

Chester HS

CSI School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Chester Upland School District		Chester High School
Address 1		
232 W. 9th St.		
Address 2		
City	State	Zip Code
Chester	PA	19013
Chief School Administrator		Chief School Administrator Email
Latrice Mumin		lmumin@chesteruplandsd.org
Principal Name		
Lamonte Popley		
Principal Email		
lpopley@chesteruplandsd.org		
Principal Phone Number		Principal Extension
610-447-3700		3690
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Stottlemyer		hstottlemyer@dcIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lamonte Popley	Principal	CHS/Principal	lpopley@chesteruplandsd.org
Thomas Buonocore	Teacher	CHS/Math	tbuonocore@chesteruplandsd.org
Shannon Murphy	Teacher	CHS/Instructional Coach	smurphy@chesteruplandsd.org
Khalid Sutton	District Level Leaders	CHS/District Level	ksutton@chesteruplandsd.org
Latrice Mumin	Chief School Administrator	CUSD - Superintendent	lmumin@chesteruplandsd.org
Monique Hale	District Level Leaders	CHS / District Level Federal Programs	mhales@chesteruplandsd.org
Heather Stottlemeyer	Education Specialist	DCIU / School Improvement Facilitator	hstottlemeyer@dciu.org
Carlena Parker	District Level Leaders	CHS / District Level	cparker@chesteruplandsd.org
Dontae Wilson	District Level Leaders	CHS/District Level	dwilson@chesteruplandsd.org
Tahira Burrell	Principal	CHS/Assistant Principal	tburrell@chesteruplandsd.org
Meghan Sgro	Principal	CHS/Assistant Principal	msgro@chesteruplandsd.org
Judith Odom	Teacher	CHS/Science	jodom@chesteruplandsd.org
Jonni Moody	Teacher	CHS/Social Studies	jmoody@chesteruplandsd.org
Lauren Hurst	Teacher	CHS/Special Education	lhurst@chesteruplandsd.org
Aliya Covington	Other	CHS/Guidance Counselor	ablanden@chesteruplandsd.org
Derrick Spence	Community Member	Chester/Probation	SpenceD@co.delaware.pa.us
Brian Warren	Parent	Chester/RHJ Foundation	TeamRHJPA@gmail.com
Lakeisha Lewis	Teacher	CHS/Science Department	llewis@chesteruplandsd.org
Taylor Rooney	Teacher	CHS/Science Department	trooney@chesteruplandsd.org
Deborah Harris-Barnes	Teacher	CHS/Math Department	dharris-barnes@chesteruplandsd.org
Aisha Mitchell	Teacher	CHS/Math Department	amitchell@chesteruplandsd.org
Oyinlade Kyra Oeyemi	Student	12th Grade Student	ooeyemi1007405@chesteruplandsd.org
Kimberly Mesquito	Teacher	CHS/Instructional Coach	kmesquito@chesteruplandsd.org
Yetunde Kayla Oseyemi	Student	12th Grade Student	yoseyemi@chesteruplandsd.org
Sakai Miller	Student	11th Grade Student	smiller1001307@chesteruplandsd.org

Vision for Learning

Vision for Learning

Chester High School will provide an educational experience that will optimize success and growth for all staff and students through continuous instructional self-assessments and improvement. We will honor best practices in teaching and learning so that all students can reach their maximum potential. In pursuit of educational excellence, Chester High School will aim to support the empowerment of all students to become high academic achievers and lifelong learners that understand the need for rigor and diversified education. Students will continue to progress and succeed beyond high school graduation in the 21st Century's global market through the development of proficient skills that address college and career goals.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The ELA all-student group in percentage of proficient or advanced increased from 4.0% in 21-22 to 8.8% in 22-23.	Data point is still 45.7% below the statewide average.
The academic growth score for science/biology for the all-student group meets and exceeds the statewide average growth score and the statewide growth standard.	Academic growth score on science/biology is 79.0 an increase from 63.0.
English language growth and attainment grew from 9.5% in 21-22 meeting interim goal/improvement target to 13.6% meeting interim goal/improvement target in 22-23.	Data point is still 15.4% below the statewide average.
Regular attendance increased from 23.1% in 20-21 to 27.2% in 21-22.	Data point is still 46.7% below the statewide average.
The percentage of the all student group meeting the performance standard for Career Standards benchmark increased from 5.4% in 21-22 to 31.6% in 22-23.	Data point is still 58% below the statewide average.
Percentage of industry-based learning is 34.1%.	Exceeds statewide average and statewide performance standard.

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature percent of students who are proficient or advanced is 8.8%.	This is an increase, however still below the statewide average of 54.5%.
Mathematics/Algebra percent of students who are proficient or advanced is 1.4%.	This is a decrease of .6% from 21-22 and below the statewide average of 38.3%.
Science/Biology percent of students who are proficient or advanced is 1.9%.	This is a decrease of .7% from 21-22 and below the statewide average of 58.9%.

