continue to focus on the quality of instruction in Special Education while ensuring all legal thresholds are exceeded in service of our students and their parents.

Significant effort has gone into creating our data-driven instructional program, based on common core aligned curricula in ELA and Math and highly rated assessments (iReady for growth, IRLA for primary grade literacy), and featuring weekly content internalization meetings in grade and content groups, ensuring continuity of rigorous instruction across our classrooms. Assessment data is analyzed by teams in regular intervals

## Challenges

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our major instructional efforts (common core aligned curricula, addition of Intervention Teachers in each grade for ELA and Math) will have a big impact on the success of students in these groupings.

The closures and shift to remote instruction has exacerbated student learning issues. ICS West has hired Intervention Teachers to support students with direct instruction to help eliminate teaching and learning gaps.

Our instructional leadership team was expanded with a robust coaching program for teachers in mind, and while the conditions for creating this plan are still in place, the restrictions of Covid have depleted this effort over the last 2 school years. We are excited to finally realize our plan to have instructionally-focused Leadership Team Members and Coaches spending the majority of their time in classrooms with teachers, coaching them as they increase their ability to differentiate for their students and provide what each of them need.

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## Strengths

throughout the year to inform adjustment of instruction.

The entire organization, from the Board on down, has prioritized allocation of resources to the instructional needs of our students, highlighted by a significant shift of budget allocation toward the addition of Intervention Teachers in each grade in ELA and Math, and the expansion of our instructional leadership team.

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## Most Notable Observations/Patterns

Though the 20-21 PSSA was not a perfect measure (some students were opted out by the parents, and students hadn't been at school in-person in over a year), this data still shows that student growth is an essential focus moving forward. Students with disabilities were among the most negatively impacted by Covid's restrictions.

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## Challenges

Although we were able to return to in-person instruction during the 21-22 school year, for the safety of our team members, most of our professional development still took place over Zoom. We anticipate being able to return to fully in-person professional development for the 22-23 school year, which will significantly increase our ability to practice systems and skills together in a way that raises the bar across our entire school.

## Discussion Point

The Pandemic created extreme issues as related to staff attendance and illness, and safety had to be the

## Priority for Planning

Challenges	Discussion Point	Priority for Planning
	priority concern.	
ICS West will focus on the creation of a system to capture and document the instruction related to the Career Standards and to support student development in this area.	The Leadership Team did not have the internal support to execute data capture appropriately.	
Our instructional leadership team was expanded with a robust coaching program for teachers in mind, and while the conditions for creating this plan are still in place, the restrictions of Covid have depleted this effort over the last 2 school years. We are excited to finally realize our plan to have instructionally-focused Leadership Team Members and Coaches spending the majority of their time in classrooms with teachers, coaching them as they increase their ability to differentiate for their students and provide what each of them need.	The school has grown rapidly and added additional teachers that required support and acclimation to the mission and vision.	
Due to the Pandemic and rolling closures, attendance, which was traditionally strong, has suffered significantly.	The Pandemic created extreme issues as related to student attendance and illness, and safety had to be the priority concern.	
The closures and shift to remote instruction has exacerbated student learning issues. ICS West has hired Intervention Teachers to support students with direct instruction to help eliminate teaching and learning gaps.	Students and staff shifted suddenly to remote instruction and learning. Research has demonstrated that	

**Challenges****Discussion Point****Priority for Planning**

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remote instruction  
creates teaching and  
learning gaps.

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## ADDENDUM B: ACTION PLAN

### Action Plan: Master Schedule Restructuring

Action Steps	Anticipated Start/Completion Date	
The Master Schedule will be continually restructured to accommodate small group instruction rotations and the provision of interventions for students	07/01/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
The Leadership Team will keep track of the implementation of the plans and will collect the data necessary to determine effectiveness.	Students will see significant improvement in achievement in both ELA and Math and closing of learning gaps created by the Pandemic-era closures.	
Material/Resources/Supports Needed	PD Step	Comm Step
Contractor to restructure schedule, data for analysis and review, materials regarding best practices	no	no

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

The Instructional Leadership Team will create the materials and expectations necessary, based upon research, to effectively implement the model.

