

Erie Rise Leadership Academy Charter School

Improvement Plan

07/01/2014 - 06/30/2017

Improvement Revision 2016-2017 : Submitted On

06/30/2016

School Profile

Demographics

2501 Plum Street
 Erie, PA 16502
 (814)520-6468

Phase:	Improvement Revision 2016-2017
Federal Accountability Designation:	Focus
Title I Status:	Yes
CEO Name:	Terry Lang
CEO E-mail address:	tlang@erieriseacademy.org

Planning Committee

Name	Role
Kirk Paskell	Administrator
Melissa Novatnack	Building Principal
Lemon Plott	Business Representative
Jenesia Buschman	Elementary School Teacher - Regular Education
Samantha Church	Elementary School Teacher - Special Education
Colleen Connelly	Intermediate Unit Staff Member
Barbara Martin	Middle School Teacher - Regular Education
Carolyne Crawford	Parent

Assurances

Title I Schools

Title I Priority or Focus Schools

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

Assurances 1 through 12

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations

- Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards
 - Frequent Monitoring of Teaching and Learning
 - Focused Professional Development
 - Supportive Learning Environment
 - High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement

- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- School newsletter
- Board meeting presentations
- District's annual report
- District report card
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

DOCX file uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:

Erie Rise Leadership Academy Charter School (ERLACS) in 2015-2016 has hired a new CEO, Building Principal, Teacher and Staff to facilitate the shared leadership and strategic plan by the CEO. In the 2015-2016 school year, several improvements were implemented at Erie Rise Leadership Academy Charter School

- Shared-leadership among the Administration, Staff and Teachers lead by the CEO
- Increased and improved communication throughout the organization, including Parents, Staff and community
- In the Summer Session each student received 90 minutes of Reading and Math per grade level
- Purchased a new curriculum: Sadlier[Progress in Mathematics], McGraw Hill [SRA Flex Literacy, Number Worlds]
- ERLACS piloted an After School Program for a couple of months, where we tutored students, started a choir, dance team, provided snacks and transportation for all the students

Accomplishment #2:

ELRACS has appointed a New CEO and Principal in 2014-2015.

ERLACS purchased DRA's, Dibels, MobiMax and 4-Sight more effective and reliable data sources for assessment of ERLACS students in measuring growth in areas of reading and math.

ERLACS purchased the following devices: 45 Chromebooks, 450 Android Tablets for each student

DRA's

Step 1: Reading Engagement

- Observe Student reading habits, preferences, and goals

Step 2: Oral Reading Fluency

- Analyze and record oral reading

Step 3: Comprehension

- Evaluate how well students understand the information they have read

Step 4: Teacher Analysis

- Use Assessment results to personalize instruction to meet the needs of every learner

DIBELS

- Benchmark Screening
- Progress Monitoring
- Student Growth

MobiMax

- Continuous Progress Monitoring
- Fact Fluency
- Number Sense
- Addition, Subtraction, Multiplication, Division

4Sight Benchmark

- Designed to provide on-grade-level assessments of students' skills in Reading and Math, Grades 3-8, the 4Sight PA Core Standards Assessments are aligned to the PA Core State Standards and provide a formative evaluation of student progress. Assessment results can then be used by schools and districts to inform instruction and track progress toward the goals of the PA Core Standards over the course of a school year.

Accomplishment #3:

1. ERLACS School Performance Profile score in 2013-2014

- School Performance score of **61.5**
- School Performance score was increased by **3.1** from the 2012-2013 score of **58.4**

ELA/Literature - Percent of Required Gap Closure Met

- Science - Percent of Required Gap Closure Met -**100.00**

Indicators of Academic Growth/PVASS

- Mathematics - Meeting Annual Academic Growth Expectations -**70**

ELA/Literature - Meeting Annual Academic Growth Expectations

- Science - Meeting Annual Academic Growth Expectations - **73**

2. ERLACS School Performance Profile score in 2012-2013

- School Performance score of 58.4
- ERLACS was designated by PDE as a Focus School from the School Performance Score of 58.4
- Mathematics- ERLACS Students Met annual Academic Growth Expectations [84.0]
- Science- ERLACS Students Meeting annual Academic Growth Expectations [67.0]

* all information\data comes from Pennsylvania School Performance Profile

School Concerns

Concern #1:

Erie Rise Leadership Academy Charter School (ERLACS) is a year round urban charter school that provides students with a gender-based academic environment with fifty percent male and fifty percent female population reported for the 2012-2013 school year. The first year the school started was 2011-2012 with grade levels kindergarten through grade four. The second school year was 2012-2013 with kindergarten through grade five students. The third year of operation for ERLACS is the current school year 2013-2014 with grade levels kindergarten through grade six. Each year of growth will include a higher-grade level until ERLACS grade levels will be kindergarten through eighth grade.

There are identified concerns associated with changes in the population, grade level growth, new operations and the School Performance Profile (SPP) scores for 2012-2013. ERLACS has had changes in administration and staff since it's opening in 2011, and this is an identified concern. The demographics of the school present concerns for the Historically Underperforming Students' scores. The student population who are considered economically disadvantaged in the school based on October Student Snapshot enrollment is 88 percent, and the students receiving special education services in the school based on the Penn Data December collection and the October Student Snapshot enrollment is 14%. The percent of Black or African American (not Hispanic) students in the school based on October Student Snapshot enrollment is 67%. The percent of Hispanic students in the school based on October Student Snapshot enrollment is 12%, and the percent of multi-racial (not Hispanic) students in the school based on October Student Snapshot enrollment is 14%. The percent of white (not Hispanic) students in the school based on October Student Snapshot enrollment is 8%.

Concern #2:

There are identified concerns for ERLACS's (SPP) School Performance Profile scores that did not meet the federal accountability annual measurable objectives, and these concerns indicate that there is a need for improvement for students to increase their PSSA scores to be Proficient or Advanced. The percentages that includes all students who take the PSSA who were enrolled for a full academic year for the 2012-2103 Mathematics was 29%, Reading/Literature was 28%, Science was 40%, and Writing was 22%. The percent of students scoring Proficient or Advanced on the Grade 3 Reading PSSA that includes all students who take the PSSA and were enrolled for a full academic year was 37%. The academic growth of students taking the Science PSSA was 67%. These identified concerns are to be improved through the ERLACS's School Improvement Plan.

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Concern #4:

Erie Public Schools did not approve Erie Rise Leadership Charter School Renewal in the 2013-2014 school year. A renewal process was needed to have the Erie Public Schools' Board approve to renew the school's charter on January 7, 2015 through June 30, 2019 contingent on the school following an improvement plan agreed upon between ERLACS and Erie Public Schools. Shortly after the renewal in March 2015, the CEO resigned.

We have concerns for effectively utilizing multiple measures of mastery for reliable data sources for data driven decisions. The multiple and reliable data sources that were purchased are digital. The digital programs require the use of the Internet. Due to several technical issues the programs have taken longer to implement than expected, so the amount of data retrieved for the 2014-2015 school year is less than expected. We have experienced difficulty with the Internet, Broadband and the Child Internet Safety Act (CIPA). The Classroom Diagnostic Tool (CDT) will not properly download from the Website on our Chromebooks, so we have not been able to use the program. Assistance from the Data Recognition Corporation (DRC) and the Intermediate Units has been unsuccessful with no solution to fix this issue.

The demographics of the school present concerns for the Historically Underperforming Students' PSSA scores. The student population who are considered economically disadvantaged in the school based on October Student Snapshot enrollment is 70 percent. Current 2014-2015 economically disadvantaged is 100 percent and requires correction to the 70 percent 2014 Snapshot. The students receiving special education services in the school based on the Penn Data December collection and the October Student Snapshot enrollment is 13 percent. Currently our Special Education membership is approximately 20 percent. The percent of Black or African American (not Hispanic) students in the school based on October Student Snapshot enrollment is

67%. The percent of Hispanic students in the school based on October Student Snapshot enrollment is 11%, and the percent of multi-racial (not Hispanic) students in the school based on October Student Snapshot enrollment is 13%. The percent of white (not Hispanic) students in the school based on October Student Snapshot enrollment is 9%.

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Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

Erie Rise Leadership Academy Charter School (ERLACS) is a year round urban charter school that provides students with a gender-based academic environment with fifty percent male and fifty percent female population reported for the 2012-2013 school year. The first year the school started was 2011-2012 with grade levels kindergarten through grade four. The second school year was 2012-2013 with kindergarten through grade five students. The third year of operation for ERLACS is the current school year 2013-2014 with grade levels kindergarten through grade six. Each year of growth will include a higher-grade level until ERLACS grade levels will be kindergarten through eighth grade.

There are identified concerns associated with changes in the population, grade level growth, new operations and the School Performance Profile (SPP) scores for 2012-2013. ERLACS has had changes in administration and staff since it's opening in 2011, and this is an identified concern. The demographics of the school present concerns for the Historically Underperforming Students' scores. The student population who are considered economically disadvantaged in the school based on October Student Snapshot enrollment is 88 percent, and the students receiving special education services in the school based on the Penn Data December collection and the October Student Snapshot enrollment is 14%. The percent of Black or African American (not Hispanic) students in the school based on October Student Snapshot enrollment is

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Systemic Challenge #2 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Erie Rise Leadership Academy Charter School (ERLACS) is a year round urban charter school that provides students with a gender-based academic environment with fifty percent male and fifty percent female population reported for the 2012-2013 school year. The first year the school started was 2011-2012 with grade levels kindergarten through grade four. The second school year was 2012-2013 with kindergarten through grade five students. The third year of operation for ERLACS is the current school year 2013-2014 with grade levels kindergarten through grade six. Each year of growth will include a higher-grade level until ERLACS grade levels will be kindergarten through eighth grade.

