

BELMONT CHARTER SCHOOL

4030 Brown St

Schoolwide Title 1 Comprehensive Plan | 2020 - 2023

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
Genevieve Byrd	Head of High School	Belmont Charter School
Julian Saavedra	High School Teacher	Belmont Charter School
Christine Gullotti	Head of Middle School	Belmont Charter School
Ed McCabe	Middle School Teacher	Belmont Charter School
Danielle Hetherington	Middle School Teacher	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.	English Language Arts Early Literacy Essential Practices 1: Focus on Continuous Improvement of Instruction
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.	Mathematics Essential Practices 1: Focus on Continuous Improvement of Instruction Career Standards Benchmark
We must establish a Career and College Readiness team who will develop and align curriculum that adheres to the Career Readiness standards and ensures full compliance.	Career Standards Benchmark Career Standards Benchmark Career Standards Benchmark
We must work to develop a strong organizational structure with dedicated staff who feel supported so that they are able to best support our students.	School climate and culture School climate and culture Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy

HS Summer Work Experience Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career and College Readiness Compliance	100% of students in grades 5, 8, and 11 will meet the career readiness benchmarks with the appropriate pieces of evidence in their portfolios.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Apply for PYN Summer Work Experience Grant	2019-08-01 - 2019-08-31	Director of Grants and Compliance	Cooperation from HS Career Counselor

Implement PYN Summer Work Experience Program for Belmont Charter high school students	2020-06-12 - 2020-08-15	High School Counselor	Grant and Compliance Support from Main office
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Anticipated Outcome

Receive Funding for enhancement and expansion of summer work experience program for high school students to help prepare them for college and careers. This will introduce students to jobs that interest them and they will gain important skills as they add to their college and career readiness portfolios.

Monitoring/Evaluation

The summer program will be evaluated based on student attendance, feedback from students and staff based on surveys administered.

Evidence-based Strategy

Guided Reading Instructional Approach

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Goal Nickname**Measurable Goal Statement (Smart Goal)**

Increasing ELA Proficiency

We will increase the percent of students performing Proficient or Advanced on the ELA PSSA tests by 23 percent by Year 3.

K-2 Reading On Target

We will have 70% of K-2 students reading on level by Year 3.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Identify Guided Reading Books/Curriculum

2020-06-01 - 2020-06-30

Head of School & ELA Academic Team

Grade level appropriate guided reading books that will meet the needs of all students.

Create Classroom Guided Reading Libraries

2020-08-01 - 2020-08-20

Head of Academics and Director of Facilities

Facilities and Building Maintenance to help build/create libraries in classrooms

Implement Guided Reading Program

2020-09-01 - 2023-06-30

Classroom Teachers/Reading Support Specialists

Anticipated Outcome

Students will have new, appropriate reading materials that meet their needs. Guided Reading program will help students to read on level and will increase proficiency on PSSAs.

Monitoring/Evaluation

Student grades, PSSA scores, and feedback from teachers will be monitored and evaluated.

Evidence-based Strategy

Increasing Math Proficiency

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Increasing Math Proficiency

We will increase the percent of students performing Proficient or Advanced on the Math PSSA tests by 30 percent by Year 3.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students in grades 5, 8, and 11 will meet the career readiness benchmarks with the appropriate pieces of evidence in their portfolios. (Career and College Readiness Compliance)	HS	Apply for PYN	08/01/2019
	Summer	Summer Work	-
	Work Experience Program	Experience Grant	08/31/2019

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will increase the percent of students performing Proficient or Advanced on the ELA PSSA tests by 23 percent by Year 3. (Increasing ELA Proficiency)	Guided Reading	Identify Guided Reading	06/01/2020
	Instructional Approach	Books/Curriculum	- 06/30/2020
We will have 70% of K-2 students reading on level by Year 3. (K-2 Reading On Target)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
We will increase the percent of students performing Proficient or Advanced on the ELA PSSA tests by 23 percent by Year 3. (Increasing ELA Proficiency)	Guided Reading Instructional Approach	Implement Guided Reading Program	09/01/2020 - 06/30/2023
We will have 70% of K-2 students reading on level by Year 3. (K-2 Reading On Target)			

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.

School Board Minutes or Affirmation Statement _____ ;

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

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA Growth

Math Growth

Fountas and Pinnell Benchmark Reading Assessment - % Reading on target or above was 77% for Grade 3 in 18-19. This is a highlight as it demonstrates an increase in the % of students reading on level or above from the previous year.

2019 PSSA Math - 3rd Grade met goal of 23% Proficient or Advanced on the 2019 PSSA. This is a strength as the students have been learning with the common core since Kindergarten and have demonstrated strength on the ELA PSSA during their first year of testing.