The academic growth score for English Language Arts/Literature for the all student group is 68.0.	This is a decrease from 77.0 in 21-22 and below the state average of 70.0.
The academic growth score for Mathematics/Algebra for the all student group remained at 50.0.	Data point is 25.3 below the statewide average growth score.
The percentage of students scoring advanced on English Language Arts/Literature is 0.0%.	Consistent with 21-22 school year.
The percentage of students scoring advanced on Mathematics/Algebra is 0.0%.	Consistent with the 21-22 school year.
The percentage of students scoring advanced on English Language Arts/Literature is 0.6%.	The statewide average is 26.0%.
Percentage of regular attendance is 27.2% which is 46.1% below the statewide average.	Increase from 21-22
Percent of students meeting the performance standard for Career Standards Benchmark is 31.6%.	Students are not in Student Information System as the correct credit-earned grade, creating a discrepancy on this data point.
Percent of students graduating in a 4-Year Cohort is 42.6%.	Decrease from 46.0% in 20-21.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>Indicator English Language Arts/Literature percent of proficient or advanced for the subgroups of Black, Hispanic, Economically Disadvantaged, and Students with Disabilities indicate an increase in achievement from 21-22 and consistent with the all-student group.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Black: 9.4% Hispanic: 5.0% Economically Disadvantaged: 8.8% Student with Disabilities: 5.5%</p>
<p>Indicator In English Language Arts/Literature the Black and Students with Disabilities subgroups have met the statewide growth standard.</p> <p>ESSA Student Subgroups African-American/Black, Students with Disabilities</p>	<p>Comments/Notable Observations Black: 70.0 Student with Disabilities: 72.0</p>
<p>Indicator In Science/Biology the Black and Economically Disadvantaged subgroups have exceeded the statewide average growth score and met the statewide growth standard.</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations Black: 79.0 Economically Disadvantaged: 78.0</p>

<p>African-American/Black, Economically Disadvantaged</p> <p>Indicator In Science/Biology, the Black, Economically Disadvantaged, and Student with Disabilities subgroups indicate increases in the percentage of students scoring advanced on the Keystone exam - exceeding the all-student group.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Black: .8% Economically Disadvantaged: .7% Student with Disabilities: 1.9%</p>
<p>Indicator In English Language Growth and Attainment, Hispanic and Economically Disadvantaged subgroups show an increase in the percentage of students meeting their interim goal/improvement target.</p> <p>ESSA Student Subgroups Hispanic, Economically Disadvantaged</p>	<p>Comments/Notable Observations Hispanic: 15.0% Economically Disadvantaged: 14.3%</p>

Challenges

<p>Indicator In Mathematics/Algebra the Black, Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups have decreased in achievement.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Black: .9% Hispanic: 0.0% Economically Disadvantaged: 1.6% Students with Disabilities: 4.2%</p>
<p>Indicator In Science/Biology the Black and Students with Disabilities subgroups have decreased in achievement.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Black: 2.4% Hispanic: 0.0% Economically Disadvantaged: 1.4% Students with Disabilities: 3.7%</p>
<p>Indicator In Science/Biology the Economically Disadvantaged subgroup does not meet the standard demonstrating growth.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations Economically Disadvantaged: 68.0</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>In Science/Biology the Black, Economically Disadvantaged, and Students with Disabilities subgroups do not meet the standard demonstrating growth.</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Black: 50.0 Economically Disadvantaged: 50.0 Students with Disabilities: 55.0</p>
<p>Indicator In English Language Arts/Literature the Black, Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups have 0.0% advanced.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator In Mathematics/Algebra the Black, Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups have 0.0% advanced.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator In Science/Biology the Black, Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups have decreased in the percentage of students who are advanced.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Black: 0.8% Hispanic: 0.0% Economically Disadvantaged: 0.7% Students with Disabilities: 1.9%</p>
<p>Indicator Black, Hispanic, 2 or More Races, Economically Disadvantaged, English Learners, and Students with Disabilities subgroups did not meet the performance standard for Regular Attendance.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Black: 26.7% Hispanic: 27.8% 2 or More Races: 31.0% Economically Disadvantaged: 26.4% English Learner: 29.2% Student with Disabilities: 30.5%</p>

<p>Indicator Black, Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups did not meet the performance standard for Career Standards Benchmark.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Black: 32.9% Hispanic: 20.0% Economically Disadvantaged: 30.9% Student with Disabilities: 30.5%</p>
<p>Indicator Black, Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups did not meet the Interim Goal/Improvement Target for High School Graduation Rate.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Black: 42.7% Hispanic: 39.0% Economically Disadvantaged: 43.3% Student with Disabilities: 30.7%</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The ELA all student group in percentage of proficient or advanced increased from 4.0% in 21-22 to 8.8% in 22-23.
The academic growth score for science/biology for the all student group meets and exceeds the statewide average growth score and the statewide growth standard.
English language growth and attainment grew from 9.5% in 21-22 meeting interim goal/improvement target to 13.6% meeting interim goal/improvement target in 22-23.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Mathematics/Algebra percent of students who are proficient or advanced is 1.4%.
The science/Biology percentage of students who are proficient or advanced is 1.9%.
The percentage of regular attendance is 27.2% which is 46.1% below the statewide average.