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classes to have four first grade classes, and two seventh grade classes. Employing substitute teachers has been difficult and this has caused the grade level meetings to meet less near the end of the current school year.

Systemic Challenge #3 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Systemic Challenge #4 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

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Systemic Challenge #5 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Systemic Challenge #6 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Improvement Plan

Action Plans

Goal #1: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Related Challenges:

- Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: New Curriculum, MobiMax, DRA's and Dibels, monthly grade level meetings and review of quarterly surveys of school initiatives

Specific Targets: contextual and performance of the student in areas of growth

Strategies:

Assigning a full -time administrator - principal will provide strong leadership

Description:

Leadership is an essential component of a school's successes or failure. Assigning a full-time effective administrator at Erie Rise Leadership Academy is important, because it is an essential component that will ensure continuous school improvement. The best schools have effective school leaders. Assigning a full-time administrator who can effectively work with and support every person within the internal and external school community is an essential strategy for Erie Rise Leadership Academy Charter School (SIP) School Improvement Plan. This process is important, because assigning a full-time administrator will ensure that collaborative work with internal and external school communities ensures that discrepancies are identified between current and desired outcomes. Then SMART (specific, measurable, attainable, realistic, timely) goals will be prioritized and monitored to help close the achievement

gap, and the change efforts will be communicated to the entire school community. It is important to assign a full-time administrator to ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. Assigning a full-time administrator to ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school is the essential strategy for Erie Rise Leadership Academy Charter School's School Improvement Plan (SIP). With Erie Rise Leadership Academy being a charter school that has been in operation for only a few years, the administration staff was limited to part-time and temporary administrators, whose responsibilities were to oversee all operations of the school. These operations change rapidly as the charter school's internal and external publics grow. Assigning a full-time administrator will ensure that the six Interstate School Leaders Licensure Consortium (ISLLC) Standards are implemented and instilled daily at Erie Rise Leadership Academy Charter School, and this strategy will ensure that there is a system within the school that fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success.

- The assigned school administrator will implement ISLLC Standard 1, by being the educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The school's vision will shape the educational programs, plans and actions with the school community being involved in the school's improvement efforts. In collaboration with the school community, multiple and reliable data sources will be used to monitor progress toward achievement of identified goals OR to adjust action steps when data indicates changes are needed. Erie Rise Leadership Academy SIP implementation is developed with the objectives and strategies to ensure that there is a system in the school that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school internal and external community leads achievement growth and continuous improvement within the school. As the strong instructional leader, the administrator will regularly monitor, evaluate, and revise to achieve the vision and goals clearly articulated by the Common Core Standards, and in our Mission Statement. *"Erie Rise Leadership Academy Charter School will educate, prepare and encourage its students to develop a love for learning through effective teaching and real life experiences as they become college and career ready."*
- The assigned school administrator will be an educational leader who promotes the success of all students through ISLLC Standard 2, by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning and staff professional growth. Professional development will collaboratively and systematically be planned OR aligned with the school's

goals and PDE's requirements. Professional education will provide all educators with the ability to align assessments, curriculum, instruction (including interventions for struggling students), staff professional education, and teaching materials to each other OR to PA's Common Core Standards.

- For ISLLC Standard 3, the school administrator will be the educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Professional education will provide all educators with the ability to identify and allocate resources to access OR use appropriate data to inform decision-making for effective results of student success.
- Erie Rise Leadership Academy's school administrator will be an educational leader who promotes ISLLC Standard 4, by collaborating to ensure that there is a system within the school that fully ensures that the principal is a strong instructional leader in partnership with families and community members, and responds to the diverse community interests and needs while mobilizing community resources for achievement growth and continuous improvement.
- By acting with integrity, fairness, and in an ethical manner for the success of all students the school administrator will implement ISLLC Standard 5 by demonstrating values, beliefs, and attitudes that inspire others to higher levels of performance, accepting responsibility for school operations, considers the impact of one's administrative practices on others, and uses the influence of the office to enhance the educational program rather than for personal gain.
- For ISLLC Standard 6, the school administrator will be the educational leader who promotes that there is a consistent system within the school that fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context for student achievement. Erie Rise Leadership Academy's operations are influenced on behalf of students and their families. The assigned school administrator will ensure communication among the school community concerning trends, issues, and potential changes. The school administrator will ensure that Erie Rise operates within the framework of policies, laws, and regulations enacted by local state, and federal authorities with the policies being shaped to provide quality education for all students.

The assigned administrator will instill and implement the six ISLLC Standards to facilitate processes and engage in activities that ensure the system within the school fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

Description:

Evidence indicates that when trained educators utilize reliable high quality targeted assessment data from multiple measures of mastery it is an effective strategy to drive instruction. Educators who have learned how to effectively utilize assessment data to drive instruction will promote student success. Utilizing reliable data to analyze and understand the school's strengths and weaknesses helps to identify the need for change to set SMART goals and establish a baseline from the multiply measures of mastery to design an instructional plan for school improvement. Educators must have the expertise and sufficient time in their schedule to collect and analyze the reliable data from multiple measures of mastery. Then the educators must design and implement changes in the curriculum and provide differential instruction to the students identified needs for success.

Professional developments will be collaboratively and systematically planned OR aligned with the school's goals and PDE's requirements for growth. All ERLACS educators will be provided with the ability to access OR use appropriate data to inform decision-making for best practices to promote student success. Professional developments will focus on all educators being able to identify and allocate instructional resources for effective results, and to align assessments, curriculum, and instruction (including interventions for struggling students) to each other OR to PA's Common Core Standards.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Student Learning Maps

Description:

Planning guide, communication device, a tool for conceptualizing learning goals, curriculum pacing and planning, highlighting important vocabulary and a review tool for students to see what they have learned (Source: <http://www.learningfocused.com/online-learning/lfs-engaged/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

Implementation Steps:

Continous Improvement

Description:

Monthly meetings with the SIP Team and collecting data from the School Initiatives

Start Date: 7/11/2016 **End Date:** 6/30/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services

Supported Strategies:

- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions
- Student Learning Maps

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Related Challenges:

- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: New Curriculum, MobiMax, DRA's and Dibels, monthly grade level meetings and review of quarterly surveys of school initiatives

Specific Targets: contextual and performance of the student in areas of growth

Strategies:

Assigning a full -time administrator - principal will provide strong leadership

Description:

Leadership is an essential component of a school's successes or failure. Assigning a full-time effective administrator at Erie Rise Leadership Academy is important, because it is an essential component that will ensure continuous school improvement. The best schools have effective school leaders. Assigning a full-time administrator who can effectively work with and support every person within the internal and external school community is an essential strategy for Erie Rise Leadership Academy Charter School (SIP) School Improvement Plan. This process is important, because assigning a full-time administrator will ensure that collaborative work with internal and external school communities ensures that discrepancies are identified between current and desired outcomes. Then SMART (specific, measurable, attainable, realistic, timely) goals will be prioritized and monitored to help close the achievement gap, and the change efforts will be communicated to the entire school community. It is important to assign a full-time administrator to ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. Assigning a full-time administrator to ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school. is the essential strategy for Erie Rise Leadership Academy Charter School's School Improvement Plan (SIP). With Erie Rise Leadership Academy being a charter school that has been in operation for only a few years, the administration staff was limited to part-time and temporary administrators, whose responsibilities were to oversee all operations of the school. These operations change rapidly as the charter school's internal and external publics grow. Assigning a full-time administrator will ensure that the six Interstate School Leaders Licensure Consortium (ISLLC) Standards are implemented and instilled daily at Erie Rise Leadership Academy Charter School, and this strategy will ensure that there is a system within the school that fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success.

- The assigned school administrator will implement ISLLC Standard 1, by being the educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The school's vision will shape the educational programs, plans and actions with the school community being involved in the school's improvement efforts. In collaboration with the school community, multiple and reliable data sources will be used to monitor progress toward achievement of identified goals OR to adjust action steps when data indicates changes are needed. Erie Rise Leadership Academy SIP implementation is developed with the objectives and strategies to ensure that there is a system in the school that fully ensures the

principal is enabled to serve as a strong instructional leader who, in partnership with the school internal and external community leads achievement growth and continuous improvement within the school. As the strong instructional leader, the administrator will regularly monitor, evaluate, and revise to achieve the vision and goals clearly articulated by the Common Core Standards, and in our Mission Statement. *“Erie Rise Leadership Academy Charter School will educate, prepare and encourage its students to develop a love for learning through effective teaching and real life experiences as they become college and career ready.”*

- The assigned school administrator will be an educational leader who promotes the success of all students through ISLLC Standard 2, by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning and staff professional growth. Professional development will collaboratively and systematically be planned OR aligned with the school’s goals and PDE’s requirements. Professional education will provide all educators with the ability to align assessments, curriculum, instruction (including interventions for struggling students), staff professional education, and teaching materials to each other OR to PA’s Common Core Standards.
- For ISLLC Standard 3, the school administrator will be the educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Professional education will provide all educators with the ability to identify and allocate resources to access OR use appropriate data to inform decision-making for effective results of student success.
- Erie Rise Leadership Academy’s school administrator will be an educational leader who promotes ISLLC Standard 4, by collaborating to ensure that there is a system within the school that fully ensures that the principal is a strong instructional leader in partnership with families and community members, and responds to the diverse community interests and needs while mobilizing community resources for achievement growth and continuous improvement.
- By acting with integrity, fairness, and in an ethical manner for the success of all students the school administrator will implement ISLLC Standard 5 by demonstrating values, beliefs, and attitudes that inspire others to higher levels of performance, accepting responsibility for school operations, considers the impact of one’s administrative practices on others, and uses the influence of the office to enhance the educational program rather than for personal gain.
- For ISLLC Standard 6, the school administrator will be the educational leader who promotes that there is a consistent system within the school that fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context for student achievement. Erie Rise Leadership Academy’s operations are influenced on behalf of students and their families. The assigned school administrator will ensure communication among the school community concerning trends, issues, and potential changes. The school administrator will ensure that Erie Rise operates within the framework of policies, laws, and regulations enacted by local state, and

federal authorities with the policies being shaped to provide quality education for all students.