Keystone Literature - 45% of high school students scored Proficient or Advanced on the Keystone Literature assessment. This is a highlight for the high school.

Star360 Benchmark - March benchmark indicated grades 3, 5, 6, 7, 8 all on target to meet the % Proficient or Advanced goals set for 2019.

2019 PSSA Science - 63% of Grade 4 students scored Proficient or Advanced on the 2019 PSSA. This has been identified as a success for our science program.

Future Ready Index 2019 - 95% of Students with Disabilities had the required number of pieces of evidence for the

Challenges

Career Standards

ELA % Proficient or Advanced

Math % Proficient or Advanced

2019 PSSA ELA - No grade level in 3rd-8th met the goal set for % Proficient or Advanced on the ELA PSSA. This is a challenge as scores did not improve as expected.

Star360 Benchmark - June benchmark indicated grades 3, 4, 5, 6 not on target to meet the % Proficient or Advanced goals set for 2019.

Keystone Biology - Only 18% of students scored Proficient or Advanced on Keystone Biology.

Future Ready Index 2019 - Overall, our school did not meet the standard with only 63.2% of students having the required pieces of evidence to meet the Career Standards Benchmark.

PSSA Math 2019 - Only 4.5% of students with disabilities scored P or A on Math while school as a whole scored 13.8% P or A.

PSSA ELA 2019 - Only 13.4% of students with disabilities scored P or A on ELA while school as a whole scored 26.7% P or A

Strengths

Career Standards Benchmark and met the interim target. A success for our students with disabilities.

Future Ready Index 2019 - 95% of Students with Disabilities had the required number of pieces of evidence for the Career Standards Benchmark and met the interim target. A success for our students with disabilities.

Coordinate and monitor supports aligned with students' and families' needs

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

Identify and address individual student learning needs

Implement evidence-based strategies to engage families to support learning

Challenges

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

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

Most Notable Observations/Patterns

Analyzing data showed our team that academics and improving performance is a clear goal for our comprehensive plan. We also feel that improving overall school culture (which speaks to the ensuring organizational coherence challenge) is necessary if we are to see the improvement in academic results. We made this connection as we went through the data and believe that creating an even stronger foundation and support within the school environment will, in turn, help improve classroom learning and student outcomes.

Challenges

Discussion Point

Priority for Planning

ELA %
Proficient or

While PSSA test scores are not the only measure of success, they are an important measure. High



Challenges	Discussion Point	Priority for Planning
Advanced	<p>percentages of homeless and transient students as well as 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>	
Math % Proficient or Advanced	<p>While PSSA test scores are not the only measure of success, they are an important measure. High percentages of homeless and transient students as well as 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>Future Ready Index 2019 - Overall, our school did not meet the standard with only 63.2% of students having the required pieces of evidence to meet the Career Standards Benchmark.</p>	<p>There is not a well conceived Career and College Standards team monitoring the requirements for the Future Ready Index. Staff training in the requirements and a clear internal plan to exceed the targets and meet all requirements needs to be developed and implemented.</p>	✓
Establish and	Establishing a strong school culture and environment	✓

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

maintain a focused system for continuous improvement and ensure organizational coherence

that is cohesive, supportive, and consistent so students receive the necessary support. Additionally, ensuring teachers are developed and placed in the areas in which they are most effective. Strong school culture and a well trained, developed staff, will help lead to a place in which students can learn most effectively.

ADDENDUM B: ACTION PLAN

Action Plan: HS Summer Work Experience Program

Action Steps	Anticipated Start/Completion Date
Apply for PYN Summer Work Experience Grant	08/01/2019 - 08/31/2019

Monitoring/Evaluation	Anticipated Output
The summer program will be evaluated based on student attendance, feedback from students and staff based on surveys administered.	Receive Funding for enhancement and expansion of summer work experience program for high school students to help prepare them for college and careers. This will introduce students to jobs that interest them and they will gain important skills as they add to their college and career readiness portfolios.

Material/Resources/Supports Needed	PD Step	Comm Step
Cooperation from HS Career Counselor	yes	yes

Action Steps

Anticipated Start/Completion Date

Implement PYN Summer Work Experience Program for Belmont Charter high school students

06/12/2020 - 08/15/2020

Monitoring/Evaluation

Anticipated Output

The summer program will be evaluated based on student attendance, feedback from students and staff based on surveys administered.

Receive Funding for enhancement and expansion of summer work experience program for high school students to help prepare them for college and careers. This will introduce students to jobs that interest them and they will gain important skills as they add to their college and career readiness portfolios.

Material/Resources/Supports Needed

PD Step

Comm Step

Grant and Compliance Support from Main office

no

yes

Action Plan: Guided Reading Instructional Approach

Action Steps**Anticipated Start/Completion Date**

Identify Guided Reading Books/Curriculum

06/01/2020 - 06/30/2020

Monitoring/Evaluation**Anticipated Output**

Student grades, PSSA scores, and feedback from teachers will be monitored and evaluated.