Percent of students graduating in a 4-Year Cohort is 42.6%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Using the 2023-24 MAP Assessment as a predictor of Keystone Achievement, 7% of ELA 10 students will be proficient or advanced in Keystone Literature.	During the 2023 ELA Keystone assessment, less than 1% of students scored proficient.
39.8% of ELA 10 students met or exceeded their individual RIT growth target from Fall 2023 to January 2024 in the NWEA MAP Assessment.	The number of eligible students to indicate growth was limited due to small amount of students testing in Fall.
Across ELA 10 students in IXL, 2,225 skills have been mastered and 2,664 skills are proficient.	The IXL intervention was not utilized during the 2022-23 school year.

English Language Arts Summary

Strengths

100% of teachers are utilizing core materials for Tier I and IXL intervention in their classrooms to increase student achievement.
Close Reading professional learning for all content areas followed by a walk-through to indicate success or need for more support.
Instructional coaching for all teachers has benefited instruction, as seen through coaching documentation, learning walks, and observations.

Challenges

The lack of professional learning community (PLCs) geared toward collecting and analyzing data for data-driven instruction.
The ELA courses face the challenge of an abundance of assessments scheduled simultaneously during the spring semester. This situation necessitates explicit planning for attendance, reduction of instructional time, student motivation, and engagement to encourage successful outcomes.
Targeted data collection tools are required to assess the effectiveness of instructional strategies and overall instruction.
Lack of rigorous and varied objectives, direct instruction, instructional learning activities, and assessments.

Mathematics

Data	Comments/Notable Observations
61.9% of Algebra 1 students met or exceeded their individual RIT growth target from Fall 2023 to January 2024 in the NWEA MAP Assessment.	Sixty-five percent of students who met growth also had Foundations of Algebra.

Across Algebra I students in IXL, 5,847 skills have been mastered and 6,442 skills are proficient.	Teachers have been implementing the IXL intervention with fidelity. Students are expected to spend 1 hour per week on the intervention.
Per NWEA, using the 2023-24 SY MAP Assessment as a predictor of Keystone Achievement, 3% of Algebra I students will be proficient or advanced in Keystone Algebra.	During the 22-23 SY, 3% of Algebra 1 students scored proficiently on the NWEA MAP assessment. During the 2023 Spring Algebra 1 Keystone assessment, 0% of students scored proficiently on the NWEA MAP.

Mathematics Summary

Strengths

Double math courses for all students during .5 of the school year is increasing prerequisite Algebra 1 skills/concepts.
Small group instruction for all students enrolled in Algebra I increased student engagement, student talk, increased achievement and growth, and better student-teacher relationships.
61.86% of students in the first semester reached their projected RIT score on NWEA-MAP Math.
Instructional coaching for all teachers has benefited instruction, as seen through coaching documentation, learning walks, and observations.

Challenges

Consistent growth across all grade levels in NWEA-MAP is evident, although achievement levels vary.
Inconsistent math instruction among the Algebra I classes with varying materials being used and various strategies being taught.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Study Island is used for Biology benchmarks and progress monitoring.	Data has not been consistent due to receiving logins late and late to establish routines. Study Island is used for all Sciences.

Science, Technology, and Engineering Education Summary

Strengths

As of February 2024, Study Island is being implemented as a benchmark for Biology I to monitor progress.
Standards based assessments provided to students each quarter.

Challenges

Failure to share Biology data and use it to drive school-wide instruction.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
3 Career Day events for all students to participate.	Approximately 300 students participated in the career fair consisting of local businesses.
During the 2023-24 school year, 33 out of 35 senior students (94%) successfully earned the OSHA-10 certification.	OSHA certifications were obtained during their CTE courses.
Students participated in the College tour for early admission and acceptance.	0 senior students earned college early admission and acceptance.
Senior Class completed the ACT 158 state requirements.	As of 05.01.2024, 90 out of 106 students completed ACT 158 state requirements.
Bountiful Blessings - College and Career Fair	10 colleges and universities; armed services; on the spot interviews for students with resumes.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
During the 2023-24 school year, 8 out of 21 senior students (38%) successfully passed the NOCTI exam for their program.	During the 2022-23 school year, 8 out of 28 senior students (28.5%) successfully passed the NOCTI exam for their program.
During the 2023-24 school year, there were 202 students enrolled in ten different CTE programs.	Last year, there were 62 students enrolled in the six different CTE programs offered.
During the 2023-24 school year, 33 out of 35 senior students (94%) successfully earned the OSHA-10 certification.	During the 2022-2023 school year, 17 out of 26 senior students (65%) successfully earned the OSHA-10 certification.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
During the 2023-24 school year, 100% of senior students passed the CIVICs exam with an average score of 92%.	During the 2023-24 school year, 100% of senior students passed the CIVICs exam with an average score of 87.6%.
CIVICs students earned the Governor's Civic engagement silver award.	67% of eligible students registered to vote by May 2024.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