The assigned administrator will instill and implement the six ISLLC Standards to facilitate processes and engage in activities that ensure the system within the school fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

Description:

Evidence indicates that when trained educators utilize reliable high quality targeted assessment data from multiple measures of mastery it is an effective strategy to drive instruction. Educators who have learned how to effectively utilize assessment data to drive instruction will promote student success. Utilizing reliable data to analyze and understand the school's strengths and weaknesses helps to identify the need for change to set SMART goals and establish a baseline from the multiply measures of mastery to design an instructional plan for school improvement. Educators must have the expertise and sufficient time in their schedule to collect and analyze the reliable data from multiple measures of mastery. Then the educators must design and implement changes in the curriculum and provide differential instruction to the students identified needs for success.

Professional developments will be collaboratively and systematically planned OR aligned with the school's goals and PDE's requirements for growth. All ERLACS educators will be provided with the ability to access OR use appropriate data to inform decision-making for best practices to promote student success. Professional developments will focus on all educators being able to identify and allocate instructional resources for effective results, and to align assessments, curriculum, and instruction (including interventions for struggling students) to each other OR to PA's Common Core Standards.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Student Learning Maps

Description:

Planning guide, communication device, a tool for conceptualizing learning goals, curriculum pacing and planning, highlighting important vocabulary and a review tool for students to see what they have learned (Source: <http://www.learningfocused.com/online-learning/lfs-engaged/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

Utilize more multiple measures of mastery for reliable data sources for data driven decisions

Description:

Utilizing more multiple measures of mastery is the important multifaceted context for reshaping the landscape of assessments and accountability, which will drive education practices at Erie Rise Leadership Academy Charter School. Focusing attention on underperforming students to disaggregate and report assessment data for different categories of students, such as economically disadvantaged students, racial or ethnic minorities, and disabled students are needed for continuous school improvement. More effective multiple measures of mastery for reliable data sources for data driven decisions are needed for all educators to promote mastery of the objectives to be consistently documented for student success. Multiple and reliable data sources will be used to collaboratively identify needs and to strategically facilitate a developed coherent comprehensive improvement plan, aligned with Erie Rise Leadership Academy's vision for student growth and continuous improvement. Making assessment and accountability is an essential strategy for ERLACS SIP.

ERLACS will broaden the dialogue beyond summative assessments and high-stakes accountability, and broaden the curriculum assessed so the full measure of student learning occurs though utilizing more multiple measures of mastery. By developing innovative ways to measure the application of thinking, learning and life skills and encouraging local decision making on assessments that support learning in collaboration with the school community, the principal will ensure that there is a system within the school that fully ensures multiple and reliable data sources will be used to monitor progress toward achievement of identified goals OR to adjust action steps when data indicates changes are needed.

Student learning will be assessed using a variety of techniques. Incorporating more classroom assessments are vital to seeing continuing improvements in student achievement. So it's important that the primary purpose of administering more multiple measures of mastery are to promote student learning. More multiple measures of mastery will focus on the educational outcomes that matter most. Assessments serve as a vehicle for learning as well as a tool for measurement. Varied learning goals require varied multiple

measures of assessment. Erie Rise Leadership goals will incorporate the five principles for effective classroom assessment:

1. Ensure that assessment serves learning
2. Use multiple measures
3. Align assessments to goals
4. Measure what matters
5. Ensure that assessments are fair and equitable

This strategy of utilizing more multiple measures of mastery for reliable data sources for data driven instructional decisions will ensure that there is a system in the school that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

(13) Quarterly Student Achievement Reports - Monitoring Multiple Measures of Mastery and Reliable Data Sources

Description:

A school administrator, designated staff and the SIP team will develop student achievement data reports. These reports will be utilized for data analysis and the management operations of Erie Rise Leadership Academy. The intersections of instructional best practices, technology resources, digital learning, multiple measures of mastery and reliable data are monitored and analyzed for student achievement. Teacher assessments and observations, text assessments, digital assessments, and standardized assessments will be analyzed as a team through weekly grade level meetings (GLMs), monthly professional learning communities (PLCs), and during the weekly professional developments on Fridays as follow-up to the GLMs and PLCs. The school administrator implements ISLLC Standard 3 through the management of Data Analysis, Standard 4 through the collaboration between the internal and external publics involved with data reports, Standard 5 through accepting responsibility of the data analysis process and Standard 6 through influencing the larger cultural context for promoting student success through data reports.

Indicator of Implementation: GLM minutes, PLC documents, data reports, Professional Developments

Start Date: 4/2/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions
- Student Learning Maps

(15) Quarterly School Management of the SIP – Evaluating Multiple Measures of Mastery and Reliable Data Sources

Description:

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the end of each school quarter, the full-time school administrator will meet with the SIP team to review the SIP Goal, Strategies and the Action Plan Steps progress. Student achievement reports will drive the quarterly reviews for the school management of the SIP.

Indicator of Implementation: Meeting report minutes, data reports

Start Date: 4/12/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(16) Continual yearly review and adaptations of the SIP

Description:

There will be a continual yearly review and adaptations of the SIP with more Action Steps associated with the monitoring, and evaluating the effectiveness of the SIP. This review will be completed at the end of each year-round school term. For ISLLC Standard 6, the school administrator will ensure that Erie Rise operates within the framework of policies, laws, and regulations enacted by local state, and federal authorities with the policies being shaped to provide quality education for all students through the continual reviews and adaptations of the SIP.

Indicator of Implementation: Meeting report minutes, data reports

Start Date: 8/11/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

Goal #3: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: New Curriculum, MobiMax, DRA's and Dibels, monthly grade level meetings and review of quarterly surveys of school initiatives

Specific Targets: contextual and performance of the student in areas of growth

Strategies:

Assigning a full-time administrator - principal will provide strong leadership

Description:

Leadership is an essential component of a school's successes or failure. Assigning a full-time effective administrator at Erie Rise Leadership Academy is important, because it is an essential component that will ensure continuous school improvement. The best schools have effective school leaders. Assigning a full-time administrator who can effectively work with and support every person within the internal and external school community is an essential strategy for Erie Rise Leadership Academy Charter School (SIP) School Improvement Plan. This process is important, because assigning a full-time administrator will ensure that collaborative work with internal and external school communities ensures that discrepancies are identified between current and desired outcomes. Then SMART (specific, measurable, attainable, realistic, timely) goals will be prioritized and monitored to help close the achievement gap, and the change efforts will be communicated to the entire school community. It is important to assign a full-time administrator to ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. Assigning a full-time administrator to ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school. This is the essential strategy for Erie Rise Leadership Academy Charter School's School Improvement Plan (SIP). With Erie Rise Leadership Academy being a charter school that has been in operation for only a few years, the administration staff was limited to part-time and temporary administrators, whose responsibilities were to oversee all operations of the school. These operations change rapidly as the charter school's internal and external publics grow. Assigning a full-time administrator will ensure that the six Interstate School Leaders Licensure Consortium (ISLLC) Standards are implemented and instilled daily at Erie Rise Leadership Academy Charter School, and this strategy will ensure that there is a system within the school that fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success.

- The assigned school administrator will implement ISLLC Standard 1, by being the educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of

learning that is shared and supported by the school community. The school's vision will shape the educational programs, plans and actions with the school community being involved in the school's improvement efforts. In collaboration with the school community, multiple and reliable data sources will be used to monitor progress toward achievement of identified goals OR to adjust action steps when data indicates changes are needed. Erie Rise Leadership Academy SIP implementation is developed with the objectives and strategies to ensure that there is a system in the school that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school internal and external community leads achievement growth and continuous improvement within the school. As the strong instructional leader, the administrator will regularly monitor, evaluate, and revise to achieve the vision and goals clearly articulated by the Common Core Standards, and in our Mission Statement. *"Erie Rise Leadership Academy Charter School will educate, prepare and encourage its students to develop a love for learning through effective teaching and real life experiences as they become college and career ready."*

- The assigned school administrator will be an educational leader who promotes the success of all students through ISLLC Standard 2, by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning and staff professional growth. Professional development will collaboratively and systematically be planned OR aligned with the school's goals and PDE's requirements. Professional education will provide all educators with the ability to align assessments, curriculum, instruction (including interventions for struggling students), staff professional education, and teaching materials to each other OR to PA's Common Core Standards.
- For ISLLC Standard 3, the school administrator will be the educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Professional education will provide all educators with the ability to identify and allocate resources to access OR use appropriate data to inform decision-making for effective results of student success.
- Erie Rise Leadership Academy's school administrator will be an educational leader who promotes ISLLC Standard 4, by collaborating to ensure that there is a system within the school that fully ensures that the principal is a strong instructional leader in partnership with families and community members, and responds to the diverse community interests and needs while mobilizing community resources for achievement growth and continuous improvement.
- By acting with integrity, fairness, and in an ethical manner for the success of all students the school administrator will implement ISLLC Standard 5 by demonstrating values, beliefs, and attitudes that inspire others to higher levels of performance, accepting responsibility for school operations, considers the impact of one's administrative practices on others, and uses the influence of the office to enhance the educational program rather than for personal gain.
- For ISLLC Standard 6, the school administrator will be the educational leader who promotes that there is a consistent system within the school that fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads

achievement growth and continuous improvement for student success by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context for student achievement. Erie Rise Leadership Academy's operations are influenced on behalf of students and their families. The assigned school administrator will ensure communication among the school community concerning trends, issues, and potential changes. The school administrator will ensure that Erie Rise operates within the framework of policies, laws, and regulations enacted by local state, and federal authorities with the policies being shaped to provide quality education for all students.

