

CRISPUS ATTUCKS CS

605 S Duke Street

CSI School Plan | 2021 - 2022

VISION FOR LEARNING

We envision a community that encourages, supports, and provides every student with opportunities to achieve his or her full potential and improves the quality of life for its diverse residents. Maintain a safe, encouraging, supportive learning environment Provide individualized pupil-centered education Teach students how to become effective, successful learners Motivate and educate students to realize and achieve their highest intellectual potential Instill the relevance of education for personal and professional success Help former high school dropouts earn a high school diploma by meeting YouthBuild competencies and PDE standards Encourage students to pursue post high school education in college, technical, business, or trade schools

STEERING COMMITTEE

Name	Position	Building/Group
Michael Goc	Principal	Crispus Attucks Charter School
Tim Hoke	Lead Teacher	Crispus Attucks Charter School
Jacqueline Martino-Miller	CEO	Crispus Attucks Charter School
Valerie Foreman	Assistant CEO	Crispus Attucks Charter School
Kristiana Wienken	Teacher	Crispus Attucks Charter School
Tracy Suddreth	Special Education Teacher	Crispus Attucks Charter School
Aaron Beard	School Safety Coordinator	Crispus Attucks Charter School
Toby Orwig	Construction Manager	Crispus Attucks Charter School
John'aysa Gentry	Community Member	Crispus Attucks Charter School
Jamiel Alexander	Community Member	Crispus Attucks Charter School
Jennifer Reinhart	SIF	CSI Support Team
James Ronayne	CTM	CSI Support Team
Frances Vazquez	Student	Crispus Attucks Charter School

Name

Position

Building/Group

Mariana Flores Rosado

Student

Crispus Attucks Charter School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
By collaborating with colleagues to support students who are chronically absent, we will develop an understanding of the whole student and students will receive the supports needed to improve attendance.	Regular Attendance Essential Practices 3: Provide Student-Centered Support Systems
By focusing on building a system to collect, analyze, and monitor student data, we will understand students' needs and align our instruction and non-instructional supports with their needs and as a result our students will stay on track for academic and personal success.	Essential Practices 1: Focus on Continuous Improvement of Instruction Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Goal Setting

Priority: By collaborating with colleagues to support students who are chronically absent, we will develop an understanding of the whole student and students will receive the supports needed to improve attendance.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Regular Attendance	By June 30, 2022, Crispus Attucks Charter School will have an increased attendance rate to 85%.	Attendance Goals	By the end of the first trimester, students will have an attendance rate of 81%	By the mid-point of the second trimester, students will have an attendance rate of 82%	By the end of the second trimester, students will have an attendance rate of 83%	By June 30, 2022, the of the school year (end of the third trimester), students will have an attendance rate of 85%
Essential Practices 3: Provide Student-Centered Support Systems	By June 30, 2022, By collaborating with colleagues to support students who are chronically absent, we will develop an understanding of the whole student and students will receive the supports needed to improve attendance.	Attendance Supports	By the end of the first trimester,	By the mid-point of the second trimester,	By the end of the second trimester,	By June 30, 2022

Priority: By focusing on building a system to collect, analyze, and monitor student data, we will understand students' needs and align our instruction and non-instructional supports with their needs and as a result our students will stay on track for academic and personal success.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2022, By focusing on understanding student data, staff will learn how to support students in examining their own data and as a result our students will examine their own data and set realistic academic and career goals.	Student Use of Data and Goals	By the end of the first trimester,	By the mid-point of the second trimester,	By the end of the second trimester,	By June 30, 2022
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2022, By focusing on building a system to collect, analyze, and monitor student data, we will understand students' needs and align our instruction and non-instructional supports with their needs and as a result our students will stay on track for academic and personal success.	Building Data System	By the end of the first trimester,	By the mid-point of the second trimester,	By the end of the second trimester,	By June 30, 2022

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 the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level 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

Growth of Graduation Rate for Black Students

4 Year Cohort for Graduation Rate for All Student Group

None Listed

None Listed

None Listed

Growth of Graduation Rate for Black Students

Growth of Graduation Rate for All Student Group

None Listed

None Listed

Implement an evidence-based system of schoolwide positive behavior interventions and supports (EP 12)

Challenges

Overall Student Attendance Rate

Overall Student Attendance Rate by Sub Groups

None Listed

None Listed

None Listed

Overall Student Attendance would Improve Graduation Rate

Overall Student Attendance Rate by subgroups would improve Graduation Rate

Attendance All Student Group

Attendance Black Student Group

Attendance Hispanic Student Group

Attendance Economically Disadvantaged Student Group

Identify and address individual student learning needs (EP 4)

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Overall Student Attendance Rate	We know that the higher our student attendance rate is the better the probability that they will graduate	
Identify and address individual student learning needs (EP 4)	With a high trauma student population, working with students at their levels and needs, coupled with a strong data system for use by staff and students, would also strengthen student attendance and graduation.	

ADDENDUM B: ACTION PLAN

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

Action Plan
Name

Professional
Development Step

Anticipated
Timeline

PROFESSIONAL DEVELOPMENT PLANS

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