A College and Career counselor was retained to support and promote college and career initiatives.
Preparation and review materials provided to students, as well as supplemental online resources for the Civics exam.
Exposure to college campuses and college academics enhanced student interest to attend college. We provided college tours and career events to encourage student participation and attendance.
The number of CTE offerings increased from six to ten which caused an increase in the number of students participating.
The number of students obtaining NOCTI and OSHA certifications has increased.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

College and career counselor is not fully dedicated to Chester High School (counselor is present 60% of the time).
There is a need for the college and career counselor to attend trainings on how to ensure college essay completion.
Students' hesitancy to apply for scholarships and funding, due to apprehension to write essays (data source: teacher feedback).
There is a need to continue to grow our support system for parents and students regarding FAFSA completion.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
10.7% of students within our learning community are English Language Learners.	68 students in Chester High School represent the 10.7%.
Based on the 2023-24 SY WIDA RESULTS students scored: Entering (1.0-1.9) = 44 students Beginning (2.0-2.9) = 13 students Developing (3.0-3.9) = 8 students Expanding (4.0-4.9) = 0 students Bridging (5.0-5.9) = 0 students Reaching (6.0 and above) = 0 students	3 students with no final results.
Based on the January 2024 ELA-10 NWEA MAP data, 40% of English Language Learners met their RIT growth target.	The growth was 0.5% higher than the general education population.
Based on the January 2024 Algebra 1-10 NWEA MAP data, 67% of English Language Learners met their RIT growth target.	The growth was 6.14% higher than the general education population.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Based on the January 2024 ELA-10 NWEA MAP data, 39.1% of students with learning disabilities met their RIT growth target.	The growth was comparable to the general education population
Based on the January 2024 Algebra 1 NWEA MAP data, 50% of students with learning disabilities met their RIT growth target.	The growth was 11.86% less than the general education population.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Based on the National School Lunch Program Report located on PDE's website, during the 2022-23 SY, 85.17% of students were eligible for free and reduced lunch.	Chartwell, the school lunch program, held a focus group for students to taste and identify healthy and tasty breakfast and lunch options for the 2024-25SY.
During the 2023-24 SY, 21st Century free after school tutoring was offered for all core subjects.	Based on 21st Century sign-in sheets, fifty-five students took advantage of this opportunity.
Reduced-price credit recovery (\$50) is offered for all high school students.	7 students took advantage of this opportunity.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The English language learner population has shown comparable growth to the general education population in both ELA-10 and Algebra 1.
Students with learning disabilities have shown comparable growth to the general education population in ELA-10.
English Language Development professional developments and mandated close reading and small group instructional strategies were implemented and will continue during the 2024-25 SY.
Chartwell, the school lunch program, held a focus group for students to taste and identify healthy and tasty breakfast and lunch options for the 2024-25SY. This allowed for student voice/choice.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

There are significant language barriers impeding communication between CHS staff and ELL families.
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Not enough teachers provide differentiated accommodations based on student WIDA levels (English proficiency).

Not enough teachers provide accommodations/modifications to support students with learning.

Limited student participation in the 21st Century tutoring and credit recovery programs.
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Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Not Yet Evident
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Continuously monitor implementation of the school improvement plan and adjust as needed.
Use of data to determine appropriate instructional strategies for teachers and students.
Align objectives, curricular materials, and learning activities to PA standards.
Use interventions (Foundations of Algebra) to support the various learning needs of students based on data.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.
Implement a multi-tiered system of supports for academics and behavior.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The ELA all student group in percentage of proficient or advanced increased from 4.0% in 21-22 to 8.8% in 22-23.	True
The academic growth score for science/biology for the all student group meets and exceeds the statewide average growth score and the statewide growth standard.	False
English language growth and attainment grew from 9.5% in 21-22 meeting interim goal/improvement target to 13.6% meeting interim goal/improvement target in 22-23.	True
	False
100% of teachers are utilizing core materials for Tier I and IXL intervention in their classrooms to increase student achievement.	False
Close Reading professional learning for all content areas followed by a walk-through to indicate success or need for more support.	False
Instructional coaching for all teachers has benefited instruction, as seen through coaching documentation, learning walks, and observations.	False
61.86% of students in the first semester reached their projected RIT score on NWEA-MAP Math.	False
Small group instruction for all students enrolled in Algebra I increased student engagement, student talk, increased achievement and growth, and better student-teacher relationships.	False
Double math courses for all students during .5 of the school year is increasing prerequisite Algebra 1 skills/concepts.	True
Use of data to determine appropriate instructional strategies for teachers and students.	False
A College and Career counselor was retained to support and promote college and career initiatives.	False
Preparation and review materials provided to students, as well as supplemental online resources for the Civics exam.	False
Exposure to college campuses and college academics enhanced student interest to attend college. We provided college tours and career events to encourage student participation and attendance.	False
Students with learning disabilities have shown comparable growth to the general education population in ELA-10.	False