The assigned administrator will instill and implement the six ISLLC Standards to facilitate processes and engage in activities that ensure the system within the school fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

Description:

Evidence indicates that when trained educators utilize reliable high quality targeted assessment data from multiple measures of mastery it is an effective strategy to drive instruction. Educators who have learned how to effectively utilize assessment data to drive instruction will promote student success. Utilizing reliable data to analyze and understand the school's strengths and weaknesses helps to identify the need for change to set SMART goals and establish a baseline from the multiply measures of mastery to design an instructional plan for school improvement. Educators must have the expertise and sufficient time in their schedule to collect and analyze the reliable data from multiple measures of mastery. Then the educators must design and implement changes in the curriculum and provide differential instruction to the students identified needs for success.

Professional developments will be collaboratively and systematically planned OR aligned with the school's goals and PDE's requirements for growth. All ERLACS educators will be provided with the ability to access OR use appropriate data to inform decision-making for best practices to promote student success. Professional developments will focus on all educators being able to identify and allocate instructional resources for effective results, and to align assessments, curriculum, and instruction (including interventions for struggling students) to each other OR to PA's Common Core Standards.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Student Learning Maps

Description:

Planning guide, communication device, a tool for conceptualizing learning goals, curriculum pacing and planning, highlighting important vocabulary and a review tool for students to see what they have learned (Source: <http://www.learningfocused.com/online-learning/lfs-engaged/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

Utilize more multiple measures of mastery for reliable data sources for data driven decisions

Description:

Utilizing more multiple measures of mastery is the important multifaceted context for reshaping the landscape of assessments and accountability, which will drive education practices at Erie Rise Leadership Academy Charter School. Focusing attention on underperforming students to disaggregate and report assessment data for different categories of students, such as economically disadvantaged students, racial or ethnic minorities, and disabled students are needed for continuous school improvement. More effective multiple measures of mastery for reliable data sources for data driven decisions are needed for all educators to promote mastery of the objectives to be consistently documented for student success. Multiple and reliable data sources will be used to collaboratively identify needs and to strategically facilitate a developed coherent comprehensive improvement plan, aligned with Erie Rise Leadership Academy's vision for student growth and continuous improvement. Making assessment and accountability is an essential strategy for ERLACS SIP.

ERLACS will broaden the dialogue beyond summative assessments and high-stakes accountability, and broaden the curriculum assessed so the full measure of student learning occurs though utilizing more multiple measures of mastery. By developing innovative ways to measure the application of thinking, learning and life skills and encouraging local decision making on assessments that support learning in collaboration with the school community, the principal will ensure that there is a system within the school that fully ensures multiple and reliable data sources will be used to monitor progress toward achievement of identified goals OR to adjust action steps when data indicates changes are needed.

Student learning will be assessed using a variety of techniques. Incorporating more classroom assessments are vital to seeing continuing improvements in student achievement. So it's important that the primary purpose of administering more multiple measures of mastery are to promote student learning. More multiple measures of mastery will focus on the educational outcomes that matter most. Assessments serve as a vehicle for learning as well as a tool for measurement. Varied learning goals require varied multiple measures of assessment. Erie Rise Leadership goals will incorporate the five principles for effective classroom assessment:

1. Ensure that assessment serves learning
2. Use multiple measures
3. Align assessments to goals
4. Measure what matters
5. Ensure that assessments are fair and equitable

This strategy of utilizing more multiple measures of mastery for reliable data sources for data driven instructional decisions will ensure that there is a system in the school that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

(12) Learning Culture for Student Achievement Through Utilizing Multiple Measures of Mastery and Reliable Data Sources

Description:

The full-time Administrator implements ISLLC Standard 2 for the SIP by ensuring that the effectiveness of utilizing multiple measures of mastery and reliable data sources are being implemented. The intersections of instructional best practices, technology resources, digital learning, will be incorporated into utilizing the multiple measures of mastery and reliable data sources. Teacher assessments and observations, text assessments, digital assessments, and standardized, formative and summative assessments will be instilled and implemented. Web-based digital curriculum and assessment programs will be utilized. Lexia Core5, and MobyMax, are Web-based digital programs to be utilized. DIBELS and DRA are utilized for literacy assessments and Easy CBM are utilized for math assessments. The Pennsylvania Department of Education's on-line classroom diagnostic assessments (CDT) for reading, mathematics, and science will be utilized. Educators will complete grade level

Common Core Standards Checklist and (MAP) My Achievement Plan for each student. These assessments will be used to analyze, contrast and compare to the other multiple measures of mastery. Standard 3 through the management of operations, the administrator will ensure that utilizing the multiple measures of mastery and reliable data sources are instilled and provided to all students. Through Standard 4 the high visibility, active involvement and communication with the school about implementing the use of multiple measures of mastery and reliable data sources will promote the effectiveness of implementation. By examining professional values, and ensuring that the staff instills, implements, and understands the SIP by utilizing effective multiple measures of mastery and reliable data sources the administrator will perform Standard 5 and Standard 6 for student success.

Indicator of Implementation: GLM minutes, PLC documents, data reports, teacher evaluations/observations

Start Date: 4/18/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(13) Quarterly Student Achievement Reports - Monitoring Multiple Measures of Mastery and Reliable Data Sources

Description:

A school administrator, designated staff and the SIP team will develop student achievement data reports. These reports will be utilized for data analysis and the management operations of Erie Rise Leadership Academy. The intersections of instructional best practices, technology resources, digital learning, multiple measures of mastery and reliable data are monitored and analyzed for student achievement. Teacher assessments and observations, text assessments, digital assessments, and standardized assessments will be analyzed as a team through weekly grade level meetings (GLMs), monthly professional learning communities (PLCs), and during the weekly professional developments on Fridays as follow-up to the GLMs and PLCs. The school administrator implements ISLLC Standard 3 through the management of Data Analysis, Standard 4 through the collaboration between the internal and

external publics involved with data reports, Standard 5 through accepting responsibility of the data analysis process and Standard 6 through influencing the larger cultural context for promoting student success through data reports.

Indicator of Implementation: GLM minutes, PLC documents, data reports, Professional Developments

Start Date: 4/2/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Utilize more multiple measures of mastery for reliable data sources for data driven decisions

(16) Continual yearly review and adaptations of the SIP

Description:

There will be a continual yearly review and adaptations of the SIP with more Action Steps associated with the monitoring, and evaluating the effectiveness of the SIP. This review will be completed at the end of each year-round school term. For ISLLC Standard 6, the school administrator will ensure that Erie Rise operates within the framework of policies, laws, and regulations enacted by local state, and federal authorities with the policies being shaped to provide quality education for all students through the continual reviews and adaptations of the SIP.

Indicator of Implementation: Meeting report minutes, data reports

Start Date: 8/11/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions

- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

Goal #4: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS data based upon 2015 PSSA Math and Reading

Assessments

Specific Targets: 65% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math or reading.

Type: Annual

Data Source: PVAAS data based upon 2016 PSSA Math and Reading

Assessments

Specific Targets: 70% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math or reading.

Type: Annual

Data Source: PVAAS data based upon 2017 PSSA Math and Reading

Assessments

Specific Targets: 75% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math or reading.

Type: Interim

Data Source: Jan/2015 Lexia Reading and Moby Max Math Results

Specific Targets: 70% of all students will meet or exceed projected scores in math or reading.

Type: Interim

Data Source: May/2015 Lexia Reading and Moby Max Math Results

Specific Targets: 70% of all students will meet or exceed projected scores in math or reading.

Type: Interim

Data Source: Jan/2016 Lexia Reading and Moby Max Math Results

Specific Targets: 75% of all students will meet or exceed projected scores in math or reading.

Type: Interim

Data Source: May/2016 Lexia Reading and Moby Max Math Results

Specific Targets: 75% of all students will meet or exceed projected scores in math or reading.

Type: Interim

Data Source: Jan/2017 Lexia Reading and Moby Max Math Results

Specific Targets: 80% of all students will meet or exceed projected scores in math or reading.

Type: Interim

Data Source: May/2017 Lexia Reading and Moby Max Math Results

Specific Targets: 80% of all students will meet or exceed projected scores in math or reading.