Students will have new, appropriate reading materials that meet their needs. Guided Reading program will help students to read on level and will increase proficiency on PSSAs.

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

Grade level appropriate guided reading books that will meet the needs of all students.

yes

yes

Action Steps**Anticipated Start/Completion Date**

Create Classroom Guided Reading Libraries

08/01/2020 - 08/20/2020

Monitoring/Evaluation**Anticipated Output**

Student grades, PSSA scores, and feedback from teachers will be monitored and evaluated.

Students will have new, appropriate reading materials that meet their needs. Guided Reading program will help students to read on level and will increase proficiency on PSSAs.

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

Facilities and Building Maintenance to help build/create libraries in classrooms

no

yes

Action Steps

Anticipated Start/Completion Date

Implement Guided Reading Program

09/01/2020 - 06/30/2023

Monitoring/Evaluation

Anticipated Output

Student grades, PSSA scores, and feedback from teachers will be monitored and evaluated.

Students will have new, appropriate reading materials that meet their needs. Guided Reading program will help students to read on level and will increase proficiency on PSSAs.

Material/Resources/Supports Needed

PD Step

Comm Step

yes

yes

Action Plan: Increasing Math Proficiency

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students in grades 5, 8, and 11 will meet the career readiness benchmarks with the appropriate pieces of evidence in their portfolios. (Career and College Readiness Compliance)	HS Summer Work Experience Program	Apply for PYN Summer Work Experience Grant	08/01/2019 - 08/31/2019
We will increase the percent of students performing Proficient or Advanced on the ELA PSSA tests by 23 percent by Year 3. (Increasing ELA Proficiency)	Guided Reading Instructional Approach	Identify Guided Reading Books/Curriculum	06/01/2020 - 06/30/2020
We will have 70% of K-2 students reading on level by Year 3. (K-2 Reading On Target)			
We will increase the percent of students performing Proficient or Advanced on the ELA PSSA tests by 23 percent by Year 3. (Increasing ELA Proficiency)	Guided Reading Instructional Approach	Implement Guided Reading Program	09/01/2020 - 06/30/2023
We will have 70% of K-2 students reading on level by Year 3. (K-2 Reading On Target)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PYN Work Experience Program Staff Training and Development	Staff Mentors who will be leading and guiding student employees through their summer work experience	Role of a mentor, monitoring and evaluating student work

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Mentors will engage in student-led project and will be evaluated during the course of the program	05/15/2020 - 05/31/2020	Malaun Yuille, HS Guidance Counselor

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
100% of students in grades 5, 8, and 11 will meet the career readiness benchmarks with the appropriate pieces of evidence in their portfolios. (Career and College Readiness Compliance)	HS Summer Work Experience Program	Apply for PYN Summer Work Experience Grant	2019-08-01 - 2019-08-31
100% of students in grades 5, 8, and 11 will meet the career readiness benchmarks with the appropriate pieces of evidence in their portfolios. (Career and College Readiness Compliance)	HS Summer Work Experience Program	Implement PYN Summer Work Experience Program for Belmont Charter high school students	2020-06-12 - 2020-08-15
We will increase the percent of students performing Proficient or Advanced on the ELA PSSA tests by 23 percent by Year 3. (Increasing ELA Proficiency)	Guided Reading Instructional Approach	Identify Guided Reading Books/Curriculum	2020-06-01 - 2020-06-30
We will have 70% of K-2 students reading on level by Year 3. (K-2 Reading On Target)			
We will increase the percent of students performing Proficient or Advanced on the ELA PSSA tests by 23 percent by Year 3. (Increasing ELA Proficiency)	Guided Reading Instructional Approach	Create Classroom Guided Reading Libraries	2020-08-01 - 2020-08-20
We will have 70% of K-2 students reading on level by Year 3. (K-2 Reading On Target)			
We will increase the percent of students performing Proficient or Advanced on the ELA PSSA tests by 23 percent by Year 3. (Increasing ELA Proficiency)	Guided Reading Instructional Approach	Implement Guided Reading Program	2020-09-01 - 2023-06-30

Measurable Goals**Action Plan Name****Communication Step****Anticipated Timeline**

We will have 70% of K-2 students reading on level by Year 3. (K-2 Reading On Target)

COMMUNICATIONS PLAN**Communication Step****Audience****Topics/Message of Communication**

Promote HS Work Experience Program on school social media

Belmont Charter School students and families

Explanation of the program and how to apply

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

02/04/2020 - 05/31/2020

monthly from February through start of the summer

Letter

Lead Person/Position

Program Lead

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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