Instructional coaching for all teachers has benefited instruction, as seen through coaching documentation, learning walks, and observations.	False
The number of CTE offerings increased from six to ten which caused an increase in the number of students participating.	False
The number of students obtaining NOCTI and OSHA certifications has increased.	False
As of February 2024, Study Island is being implemented as a benchmark for Biology I to monitor progress.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
The English language learner population has shown comparable growth to the general education population in both ELA-10 and Algebra 1.	False
English Language Development professional developments and mandated close reading and small group instructional strategies were implemented and will continue during the 2024-25 SY.	False
Standards based assessments provided to students each quarter.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Align objectives, curricular materials, and learning activities to PA standards.	False
Use interventions (Foundations of Algebra) to support the various learning needs of students based on data.	False
Chartwell, the school lunch program, held a focus group for students to taste and identify healthy and tasty breakfast and lunch options for the 2024-25SY. This allowed for student voice/choice.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Mathematics/Algebra percent of students who are proficient or advanced is 1.4%.	False
The science/Biology percentage of students who are proficient or advanced is 1.9%.	False
The percentage of regular attendance is 27.2% which is 46.1% below the statewide average.	False
Percent of students graduating in a 4-Year Cohort is 42.6%.	False
	False
Consistent growth across all grade levels in NWEA-MAP is evident, although achievement levels vary.	False
Inconsistent math instruction among the Algebra I classes with varying materials being used and various strategies being taught.	False

Targeted data collection tools are required to assess the effectiveness of instructional strategies and overall instruction.	False
Not enough teachers provide differentiated accommodations based on student WIDA levels (English proficiency).	False
Not enough teachers provide accommodations/modifications to support students with learning.	False
Failure to share Biology data and use it to drive school-wide instruction.	False
College and career counselor is not fully dedicated to Chester High School (counselor is present 60% of the time).	False
Students' hesitancy to apply for scholarships and funding, due to apprehension to write essays (data source: teacher feedback).	False
There are significant language barriers impeding communication between CHS staff and ELL families.	False
There is a need to continue to grow our support system for parents and students regarding FAFSA completion.	False
Lack of rigorous and varied objectives, direct instruction, instructional learning activities, and assessments.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	True
There is a need for the college and career counselor to attend trainings on how to ensure college essay completion.	False
	False
The lack of professional learning community (PLCs) geared toward collecting and analyzing data for data-driven instruction.	False
The ELA courses face the challenge of an abundance of assessments scheduled simultaneously during the spring semester. This situation necessitates explicit planning for attendance, reduction of instructional time, student motivation, and engagement to encourage successful outcomes.	False
Limited student participation in the 21st Century tutoring and credit recovery programs.	False
	False
Implement a multi-tiered system of supports for academics and behavior.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Staff need to build relationships with students and families and collaborate with peers to foster a culture of high expectations and care that will result in a better school climate and increased student achievement and attendance.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	Teachers do not feel welcomed, safe, supported, and cared for within the educational environment. Thus, it causes for morale to be low.	True
Lack of rigorous and varied objectives, direct instruction, instructional learning activities, and assessments.	Teachers lack professional development to learn and review instructional strategies that support student learning	True
Implement a multi-tiered system of supports for academics and behavior.	Start this in the Fall and not in March. Assign coordinators and facilitators. Hold staff, admin and students accountable for steps. This is necessary for the program to work effectively. Too many students fall through the cracks because there has not been a thorough MTSS program in place.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Double math courses for all students during .5 of the school year is increasing prerequisite Algebra 1 skills/concepts.	Rostering Algebra I students for a double period math for one semester has increased student growth and student achievement as evident on common assessments and in class.
The ELA all student group in percentage of proficient or advanced increased from 4.0% in 21-22 to 8.8% in 22-23.	The percentage of proficient or advanced students doubled from the previous year.
English language growth and attainment grew from 9.5% in 21-22 meeting interim goal/improvement target to 13.6% meeting interim goal/improvement target in 22-23.	Summer work will focus on re-rostering EL students for the following year to further be in gen ed classes.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	At Chester High School, by prioritizing, promoting, and sustaining a positive school environment for both teachers and students, then all members will feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and

	physically. And by fostering such an inclusive and supportive atmosphere, we enhance the overall well-being and academic success of our school community.
	Instructional Strategies should include differentiated learning activities.
	At Chester High School, by implementing a multi-tiered system of supports for academics and behavior, then we can effectively address the diverse needs of all students. And by providing targeted interventions and supports, we promote academic success and positive behavior throughout the school community.