Strategies:

Assigning a full -time administrator - principal will provide strong leadership

Description:

Leadership is an essential component of a school's successes or failure. Assigning a full-time effective administrator at Erie Rise Leadership Academy is important, because it is an essential component that will ensure continuous school improvement. The best schools have effective school leaders. Assigning a full-time administrator who can effectively work with and support every person within the internal and external school community is an essential strategy for Erie Rise Leadership Academy Charter School (SIP) School Improvement Plan. This process is important, because assigning a full-time administrator will ensure that collaborative work with internal and external school communities ensures that discrepancies are identified between current and desired outcomes. Then SMART (specific, measurable, attainable, realistic, timely) goals will be prioritized and monitored to help close the achievement gap, and the change efforts will be communicated to the entire school community. It is important to assign a full-time administrator to ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. Assigning a full-time administrator to ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school. is the essential strategy for Erie Rise Leadership Academy Charter School's School Improvement Plan (SIP). With Erie Rise Leadership Academy being a charter school that has been in operation for only a few years, the administration staff was limited to part-time and temporary administrators, whose responsibilities were to oversee all operations of the school. These operations change rapidly as the charter school's internal and external publics grow. Assigning a full-time administrator will ensure that the six Interstate School Leaders Licensure Consortium (ISLLC) Standards are implemented and instilled daily at Erie Rise

Leadership Academy Charter School, and this strategy will ensure that there is a system within the school that fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success.

- The assigned school administrator will implement ISLLC Standard 1, by being the educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The school's vision will shape the educational programs, plans and actions with the school community being involved in the school's improvement efforts. In collaboration with the school community, multiple and reliable data sources will be used to monitor progress toward achievement of identified goals OR to adjust action steps when data indicates changes are needed. Erie Rise Leadership Academy SIP implementation is developed with the objectives and strategies to ensure that there is a system in the school that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school internal and external community leads achievement growth and continuous improvement within the school. As the strong instructional leader, the administrator will regularly monitor, evaluate, and revise to achieve the vision and goals clearly articulated by the Common Core Standards, and in our Mission Statement. *"Erie Rise Leadership Academy Charter School will educate, prepare and encourage its students to develop a love for learning through effective teaching and real life experiences as they become college and career ready."*
- The assigned school administrator will be an educational leader who promotes the success of all students through ISLLC Standard 2, by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning and staff professional growth. Professional development will collaboratively and systematically be planned OR aligned with the school's goals and PDE's requirements. Professional education will provide all educators with the ability to align assessments, curriculum, instruction (including interventions for struggling students), staff professional education, and teaching materials to each other OR to PA's Common Core Standards.
- For ISLLC Standard 3, the school administrator will be the educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Professional education will provide all educators with the ability to identify and allocate resources to access OR use appropriate data to inform decision-making for effective results of student success.
- Erie Rise Leadership Academy's school administrator will be an educational leader who promotes ISLLC Standard 4, by collaborating to ensure that there is a system within the school that fully ensures that the principal is a strong instructional leader in partnership with families and community members, and responds to the diverse community interests and needs while mobilizing community resources for achievement growth and continuous improvement.

- By acting with integrity, fairness, and in an ethical manner for the success of all students the school administrator will implement ISLLC Standard 5 by demonstrating values, beliefs, and attitudes that inspire others to higher levels of performance, accepting responsibility for school operations, considers the impact of one's administrative practices on others, and uses the influence of the office to enhance the educational program rather than for personal gain.
- For ISLLC Standard 6, the school administrator will be the educational leader who promotes that there is a consistent system within the school that fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context for student achievement. Erie Rise Leadership Academy's operations are influenced on behalf of students and their families. The assigned school administrator will ensure communication among the school community concerning trends, issues, and potential changes. The school administrator will ensure that Erie Rise operates within the framework of policies, laws, and regulations enacted by local state, and federal authorities with the policies being shaped to provide quality education for all students.

The assigned administrator will instill and implement the six ISLLC Standards to facilitate processes and engage in activities that ensure the system within the school fully ensures that the principal serves as a strong instructional leader who, in partnership with the internal and external school communities leads achievement growth and continuous improvement for student success.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

Description:

Evidence indicates that when trained educators utilize reliable high quality targeted assessment data from multiple measures of mastery it is an effective strategy to drive instruction. Educators who have learned how to effectively utilize assessment data to drive instruction will promote student success. Utilizing reliable data to analyze and understand the school's strengths and weaknesses helps to identify the need for change to set SMART goals and establish a baseline from the multiply measures of mastery to design an instructional plan for school improvement. Educators must have the expertise and sufficient time in their schedule to collect and analyze the reliable data from multiple measures of mastery. Then the educators must design and

implement changes in the curriculum and provide differential instruction to the students identified needs for success.

Professional developments will be collaboratively and systematically planned OR aligned with the school's goals and PDE's requirements for growth. All ERLACS educators will be provided with the ability to access OR use appropriate data to inform decision-making for best practices to promote student success. Professional developments will focus on all educators being able to identify and allocate instructional resources for effective results, and to align assessments, curriculum, and instruction (including interventions for struggling students) to each other OR to PA's Common Core Standards.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Utilize more multiple measures of mastery for reliable data sources for data driven decisions

Description:

Utilizing more multiple measures of mastery is the important multifaceted context for reshaping the landscape of assessments and accountability, which will drive education practices at Erie Rise Leadership Academy Charter School. Focusing attention on underperforming students to disaggregate and report assessment data for different categories of students, such as economically disadvantaged students, racial or ethnic minorities, and disabled students are needed for continuous school improvement. More effective multiple measures of mastery for reliable data sources for data driven decisions are needed for all educators to promote mastery of the objectives to be consistently documented for student success. Multiple and reliable data sources will be used to collaboratively identify needs and to strategically facilitate a developed coherent comprehensive improvement plan, aligned with Erie Rise Leadership Academy's vision for student growth and continuous improvement. Making assessment and accountability is an essential strategy for ERLACS SIP.

ERLACS will broaden the dialogue beyond summative assessments and high-stakes accountability, and broaden the curriculum assessed so the full measure of student learning occurs though utilizing more multiple measures of mastery. By developing innovative ways to measure the application of thinking, learning and life skills and encouraging local decision making on assessments that support learning in collaboration with the school community, the principal will ensure that there is a system within the school that fully ensures multiple and reliable data sources will be used to monitor progress toward achievement of identified goals OR to adjust action steps when data indicates changes are needed.

Student learning will be assessed using a variety of techniques. Incorporating more classroom assessments are vital to seeing continuing improvements in student achievement. So it's important that the primary purpose of administering more multiple measures of mastery are to promote student learning. More multiple measures of mastery will focus on the educational outcomes that matter most. Assessments serve as a vehicle for learning as well as a tool for measurement. Varied learning goals require varied multiple measures of assessment. Erie Rise Leadership goals will incorporate the five principles for effective classroom assessment:

1. Ensure that assessment serves learning
2. Use multiple measures
3. Align assessments to goals
4. Measure what matters
5. Ensure that assessments are fair and equitable

This strategy of utilizing more multiple measures of mastery for reliable data sources for data driven instructional decisions will ensure that there is a system in the school that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

(1) Discussion of the SIP 2014-2017 School Improvement Plan was discussed at the RFO meeting

Description:

Discussed RFO being a part of the School Improvement Plan and understand the process

Indicator of Implementation:

Start Date: 7/9/2015 **End Date:** 4/14/2016

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(2) Presentation of the DRAFT 2014-2017 School Improvement Plan to the Faculty

Description:

The details of the data based rationale for the selection of the Goal, Strategies and Action Plans in the SIP for 2014-2017 will be presented at the end of March 2014, at the faculty meeting. Feedback will be collected to utilize for the SIP Planning Team. The school administrator implements ISLLC Standard 3 through the management of the presentation, Standard 5 through accepting responsibility of the SIP and Standard 6 through influencing the larger cultural context for promoting student success with the developed SIP.

Indicator of Implementation: Agenda/Sign-in Sheets/Principal Report (DONE)

Start Date: 3/20/2014 **End Date:** 3/20/2014

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(3) Presentation of the DRAFT 2014-2017 School Improvement Plan to the Board of Trustees

Description:

The details of the data based rationale for the selection of the Goal, Strategies and Action Plans in the SIP for 2014-2017 will be presented at the end of March 2014, at the Board of Trustees meeting. Feedback will be collected to utilize for the SIP Planning Team. The school administrator implements ISLLC Standard 3 through the management of the presentation, Standard 4 through the collaboration between the internal and external publics through the presentation, Standard 5 through accepting responsibility of the SIP and Standard 6 through influencing the larger cultural context for promoting student success with the developed SIP.

Indicator of Implementation: Agenda/Minutes/Principal Report (Done)

Start Date: 3/21/2014 **End Date:** 3/21/2014

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(4) Board of Trustees Approval of the School Improvement Plan

Description:

After review and discussion of the digital submitted SIP, the Board will need to approve the SIP.

Indicator of Implementation: Board Minutes indicating approval/Electronic Signature of Board President (DONE)

Start Date: 4/23/2014 **End Date:** 4/24/2014

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(5) Assign a Full-Time Administrator

Description:

A full-time administrator will be assigned to ensure that the SIP Strategies and Action Steps are implemented for the support of the Action Plan.