07/01/2022 - 06/30/2025

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

The Leadership Team will keep track of the implementation of the plans and will collect the data necessary to determine effectiveness.

Students will see significant improvement in achievement in both ELA and Math and closing of learning gaps created by the Pandemic-era closures.

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

Professional learning meeting time, agendas, materials, salary for staff

yes

no



## Action Plan: Teacher Coaching

Action Steps	Anticipated Start/Completion Date
Implementation of Danielson rubric to guide coaching of teachers by Leadership Team and Coaches	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Principal will review coaching trackers for each Leadership Team member and Coach for discussion in bi-weekly Instructional Leadership Team Meetings. The effectiveness of coaching will be measured by efficacy surveys and impact data at the end of each school year.	Teachers will report that their Instructional Coach has observed them at least once per quarter. Coaching trackers will show that weekly mentor meetings take place for each teacher participating in the Induction Program, with weekly meetings recorded.

Material/Resources/Supports Needed	PD Step	Comm Step
Danielson rubric and materials, professional learning sessions with staff lead by Instructional Leadership Team	yes	yes

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## Action Plan: Career Standards

Action Steps	Anticipated Start/Completion Date
Teachers will understand and implement the requirements of Career Standards and the system to document evidence.	07/01/2022 - 06/30/0005

Monitoring/Evaluation	Anticipated Output
The Director of Student Support will monitor the system and collection of evidence.	Students will have the number of pieces of evidence of meeting the criteria of the CEW standards documented and collected.

Material/Resources/Supports Needed	PD Step	Comm Step
Career Standards and evidence collection system	yes	no

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## Action Plan: Professional Learning

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

A Scope and Sequence of Induction and Professional Development activities will be created based upon a needs assessment and review of data regarding the effectiveness of previous professional learning activities.

07/01/2022 - 06/30/2025

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

Implementation of the Induction and PD calendar will be monitored by the Leadership Team, with adjustments to be made as necessary

Teachers will improve their instructional effectiveness as demonstrated by various data collections (PSSA, PVAAS, iReady, etc.)

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

Impact measurement data, school calendar, instructional data, materials

no

no



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

The Induction and Professional Development Plan will be implemented with fidelity after adjustments in Target Year 1 based upon ongoing data collection.

07/01/2022 - 06/30/2025

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

Implementation of the Induction and PD calendar will be monitored by the Leadership Team, with adjustments to be made as necessary

Teachers will improve their instructional effectiveness as demonstrated by various data collections (PSSA, PVAAS, iReady, etc.)

**Material/Resources/Supports Needed**

**PD  
Step**

**Comm  
Step**

Professional Learning and Induction Plans and arcs, materials for professional learning, contractor supports and services

yes

no



## Action Plan: Attendance

Action Steps	Anticipated Start/Completion Date	
The Student Support Team will convene, review and revise the Attendance and Truancy protocol and guidelines as necessary, and will implement them through the course of the school year	07/01/2022 - 06/30/2025	
Monitoring/Evaluation	Anticipated Output	
Weekly attendance data review and protocol implementation with fidelity checks by Director of Student Support	Improved attendance through implementation of the protocol and guideline and consistent implementation	
Material/Resources/Supports Needed	PD Step	Comm Step
Attendance and Truancy Policy, Attendance and Truancy Protocol, brochures and materials for families, transportation resources for home visits or family visits to the school	no	yes
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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of teachers will receive at least one informal observation by a Leadership Team member or Instructional Coach each quarter of each school year, including pre and post observation conferences. (Coaching)	Teacher Coaching	Implementation of Danielson rubric to guide coaching of teachers by Leadership Team and Coaches	07/01/2022 - 06/30/2025
98% of students to whom Career Education and Work (CEW) standards apply will have documented the number of pieces of evidence of meeting the criteria of the CEW standards. (Career Standards)	Career Standards	Teachers will understand and implement the requirements of Career Standards and the system to document evidence.	07/01/2022 - 06/30/0005
A Scope and Sequence of Induction and Professional Development activities will be created and implemented with 100% fidelity each year of the Comprehensive Plan, with adjustments to be made between school years. (Induction and PD Plan)	Professional Learning	The Induction and Professional Development Plan will be implemented with fidelity after	07/01/2022 - 06/30/2025