Goal Setting

Priority: At Chester High School, by prioritizing, promoting, and sustaining a positive school environment for both teachers and students, then all members will feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically. And by fostering such an inclusive and supportive atmosphere, we enhance the overall well-being and academic success of our school community.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, through the use of targeted interventions and student support systems (parent engagement and PBIS) there will be an increase in overall student attendance by 81% to 100% for students with chronic absenteeism as measured by daily attendance records.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 50% of students will demonstrate regular daily attendance.	By December 30, 2024, 50% to 65% of students with chronic absenteeism will demonstrate regular daily attendance.	By March 1, 2025, 66% to 80% of students with chronic absenteeism will demonstrate regular daily attendance.	By June 1, 2025, 81% to 100% of students with chronic absenteeism will demonstrate regular daily attendance.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, through the implementation of monthly community building activities, PBIS and targeted professional development, student and staff satisfaction with school climate and culture will improve by 20% over last year's score as measured by the annual climate survey.			
Measurable Goal Nickname (35 Character Max)			
School Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 80 to 100% of students	By December 30, 2024, 50% to 65% of students and staff will respond that they feel welcomed, supported	By March 1, 2024, 66 to 80% of staff and students will respond that they feel welcomed,	By June 1, 2025, 81 to 100% of staff and students will respond that they feel welcomed,

and staff will complete the climate survey.	and safe on the quarterly school climate survey.	supported and safe in school on the quarterly survey.	supported and safe in school on the final climate survey.
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Priority: At Chester High School, by implementing a multi-tiered system of supports for academics and behavior, then we can effectively address the diverse needs of all students. And by providing targeted interventions and supports, we promote academic success and positive behavior throughout the school community.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, by implementing targeted academic support programs, personalized counseling services, and early intervention strategies through the MTSS process, 80 to 100% of at risk, senior students will meet the graduation requirements for promotion.			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 100% of Grade 12 students will complete a credit assessment with their school counselor.	By December 30, 2024, 50 to 65% of identified at risk grade 12 students will be on-track to meet the State graduation requirements.	By March 1, 2024, 66 to 80% of identified at risk, grade 12 students will be on-track to meet the State graduation requirements.	By May 1, 2024, 81 to 100% of identified at risk, grade 12 students will be on-track to meet the State graduation requirements.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, through targeted language support, individualized instruction and regular progress monitoring (MTSS), there will be a 20% increase in the average ACCESS exam scores for all new English as a Second Language (ESL) learner.			
Measurable Goal Nickname (35 Character Max)			
English Language Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 100% of ELL newcomers will take the WIDA screener.	By December 30, 2024, 50 to 65% of newcomer ELL students will meet the scores of proficiency as	By March 30, 2024, 66 to 80% of newcomer ELL students will meet the scores of proficiency as	By December 30, 2024, 81 to 100% of newcomer ELL students will meet the scores of proficiency as outlined by the ACCESS assessment.

	outlined by the ACCESS assessment.	outlined by the ACCESS assessment.	
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Priority: Instructional Strategies should include differentiated learning activities.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of SY 24-25, 80 to 100% of students will meet their individual growth goal as determined by the MAP assessment.			
Measurable Goal Nickname (35 Character Max)			
English Language Arts			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 80 to 100% of students will complete the MAP assessment.	By December 30th 2024, 50 to 65% of targeted students will meet their individual growth goal as determined by the MAP assessment	By March 1st 2025 66 to 80% of targeted students will meet their individual growth goal as determined by the MAP assessment	By June 1st 2025, 81 to 100% of targeted students will meet their individual growth goal as determined by the MAP assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of SY 24-25, 80 to 100% of students will meet their individual growth goal as determined by the MAP assessment.			
Measurable Goal Nickname (35 Character Max)			
Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 80 to 100% of students will complete the MAP assessment.	By December 30th 2024, 50 to 65% of targeted students will meet their individual growth goal as determined by the MAP assessment	By March 1st 2025 66 to 80% of targeted students will meet their individual growth goal as determined by the MAP	By June 1st 2025, 81 to 100% of targeted students will meet their individual growth goal as determined by the MAP assessment.

Action Plan

Measurable Goals

Regular Attendance	School Climate and Culture
Graduation Rate	English Language Growth and Attainment
English Language Arts	Mathematics

Action Plan For: Small Group Instruction

Measurable Goals:
<ul style="list-style-type: none"> By the end of SY 24-25, 80 to 100% of students will meet their individual growth goal as determined by the MAP assessment. By the end of the 2024-2025 school year, through targeted language support, individualized instruction and regular progress monitoring (MTSS), there will be a 20% increase in the average ACCESS exam scores for all new English as a Second Language (ESL) learner. By the end of SY 24-25, 80 to 100% of students will meet their individual growth goal as determined by the MAP assessment.