Indicator of Implementation: Signed employment contract with Human Resources

Start Date: 1/1/2014 **End Date:** 1/1/2014

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(6) SIP Presentation to Internal Publics

Description:

The full-time Administrator implements ISLLC Standard 1 by ensuring that the Goal, Strategies and Action Plans in the SIP for 2014-2017, are incorporated into the Sunrise morning program. The SIP fundamentals will be presented to the internal school publics during the morning Sunrise school meeting with students and staff present for student success to be promoted by facilitating the development, articulation, implementation and stewardship of Erie Rise Leadership Academy's vision of learning that is shared and supported by the school community. The school administrator implements ISLLC Standard 3

through the management of the presentation, Standard 5 through accepting responsibility of the SIP and Standard 6 through influencing the larger cultural context for promoting student success with the developed SIP.

Indicator of Implementation: Daily schedule, Mission Statement, and grade level meeting minutes.

Start Date: 4/18/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Assigning a full-time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(7) SIP Team Collects, Reviews, Evaluates, and Recommends Multiple Measures of Mastery and Reliable Data Sources

Description:

The team works with the full-time Administrator and the following ISLLC Standards performances are implemented:

1-multiple measures and reliable data sources are related to student learning and used to develop the school vision and goals until decisions are agreed upon, and continue to be ongoing throughout the years. 2- ensuring that student learning will be measured by using a variety of techniques. 3- responsibility is shared and potential problems and opportunities are identified with the multiple measures and reliable data. 4-opportunities for staff to develop collaborative skills are provided. 5- the principal accepts responsibility of school operations of utilizing multiple measures of mastery and reliable data. 6-communication among the school community concerning the potential changes occurs within the school through collecting, reviewing, evaluating and recommending multiply measurements of mastery and reliable data sources.

Indicator of Implementation: Minutes

Start Date: 4/18/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full-time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(8) SIP Team Purchases Multiple Measures of Mastery and Reliable Data Sources

Description:

Description: The full-time Principal implements ISLLC Standard 2 for the SIP by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning for student success through acquiring more multiple measures of mastery and reliable data sources. Technology resources and devices will be purchased for multiple measurements of mastery and reliable data sources. Resources to be acquired and utilized by Erie Rise include computers, I-pads, smart phones, applications for teaching with I-pads, smart phones and computers, and projectors. Digital learning programs and assessments will be acquired and utilized through a variety of programs that may include Khan Academy, Imagine Learning, Lexia Reading Core5, MobyMax and the PDE's on-line classroom diagnostic tools for assessment. In 2015-2016 the school will administer the 4-Sight Assessments. The school principal implements ISLLC Standard 3 through the management of acquiring resources, Standard 4 through the collaboration between the internal and external publics to implement the utilization, and Standard 5 through accepting responsibility of acquiring more resources.

Indicator of Implementation: Purchase orders, data records, measurement of mastery documents

Start Date: 4/18/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(9) Learning Culture for Staff Through Professional Developments to Improve Teaching and Learning

Description:

The full-time Administrator implements ISLLC Standard 2 for the SIP by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning for student success through ensuring professional developments are implemented. Professional developments (PD) occur each Friday of the school week. PDs will continually focus on utilizing resources, technology instruction for devices and resources, and multiple measurements of mastery with the digital learning programs. The Professional developments will provide knowledge, learning and growth to teachers and staff members on how to incorporate the five principles for effective classroom assessment to: ensure that assessment serves learning, use multiple measures, align assessments to goals, measure what matters, and ensure that assessments are fair and equitable. Classroom management strategies, curriculum mapping and instructional best practices for implementing the Pennsylvania Common Core Standards are essential professional developments for learning that intersection with multiple measurements of mastery and reliable data sources.

Indicator of Implementation: Agenda's for the Professional Development, Sign-in Sheets, Staff PD evaluation form

Start Date: 4/18/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(10) Learning Culture for Staff Through Professional Developments to Collect, Analyze and Respond to Data

Description:

The full-time Administrator implements ISLLC Standard 2 for the SIP by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning for student success through ensuring professional developments are implemented. Professional developments (PD) occur each Friday of the school week. Data analysis strategies and procedures will be presented on professional development days and grade level meetings. Key questions will be identified to analyze the reliable target data that helps address the questions. Educators will understand that making intensive use of data from state-mandated assessments stress how important it is to have data available that can be easily disaggregated by school, classroom and specific groups of students. Educators will continually learn how to collect, analyze and respond to multiple measures of mastery data and the intersections for driving instruction and aligning curriculum to the Pennsylvania Common Core Standards through the professional developments for student success.

Indicator of Implementation: Agenda's for the Professional Development, Sign-in Sheets, Staff PD evaluation form

Start Date: 4/18/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(11) Curriculum Alignment to Pennsylvania CCSS and Providing Professional Growth for Educators

Description:

The full-time Administrator implements ISLLC Standard 1, Standard 2 and Standard 3 for the SIP that is developed with the alignment to the Pa Common Core State Standards and providing educators with the knowledge to incorporate the five principles for effective classroom assessments with the aligned curriculum. For Standard 1, the administrator will weekly monitor, evaluate, and revise with staff to achieve the vision and goals clearly articulated by the Common Core State Standards and in the Mission Statement of Erie Rise. For Standard 2, the administrator will ensure the alignment to the Pennsylvania CCSS will promote the culture of learning for students and staff for the success of all students. For Standard 3, the administrator promotes the success of all students by ensuring that the Pennsylvania Common Core State Standards are aligned to the curriculum through the management of the organization, operations, and resources for a safe, efficient, and effective learning environment. The school administrator implements ISLLC Standard 4 through the collaboration between staff teams, Standard 5 through accepting responsibility of the SIP curriculum alignment to the CCSS and Standard 6 through influencing the larger political, social, and legal cultural context for SIP curriculum alignment to the CCSS for a system in the school that fully ensures the principal is enabled to serve as a strong instructional leader.

Indicator of Implementation: Grade level meetings minutes, teacher evaluations, professional development agendas, CCSS checklists and “I can” student objectives posted, student formative and summative assessments

Start Date: 4/18/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(12) Learning Culture for Student Achievement Through Utilizing Multiple Measures of Mastery and Reliable Data Sources

Description:

The full-time Administrator implements ISLLC Standard 2 for the SIP by ensuring that the effectiveness of utilizing multiple measures of mastery and reliable data sources are being implemented. The intersections of instructional best practices, technology resources, digital learning, will be incorporated into utilizing the multiple measures of mastery and reliable data sources. Teacher assessments and observations, text assessments, digital assessments, and standardized, formative and summative assessments will be instilled and implemented. Web-based digital curriculum and assessment programs will be utilized. Lexia Core5, and MobyMax, are Web-based digital programs to be utilized. DIBELS and DRA are utilized for literacy assessments and Easy CBM are utilized for math assessments. The Pennsylvania Department of Education's on-line classroom diagnostic assessments (CDT) for reading, mathematics, and science will be utilized. Educators will complete grade level Common Core Standards Checklist and (MAP) My Achievement Plan for each student. These assessments will be used to analyze, contrast and compare to the other multiple measures of mastery. Standard 3 through the management of operations, the administrator will ensure that utilizing the multiple measures of mastery and reliable data sources are instilled and provided to all students. Through Standard 4 the high visibility, active involvement and communication with the school about implementing the use of multiple measures of mastery and reliable data sources will promote the effectiveness of implementation. By examining professional values, and ensuring that the staff instills, implements, and understands the SIP by utilizing effective multiple measures of mastery and reliable data sources the administrator will perform Standard 5 and Standard 6 for student success.

Indicator of Implementation: GLM minutes, PLC documents, data reports, teacher evaluations/observations

Start Date: 4/18/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(13) Quarterly Student Achievement Reports - Monitoring Multiple Measures of Mastery and Reliable Data Sources

Description:

A school administrator, designated staff and the SIP team will develop student achievement data reports. These reports will be utilized for data analysis and the management operations of Erie Rise Leadership Academy. The intersections of instructional best practices, technology resources, digital learning, multiple measures of mastery and reliable data are monitored and analyzed for student achievement. Teacher assessments and observations, text assessments, digital assessments, and standardized assessments will be analyzed as a team through weekly grade level meetings (GLMs), monthly professional learning communities (PLCs), and during the weekly professional developments on Fridays as follow-up to the GLMs and PLCs. The school administrator implements ISLLC Standard 3 through the management of Data Analysis, Standard 4 through the collaboration between the internal and external publics involved with data reports, Standard 5 through accepting responsibility of the data analysis process and Standard 6 through influencing the larger cultural context for promoting student success through data reports.

Indicator of Implementation: GLM minutes, PLC documents, data reports, Professional Developments

Start Date: 4/2/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

*(14) Best Practices for the School's Data System***Description:**

Description: The full-time Principal implements ISLLC Standard 2 for the SIP by ensuring that the data system will allow tracking and be able to be utilized by the school effectively for student achievement. The school will use a data protocol to plan, and implement best practice for the school's data system that is made up of Multiple Measures of Data with demographics, perceptions,

student learning and school processes. The teacher will administer all required assessments and benchmarks. A data team will set a calendar for implementing best practices for collecting the student learning data of performance assessments and benchmarks to analyze, with the intersections of the Multiple Measures of Data. This information will be shared to make a plan for instructional interventions with the teacher. Professional developments for teachers will be calendared for teacher growth to ensure the data system and instructional best practices are implemented for student achievement. Teachers will break down quarterly data to set individual student and class goals. Best practices for utilizing school's data system will continue with the staffs review, reassess and monitoring of the multiple measures of data sources to use for the school's continuous improvement.