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		adjustments in Target Year 1 based upon ongoing data collection.	
The Master Schedule will include instructional blocks that include small group instruction rotations for the provision of intervention in both ELA and Math that are implemented with 95% fidelity. (Intervention Instruction)	Master Schedule Restructuring	The Instructional Leadership Team will create the materials and expectations necessary, based upon research, to effectively implement the model.	07/01/2022 - 06/30/2025

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Internalization and practice of the elements of the Danielson rubric	Instructional staff (teachers, coaches)	All 4 domains of the Danielson rubric

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher-efficacy learning in PD Exit Tickets; meeting student achievement goals as specified in "Goal Setting" section of this plan.	07/01/2022 - 06/30/2025	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 2a: Creating an Environment of Respect and Rapport 3a: Communicating with Students	Language and Literacy Acquisition for All Students

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Professional Development Step	Audience	Topics of Prof. Dev
Career Standards Professional Learning	Instructional staff (teachers, coaches)	The CEW Standards and the system to capture evidence

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completed evidence capture	07/01/2022 - 06/30/2025	Director of Student Support

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

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

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Small Group Instruction and Interventions

Instructional staff (teachers, coaches)

Understanding and Administering Assessments, Data-Analysis to Drive Instruction, Creating Small Groups

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Data trackers, student achievement data, teacher efficacy data

07/01/2022 - 06/30/2025

Principal

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

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

3d: Using Assessment in Instruction

Teaching Diverse Learners in an Inclusive Setting

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

1e: Designing Coherent Instruction

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Induction and Professional Development

All staff

Varied

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Improved student achievement, improved student attendance, reduction in disciplinary referrals

07/01/2022 - 06/30/2025

Principal

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

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

1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in an Inclusive Setting

2d: Managing Student Behavior

3e: Demonstrating Flexibility and Responsiveness

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

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

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1e: Designing Coherent Instruction

2e: Organizing Physical Space

4a: Reflecting on Teaching

1a: Demonstrating Knowledge of Content and Pedagogy

2a: Creating an Environment of Respect and Rapport

3b: Using Questioning and Discussion Techniques

4c: Communicating with Families

1c: Setting Instructional Outcomes

2c: Managing Classroom Procedures

3d: Using Assessment in Instruction

1f: Designing Student Assessments

3a: Communicating with Students

4b: Maintaining Accurate Records

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

3c: Engaging Students in Learning

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
95% of teachers will receive at least one informal observation by a Leadership Team member or Instructional Coach each quarter of each school year, including pre and post observation conferences. (Coaching)	Teacher Coaching	Implementation of Danielson rubric to guide coaching of teachers by Leadership Team and Coaches	2022-07-01 - 2025-06-30
95% of students will attend 90% or more of school days. (Attendance)	Attendance	The Student Support Team will convene, review and revise the Attendance and Truancy protocol and guidelines as necessary, and will implement them through the course of the school year	2022-07-01 - 2025-06-30

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communicate Danielson Rubric Plan to Instructional Team and Teachers	Instructional Leadership Team and Teachers	All 4 domains of the Danielson rubric
Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	1x/week (focus for week to staff)	Email Presentation
Lead Person/Position		
Principal		
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Communication Step	Audience	Topics/Message of Communication
Attendance	Staff, students and families	The protocol for attendance taking, addressing attendance issues before they become an issue, the guidelines for attendance, the procedures for attendance referrals



**Anticipated Timeframe****Frequency****Delivery Method**

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07/01/2022 - 06/30/2025

1x/week to staff

Email  
Newsletter  
Posting on district website

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**Lead Person/Position**

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Director of Student Support

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting the completed plan on the school's website	Approval of Comp Plan by the Board of Trustees	Electronic	ICS West Community Stakeholders	9/1/2022-06/30/2025