Action Step		Anticipated Start/Completion Date	
Teachers will use data to develop targeted instruction that differentiates lessons and reduces the gaps in student learning to improve academic performance.		2024-08-26	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tahira Burrell/Assistant Principal	IXL Math and Reading Interventions, Study Island Science, Kami, Nearpod, Kahoot, Edpuzzle, AVID materials and Close Reading supports	Yes	
Action Step		Anticipated Start/Completion Date	
On-going, small group instruction coaching in partnership with the DCIU coaches based on teacher observations and student data.		2024-09-23	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tahira Burrell/Assistant Principal	Kahoot: \$3,775.80 Edpuzzle: \$2,940.00 IXL Subscription: \$18,000 (math and ELA)	No	

Action Step		Anticipated Start/Completion Date	
Small group instruction team will foster collaborative and continuous coaching to enhance student learning and achievement. PLCs will provide a structured framework for teachers to work together, share best practices, analyze student data, and develop effective instructional strategies.		2024-09-23	2024-11-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tahira Burrell/Assistant Principal	IXL Math and Reading Interventions, Study Island Science, Kami, Nearpod, Kahoot, Edpuzzle, AVID materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of SY 24-25, 80 - 100% of students will meet or exceed their individual growth goal as determined by MAP, through the use of targeted interventions within small group instruction.	Grade level teams will evaluate student progression towards their individual growth goals after quarterly assessments. Teachers will use weekly assessments to determine when students should be moved to a different small group that will target the deficiencies not yet mastered.

Action Plan For: Positive Behavior Interventions and Supports

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, through the use of targeted interventions and student support systems (parent engagement and PBIS) there will be an increase in overall student attendance by 81% to 100% for students with chronic absenteeism as measured by daily attendance records. By the end of the 2024-2025 school year, through the implementation of monthly community building activities, PBIS and targeted professional development, student and staff satisfaction with school climate and culture will improve by 20% over last year's score as measured by the annual climate survey. By the end of the 2024-2025 school year, by implementing targeted academic support programs, personalized counseling services, and early intervention strategies through the MTSS process, 80 to 100% of at risk, senior students will meet the graduation requirements for promotion.

Action Step	Anticipated Start/Completion Date

The PBIS team will develop expectations and establish a framework for school-wide implementation. In-class data will be used to establish a progression of incentives for students.		2024-08-26	2024-11-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lamonte Popley/Principal	PBIS Supplies, AVID materials and supplies \$40,000 and Incentives (student engagement), (field trips 9K), Mentoring Students, Family and Parent Engagement	Yes	
Action Step		Anticipated Start/Completion Date	
At risk students will be assigned a coach/mentor to assist with attainment of attendance and graduation goals. Using the PBIS framework, at-risk students will receive coaching and incentives when meeting their goals.		2024-09-03	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lamonte Popley/Principal	Coach/Mentor stipend Parent and family engagement \$10,000	No	
Action Step		Anticipated Start/Completion Date	
All staff and students will receive training on PBIS expectations, rules, and reinforcement strategies.		2024-08-26	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lamonte Popley/Principal	PBIS material and supplies: - visuals -posters, t-shirts - calming room (seating, - manipulatives - books - stress balls - exercise bag and bike, - mood lamps/ sensory infusers -fieldtrip incentives -student binders -decorate ceiling tiles -door dash surprise - family movie night -tutor time -game time - gift certificate -lanyard assortment -magazine subscription -paint a wall/ brick -prize chest -novels -school garden -slap bracelets -fruit and candy snacks -spirit wear -water bottles -wall art/wall covering -yoga ball seating/ergonomic seating	No	
Action Step		Anticipated Start/Completion Date	
Informal observations for staff regarding PBIS implementation.		2024-09-23	2025-02-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lamonte Popley/Principal	PBIS supplies and materials. Rubric for implementation of PBIS for staff members.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of SY 24-25, 80 to 100% of staff and students will rate school climate as welcoming, positive, safe and supportive,	The MTSS team will meet weekly to review all student attendance and academic performance (including student performance on ACCESS). This team will refer at risks students for targeted interventions to improve attendance and insure students are on track for graduation. The PBIS team will meet monthly to discuss observation data that shows teachers use of the established PBIS framework in each class, Grade level and whole school activities and events will be planned and evaluated monthly by the PBIS team.

Action Plan For: Collaborative Instructional Planning

Measurable Goals:
<ul style="list-style-type: none"> By the end of SY 24-25, 80 to 100% of students will meet their individual growth goal as determined by the MAP assessment. By the end of the 2024-2025 school year, through targeted language support, individualized instruction and regular progress monitoring (MTSS), there will be a 20% increase in the average ACCESS exam scores for all new English as a Second Language (ESL) learner. By the end of SY 24-25, 80 to 100% of students will meet their individual growth goal as determined by the MAP assessment.