Indicator of Implementation: GLM and data team minutes, , data reports, teacher evaluations/observations, meeting agendas

Start Date: 5/22/2015 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(15) Quarterly School Management of the SIP – Evaluating Multiple Measures of Mastery and Reliable Data Sources

Description:

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the end of each school quarter, the full- time school administrator will meet with the SIP team to review the SIP Goal, Strategies and the Action Plan Steps progress. Student achievement reports will drive the quarterly reviews for the school management of the SIP.

Indicator of Implementation: Meeting report minutes, data reports

Start Date: 4/12/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(16) Continual yearly review and adaptations of the SIP

Description:

There will be a continual yearly review and adaptations of the SIP with more Action Steps associated with the monitoring, and evaluating the effectiveness of the SIP. This review will be completed at the end of each year-round school term. For ISLLC Standard 6, the school administrator will ensure that Erie Rise operates within the framework of policies, laws, and regulations enacted by local state, and federal authorities with the policies being shaped to provide quality education for all students through the continual reviews and adaptations of the SIP.

Indicator of Implementation: Meeting report minutes, data reports

Start Date: 8/11/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(17) Presentation of the Updated or Modified Areas of the SIP 2015-2017 for Board of Trustees for 28 Calendar Day Review

Description:

Description: The details of the data based rationale for the selection of the Goal, Strategies and Action Plans in the SIP for 2014-2017 will be presented, to the Board of Trustees. Feedback will be collected to utilize for the SIP Planning Team. The school principal implements ISLLC Standard 3 through the management of the presentation, Standard 4 through the collaboration between the internal and external publics through the presentation, Standard 5 through accepting responsibility of the SIP and Standard 6 through influencing the larger cultural context for promoting student success with the developed SIP.

Indicator of Implementation: Agenda/Minutes

Board received the SIP document at the June 16, 2016 Board meeting and reviewed the document and some questions on the document

Start Date: 5/10/2016 **End Date:** 6/10/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Assigning a full-time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(18) Presentation of the DRAFT 2014-2017 School Improvement Plan to Intermediate Unit 5

Description:

Description: The details of the data based rationale for the selection of the Goal, Strategies and Action Plans in the SIP for 2014-2017 will be presented in May 2015 during the 30-day public review. Feedback will be collected to

utilize for the SIP Planning Team. The school principal implements ISLLC Standard 3 through the management of the presentation, Standard 4 through the collaboration between the internal and external publics through the presentation, Standard 5 through accepting responsibility of the SIP and Standard 6 through influencing the larger cultural context for promoting student success with the developed SIP.

Indicator of Implementation: Emails and feedback documents

Start Date: 5/12/2015 **End Date:** 5/12/2015

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(19) Presentation of the Updated DRAFT 2014-2017 School Improvement Plan to the Rise Family Organization (RFO)

Description:

Description: The details of the data based rationale for the selection of the Goal, Strategies and Action Plans in the SIP for 2014-2017 will be presented at the May RFO meeting and May faculty meeting in 2015. Feedback will be collected to utilize for the SIP Planning Team. The school principal implements ISLLC Standard 3 through the management of the presentation, Standard 4 through the collaboration between the internal and external publics through the presentation, Standard 5 through accepting responsibility of the SIP and Standard 6 through influencing the larger cultural context for promoting student success with the developed SIP.

Indicator of Implementation: Minutes/Agenda

Start Date: 5/11/2015 **End Date:** 5/11/2015

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

(20) Board of Trustees Approval of the 2015 Updated School Improvement Plan

Description:

Description: After review and discussion of the digital submitted SIP, the Board will need to approve the updated SIP.

Indicator of Implementation: Board Minutes indicating approval

Start Date: 6/18/2015 **End Date:** 6/18/2015

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Assigning a full -time administrator - principal will provide strong leadership
- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

Goal #5: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: New Curriculum, MobiMax, DRA's and Dibels, monthly grade level meetings and review of quarterly surveys of school initiatives

Specific Targets: contextual and performance of the student in areas of growth

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource:<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

(9) Learning Culture for Staff Through Professional Developments to Improve Teaching and Learning

Description:

The full-time Administrator implements ISLLC Standard 2 for the SIP by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning for student success through ensuring professional developments are implemented. Professional developments (PD) occur each Friday of the school week. PDs will continually focus on utilizing resources, technology instruction for devices and resources, and multiple measurements of mastery with the digital learning programs. The Professional developments will provide knowledge, learning and growth to teachers and staff members on how to incorporate the five principles for effective classroom assessment to: ensure that assessment serves learning, use

multiple measures, align assessments to goals, measure what matters, and ensure that assessments are fair and equitable. Classroom management strategies, curriculum mapping and instructional best practices for implementing the Pennsylvania Common Core Standards are essential professional developments for learning that intersection with multiple measurements of mastery and reliable data sources.

Indicator of Implementation: Agenda's for the Professional Development, Sign-in Sheets, Staff PD evaluation form

Start Date: 4/18/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Goal #6: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: New Curriculum, MobiMax, DRA's and Dibels, monthly grade level meetings and review of quarterly surveys of school initiatives

Specific Targets: contextual and performance of the student in areas of growth

Strategies:

Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

Description:

Evidence indicates that when trained educators utilize reliable high quality targeted assessment data from multiple measures of mastery it is an effective strategy to drive instruction. Educators who have learned how to effectively utilize assessment data to drive instruction will promote student success. Utilizing reliable data to analyze and understand the school's strengths and weaknesses helps to identify the need for change to set SMART goals and establish a baseline from the multiply measures of mastery to design an instructional plan for school improvement. Educators must have the expertise and sufficient time in their schedule to collect and analyze the reliable data from multiple measures of mastery. Then the educators must design and implement changes in the curriculum and provide differential instruction to the students identified needs for success.

Professional developments will be collaboratively and systematically planned OR aligned with the school's goals and PDE's requirements for growth. All ERLACS educators will be provided with the ability to access OR use appropriate data to inform decision-making for best practices to promote student success. Professional developments will focus on all educators being able to identify and allocate instructional resources for effective results, and to align assessments, curriculum, and instruction (including interventions for struggling students) to each other OR to PA's Common Core Standards.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Student Learning Maps

Description:

Planning guide, communication device, a tool for conceptualizing learning goals, curriculum pacing and planning, highlighting important vocabulary and a review tool for students to see what they have learned (Source: <http://www.learningfocused.com/online-learning/lfs-engaged/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

Utilize more multiple measures of mastery for reliable data sources for data driven decisions

Description:

Utilizing more multiple measures of mastery is the important multifaceted context for reshaping the landscape of assessments and accountability, which will drive education practices at Erie Rise Leadership Academy Charter School.

Focusing attention on underperforming students to disaggregate and report assessment data for different categories of students, such as economically disadvantaged students, racial or ethnic minorities, and disabled students are needed for continuous school improvement. More effective multiple measures of mastery for reliable data sources for data driven decisions are needed for all educators to promote mastery of the objectives to be consistently documented for student success. Multiple and reliable data sources will be used to collaboratively identify needs and to strategically facilitate a developed coherent comprehensive improvement plan, aligned with Erie Rise Leadership Academy's vision for student growth and continuous improvement. Making assessment and accountability is an essential strategy for ERLACS SIP.

ERLACS will broaden the dialogue beyond summative assessments and high-stakes accountability, and broaden the curriculum assessed so the full measure of student learning occurs through utilizing more multiple measures of mastery. By developing innovative ways to measure the application of thinking, learning and life skills and encouraging local decision making on assessments that support learning in collaboration with the school community, the principal will ensure that there is a system within the school that fully ensures multiple and reliable data sources will be used to monitor progress toward achievement of identified goals OR to adjust action steps when data indicates changes are needed.

Student learning will be assessed using a variety of techniques. Incorporating more classroom assessments are vital to seeing continuing improvements in student achievement. So it's important that the primary purpose of administering more multiple measures of mastery are to promote student learning. More multiple measures of mastery will focus on the educational outcomes that matter most. Assessments serve as a vehicle for learning as well as a tool for measurement. Varied learning goals require varied multiple measures of assessment. Erie Rise Leadership goals will incorporate the five principles for effective classroom assessment:

1. Ensure that assessment serves learning
2. Use multiple measures
3. Align assessments to goals
4. Measure what matters
5. Ensure that assessments are fair and equitable

This strategy of utilizing more multiple measures of mastery for reliable data sources for data driven instructional decisions will ensure that there is a system in the school that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

(13) Quarterly Student Achievement Reports - Monitoring Multiple Measures of Mastery and Reliable Data Sources

Description:

A school administrator, designated staff and the SIP team will develop student achievement data reports. These reports will be utilized for data analysis and the management operations of Erie Rise Leadership Academy. The intersections of instructional best practices, technology resources, digital learning, multiple measures of mastery and reliable data are monitored and analyzed for student achievement. Teacher assessments and observations, text assessments, digital assessments, and standardized assessments will be analyzed as a team through weekly grade level meetings (GLMs), monthly professional learning communities (PLCs), and during the weekly professional developments on Fridays as follow-up to the GLMs and PLCs. The school administrator implements ISLLC Standard 3 through the management of Data Analysis, Standard 4 through the collaboration between the internal and external publics involved with data reports, Standard 5 through accepting responsibility of the data analysis process and Standard 6 through influencing the larger cultural context for promoting student success through data reports.

Indicator of Implementation: GLM minutes, PLC documents, data reports, Professional Developments

Start Date: 4/2/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Utilize more multiple measures of mastery for reliable data sources for data driven decisions

(15) Quarterly School Management of the SIP – Evaluating Multiple Measures of Mastery and Reliable Data Sources

Description:

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the end of each school quarter, the full-time school administrator will meet with the SIP team to review the SIP Goal, Strategies and the Action Plan Steps progress. Student achievement reports will drive the quarterly reviews for the school management of the SIP.

Indicator of Implementation: Meeting report minutes, data reports

Start Date: 4/12/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

*(16) Continual yearly review and adaptations of the SIP***Description:**

There will be a continual yearly review and adaptations of the SIP with more Action Steps associated with the monitoring, and evaluating the effectiveness of the SIP. This review will be completed at the end of each year-round school term. For ISLLC Standard 6, the school administrator will ensure that Erie Rise operates within the framework of policies, laws, and regulations enacted by local state, and federal authorities with the policies being shaped to provide quality education for all students through the continual reviews and adaptations of the SIP.

Indicator of Implementation: Meeting report minutes, data reports

Start Date: 8/11/2014 **End Date:** 6/9/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Utilize more multiple measures of mastery for reliable data sources for data driven decisions
- Professional developments to improve teaching and learning with multiple measures of mastery and data based decisions

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Erie Rise Leadership Academy Charter School.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Erie Rise Leadership Academy Charter School has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Erie Rise Leadership Academy Charter School for the 2014-2017 school-year.

Affirmed by Terry Lang on 6/30/2016

Superintendent/Chief Executive Officer

Affirmed by Constance Ratcliff on 6/30/2016

Board President

Affirmed by Frederick Johnson on 7/5/2016

IU Executive Director

Evaluation of School Improvement Plan

Describe the success from the first year plan

The 2013-2014 ERLACS School Performance Profile Building Level Academic Score of 61.5 increased from the 2012-2013 score of 58.4 that designated ERLACS as a *Focus School* with being the bottom 10th percent in Pennsylvania. ERLACS is doing well in the indicators of academic growth where ERLACS shows evidence that the school met the standard for PA Academic Growth and ERLACS School Improvement Plan Indicators of Effectiveness in Mathematics, Reading/Literature, Science, and Writing. Students taking the Mathematics PSSA relative to changes in their achievement level/entering achievement during the reported 2013-2014 year were 70%. The academic growth of students taking the Reading PSSA relative to changes in their achievement level/entering achievement during the reported 2013-2014 year was 79%. The academic growth of students taking the Science PSSA relative to changes in their achievement level/entering achievement during the reported 2013-2014 year was 73%. The academic growth of students taking the Writing PSSA relative to changes in their achievement level/entering achievement during the reported 2013-2014 year was 78%. ERLACS's attendance rate for the school year 2013-2014 based upon previous year's data was 93%. ERLACS earned extra credit for the 7% for advanced achievement percent of students scoring Advanced on the Mathematics PSSA that included all students who took the PSSA and were enrolled for a full academic year. Extra credit was earned for the 5% of students who scored Advanced on the Reading/Literature PSSA that included all students who took the PSSA, and were enrolled for a full academic year. The percent of students who scored Advanced on the Science/Biology PSSA that includes all students who took the PSSA and were enrolled for a full academic year was 8%. Test participation rate for all PSSA in Grades 3, 4, 5 and 6 were 100 percent for Mathematics, Reading/Literature, Science and Writing. ERLACS promotion rate was 100 percent. The attendance rate for 2013-2014 is 93 percent. Indicators for closing the achievement gap for all students and for the historically underperforming students in Science is 100 percent. In the 2014-2015 school year we purchased more effective multiple measures of mastery for reliable data sources for data driven decisions. Two of the digital programs provide the data directly to the teachers with interventions given for student continuous improvement. We have purchased 385 tablets for every student to have their own tablet for utilizing the two digital programs. We have purchased 45 Chromebooks for students to take the Classroom Diagnostic Tool assessment. We will be purchasing 4-Sight Assessments for the 2015-2016 school year that will be administered four times throughout the year for measuring reliable data.

Describe the continuing areas of concerns from the first year plan

There are identified concerns associated with changes in the population, grade level growth, new operations and the School Performance Profile (SPP) scores for 2013-2014. ERLACS has had changes in administration and staff since it's opening in 2011, and this is an identified concern. Only seven of twenty-one teachers were retained and four additional classes were needed for the 2014-2015 school year. We have added classes to have four first grade classes, and two seventh grade classes. Employing substitute teachers has been difficult and this has caused the grade level meetings to meet less near the end of the current school year.

Erie Public Schools did not approve Erie Rise Leadership Charter School Renewal in the 2013-2014 school year. A renewal process was needed to have the Erie Public Schools' Board approve to renew the school's charter on January 7, 2015 through June 30, 2019 contingent on the school following an improvement plan agreed upon between ERLACS and Erie Public Schools. Shortly after the renewal in March 2015, the CEO resigned. The contract for the full-time principal was not renewed for the 2015-2016 school year. A new principal will be hired. We have concerns for effectively utilizing multiple measures of mastery for reliable data sources for data driven decisions. The multiple and reliable data sources that were purchased are digital. The digital programs require the use of the Internet. Due to several technical issues the programs have taken longer to implement than expected, so the amount of data retrieved for the 2014-2015 school year is less than expected. We have experienced difficulty with the Internet, Broadband and the Child Internet Safety Act (CIPA). The Classroom Diagnostic Tool (CDT) will not properly download from the Website on our Chromebooks, so we have not been able to use the program. Assistance from the Data Recognition Corporation (DRC) and the Intermediate Units has been unsuccessful with no solution to fix this issue. The demographics of the school present concerns for the Historically Underperforming Students' PSSA scores. The student population who are considered economically disadvantaged in the school based on October Student Snapshot enrollment is 70 percent. Current 2014-2015 economically disadvantaged is 100 percent and requires correction to the 70 percent 2014 Snapshot. The students receiving special education services in the school based on the Penn Data December collection and the October Student Snapshot enrollment is 13 percent. Currently our Special Education membership is approximately 20 percent. The percent of Black or African American (not Hispanic) students in the school based on October Student Snapshot enrollment is 67%. The percent of Hispanic students in the school based on October Student Snapshot enrollment is 11%, and the percent of multi-racial (not Hispanic) students in the school based on October Student Snapshot enrollment is 13%. The percent of white (not Hispanic) students in the school based on October Student Snapshot enrollment is 9%. There are identified concerns for ERLACS's (SPP) School Performance Profile scores that did not meet the federal accountability annual measurable objectives, and these concerns indicate that there is a need for improvement for students to increase their PSSA scores to be Proficient or Advanced. The percentages that includes all students who take the PSSA who were enrolled for a full academic year for the 2013-2014 Mathematics was 25%, Reading/Literature was 30%, Science was 49%, and Writing was 48%. The percent of students scoring Proficient or Advanced on the Grade 3 Reading PSSA that includes all students who take the PSSA and were enrolled for a full academic year was 33%. These identified concerns are to be improved through the ERLACS's School Improvement Plan.

Describe the initiatives that have been revised

The revised initiatives have added more multiple measures of mastery, indicators of effectiveness and new action plan steps. The 4-Sight Benchmark Assessments will add to the data collection and ensure that hard copy data is available. The steps to add Best Practices for the School's Data System is an important initiative for the school to effectively implement the process of data for continual school improvement. The continual adaptations to the SIP promote student success.

Describe the success from the past year.

Erie Rise Leadership Academy Charter School (ERLACS) in 2015-2016 has hired a new CEO, Building Principal, Teacher and Staff to facilitate the shared leadership strategic plan by the

CEO. In the 2015-2016 school year, several improvements were implemented at Erie Rise Leadership Academy Charter School.

- Shared Leadership among the Administration, Staff and Teachers lead by the CEO
- Increased and improved communication throughout the organization, including Parents, Staff and community
- In the Summer Session each student received 90 minutes of Reading and Math per grade level
- Purchased a new curriculum: Sadlier [Progress in Mathematics], McGraw Hill [SRA Flex Literacy, Number Worlds]
- ERLACS piloted an After School Program for a couple months that provided tutoring for students, started a choir, dance team, snacks and transportation for all the students
- With the success of the piloted After School Program, ERLACS will continue this program in the fall for students with academic concerns

Describe the continuing areas of concerns from the first two years.

- Improving internet connectivity within the existing building
- Administration has reduce teacher turnover and will continue to improve in this area

Describe the initiatives that have been revised.

Reducing Staff and Teacher turnover is the ultimate goal, for the success of Erie Rise Leadership Academy Charter School

- Purchase a New Curriculum for reading and math, that aligns with the common core [SRA FLEX Literacy, Sadlier Progress in Math and McGraw Hill SRA Number Worlds]
- Bi-Weekly\ Monthly assessments of student core knowledge of the curriculum
- SAS Portal as reference and knowledge base resource center
- Sub-Folders for the days Teacher will be absence
- Monthly Grade Level meetings by review assessments\homework\test and look at the achievement progression of students in their class
- Preparing the Teacher for success and retaining the best Teachers to succeed in their position
- Maintaining Teachers and Staff that will help the school grow and achieve academic success for each student

- Monthly grade level meetings with the principal and teachers
- Allocate appropriate resources for the diverse learner's success, through programs that align with the newly purchased curriculum and support staff
- Monthly training for professional development for Staff, Teachers and Administration on the success of the programs and make appropriate changes
- A quarterly survey to monitor the progress of the newly purchased curriculum and school initiatives