Action Step	Anticipated Start/Completion Date		
Grade level teams will collaborate and plan together to use proven data driven instructional strategies to improve student outcomes.	2024-08-26 2024-10-31		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kelly Parker/Assistant Principal	AVID Instructional Materials and Staff Training (Academic Leadership)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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By the end of SY 24-25, 80 to 100% of targeted students will meet their individual growth goals as a result of focused and collaborative planning by grade level teams.

Grade level administrators will lead weekly PLC's to assist with planning and collaboration around small group instruction using assessment data and in class data on student performance.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
IXL math and reading intervention program	<ul style="list-style-type: none">• Small Group Instruction	Supplies & Property	2	9597.00
Study Island Science	<ul style="list-style-type: none">• Small Group Instruction	Supplies & Property	2	5850.00

Kami	<ul style="list-style-type: none"> • Small Group Instruction 	Supplies & Property	1	3500.00
Nearpod & Flocabulary	<ul style="list-style-type: none"> • Small Group Instruction 	Supplies & Property	1	11112.00
Kahoot	<ul style="list-style-type: none"> • Small Group Instruction 	Supplies & Property	1	3775.00

EdPuzzle	<ul style="list-style-type: none"> • Small Group Instruction 	Supplies & Property	1	2940.00
Academic Leadership team Stipend	<ul style="list-style-type: none"> • Small Group Instruction • Positive Behavior Interventions and Supports • Collaborative Instructional Planning 	Salary	1	25200.00
Academic Leadership team Stipend	<ul style="list-style-type: none"> • Small Group Instruction • Positive Behavior Interventions and Supports 	Benefits	1	10080.00

	<ul style="list-style-type: none"> • Collaborative Instructional Planning 			
Mentoring Student Development	<ul style="list-style-type: none"> • Small Group Instruction • Positive Behavior Interventions and Supports 	Supplies & Property	1	25000.00
AVID Training	<ul style="list-style-type: none"> • Small Group Instruction • Positive Behavior Interventions and Supports • Collaborative Instructional Planning 	Supplies & Property	1	40000.00

AVID Student Binders	<ul style="list-style-type: none"> • Small Group Instruction 	Supplies & Property	1	15000.00
Student Engagement Supplies	<ul style="list-style-type: none"> • Small Group Instruction • Positive Behavior Interventions and Supports 	Supplies & Property	1	15000
Teacher and Administration P.D.	<ul style="list-style-type: none"> • Small Group Instruction • Positive Behavior Interventions and Supports • Collaborative Instructional Planning 	Services	1	29060

ISTL Salary	<ul style="list-style-type: none"> • Small Group Instruction • Positive Behavior Interventions and Supports • Collaborative Instructional Planning 	Salary	1	64500
PBIS Supplies	<ul style="list-style-type: none"> • Positive Behavior Interventions and Supports 	Supplies & Property	2	16000
Family and Parent Engagement	<ul style="list-style-type: none"> • Positive Behavior Interventions and Supports 	Supplies & Property	2	10000

Field Trips	<ul style="list-style-type: none"> • Small Group Instruction • Positive Behavior Interventions and Supports 	Supplies & Property	2	9000
Total Expenditures				295614

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • Small Group Instruction 	6 Teachers Salary	454497.00

	<ul style="list-style-type: none"> • Collaborative Instructional Planning 		
Instruction	<ul style="list-style-type: none"> • Small Group Instruction • Collaborative Instructional Planning 	5 teachers Benefits	282997
Total Expenditures			737494

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Small Group Instruction	Teachers will use data to develop targeted instruction that differentiates lessons and reduces the gaps in student learning to improve academic performance.
Positive Behavior Interventions and Supports	The PBIS team will develop expectations and establish a framework for school-wide implementation. In-class data will be used to establish a progression of incentives for students.
Collaborative Instructional Planning	Grade level teams will collaborate and plan together to use proven data driven instructional strategies to improve student outcomes.

Positive Behavior Interventions and Supports

Action Step		
<ul style="list-style-type: none"> The PBIS team will develop expectations and establish a framework for school-wide implementation. In-class data will be used to establish a progression of incentives for students. 		
Audience		
Administrators, Teachers, Counselors and Support Staff		
Topics to be Included		
Identifying at risk students, communication with and between teachers and parents, parent notification, documentation, intervention strategies, grade level activities to encourage teambuilding, student led restorative practices teams, student government, school-wide activities to promote unity		
Evidence of Learning		
During in class observations, evidence of PBIS framework and implementation will be observable and measured.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lamonte Popley/Principal	2024-08-26	2024-12-31

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Small group instruction

Action Step		
<ul style="list-style-type: none"> Teachers will use data to develop targeted instruction that differentiates lessons and reduces the gaps in student learning to improve academic performance. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Collaborative Instructional Planning

Action Step		
<ul style="list-style-type: none"> Grade level teams will collaborate and plan together to use proven data driven instructional strategies to improve student outcomes. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date