

School Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	Chester Upland School District	School/Branch	Chester High School		
Address 1	232 W. 9th St.				
Address 2					
City	Chester	State	PA	Zip Code	19013
Principal Name	Pearl Cameron				
Principal Email	pcameron@chesteruplandsd.org				
Principal Phone Number	610-447-3600			Ext	
Superintendent/CEO/Executive Director Name	Juan R. Baughn, Ed.D.				
Superintendent/CEO/Executive Director Email	jbaughn@chesteruplandsd.org				
School Improvement Facilitator Name					
School Improvement Facilitator Email					

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Or ganization	Email
Delores Wright	Regular Education Teacher	CHS/School-Level Educators/Teacher	dwright@chesteruplandsd.org
Donna Scott-Brown	Administrator	CHS/School-Level Educators/Admini stration	dscottbrown@chesteruplandsd.org
Judith Odom	Regular Education Teacher	CHS/School-Level Educators/Teacher	jodom@chesteruplandsd.org
Kimberly Mesquito	Regular Education Teacher	CHS/School-Level Educators/Teacher	kmesquito@chesteruplandsd.org
Lynett McNeil	Regular Education Teacher	CHS/School-Level Educators/Teacher	lmcneil@chesteruplandsd.org
Pearl Cameron	Administrator	CHS/School-Level Educators/Admini stration	pcameron@chesteruplandsd.org
Raymond Thompson	Administrator	CHS/School-Level Educators/Admini	rthompson@chesteruplandsd.org

		stration	
Ronald Brown	Administrator	CHS/School-Level Educators/Admini stration	robrown@chesteruplandsd.org
Rose Marsh	Regular Education Teacher	CHS/School-Level Educators/Teacher	rmarsh@chesteruplandsd.org
Viola Norman	Regular Education Teacher	CHS/School-Level Educators/Teacher	vnorman@chesteruplandsd.org
Nikkita George	Special Education Teacher	CHS -Level Coordinator/Teacher	ngeorge@chesteruplandsd.org
Jean Arnold	Community Partner	Community Member	jarnold@gmail.com

C. Vision for Learning

Vision- What is your School’s vision (i.e., a picture of the “preferred future”; a statement that describes how the future will look if the district fulfills its mission.)

Chester High School will provide an educational experience that will optimize success for all students. We will honor best practices in teaching and learning so that all students learn at high levels. In pursuit of educational excellence, Chester High School aims to empower ALL students to become high academic achievers and lifelong learners who understand the need for rigor and diversified education to be prepared to compete and succeed beyond high school graduation in the 21st Century global market.

II. Set- Complete a Needs Assessment

A. Future Ready PA Index:

Review of the School Level Performance

Strengths

Based on the overall school level performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Comments/Notable Observations
2019 Literature PVAAS Academic Growth Score for All Student Group	The All Student Group met the 2019 PVAAS Academic Growth Standard in Literature with a score of 76.0
Percent Advanced on 2019 Keystone Biology Exam for All Student Group	The percent Advanced on the 2019 Biology Keystone for the All Student Group was 1.2 %.
Percent Advanced on 2019 Keystone Biology Exam for All Student Group	The percent Advanced on the 2019 Biology Keystone for the All Student Group increased 1.2 % from 0.0% in 2018.
2019 PVAAS Biology Academic Growth Standard for the All Student Group	The 2019 PVAAS Academic Growth Standard in Biology for the All Student Group increased from 50 in 2018 to 64 in 2019.

2019 Regular Attendance	The 2019 Regular Attendance for All Student Group increased 2.9% from 26.6% in 2018 to 29.5% in 2019.
Percent Proficient or Advanced on the 2019 Literature Keystone for All Student Group	Percent Proficient or Advanced on the Literature Keystone for the All Student Group increased from 9.7% in 2018 to 14.9% in 2019.

Challenges

Based on the overall school level performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Comments/Notable Observations
2019 Regular Attendance for All Student Group	The All Student Group did not meet the 2019 State Performance Standard in Regular Attendance.
Percent Proficient or Advanced on the 2019 2018 Algebra Keystone for All Student Group	Percent Proficient or Advanced on the Algebra Keystone for the All Student Group decreased from 4.3% in 2018 to 3.0% in 2019.
Percent Proficient or Advanced on the 2019 Literature Keystone for the All Student Group	14.9% of the All Student Group scored Proficient or Advanced on the 2019 Literature Keystone.
Percent Proficient or Advanced on the 2019 Algebra Keystone for the All Student Group	3.0% of the All Student Group scored Proficient or Advanced on the 2019 Algebra Keystone.
Percent Proficient or Advanced on the 2019 Biology Keystone for the All Student Group	7.1% of the All Student Group scored Proficient or Advanced on the 2019 Biology Keystone.
2019 Algebra PVAAS Academic Growth Score for All Student Group	The All Student Group did not meet the 2019 PVAAS Statewide Growth Standard in Algebra.
2019 Biology PVAAS Academic Growth Score for All Student Group	The All Student Group did not meet the 2019 PVAAS Academic Growth Standard in Biology.

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

Strengths

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a strength? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
2019 Literature PVAAS Academic Growth Score	Black	The 2019 Literature PVAAS Academic Growth Score for Black students increased from 50 in 2018 to 76 in 2019.
2019 Algebra PVAAS Academic Growth Score	Percent Student with Disabilities	The 2019 Algebra PVAAS Academic Growth Score for Students with Disabilities increased from 50.0 in 2018 to 77.0 in 2019.
2019 Biology PVAAS Academic Growth Score	Student with Disabilities	The 2019 Biology PVAAS Academic Growth Score for Students with Disabilities increased from 72.0 in 2018 to 88.0 in 2019.

Challenges

Based on the individual student group's or grade level's performance, which indicator(s) do you consider to be a challenge? Please enter one statement on each line.

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
2019 Literature PVAAS Academic Growth Score	Students with Disabilities	Students with Disabilities did not meet the 2019 PVAAS statewide growth standard in Literature scoring 14.9%
2019 Algebra PVAAS Academic Growth Score	All Student groups	The All Student Group did not meet the 2019 PVAAS statewide growth in Algebra.
2019 Algebra Keystone Percent Proficient or Advanced	Hispanic	The percent of Hispanic Students scoring Proficient or Advanced on the 2019 Algebra Keystone decreased from 4.6% in 2018 to 0.0%.
2019 Algebra PVAAS Academic Growth Score	Student with Disabilities	The percent of Students with Disabilities scoring Proficient or Advanced on the 2019 Algebra Keystone decreased from 6.1% in 2018 to 1.7%.
2019 Algebra PVAAS Academic Growth Score	Economically Disadvantaged	The percent of Economically Disadvantaged Students scoring Proficient or Advanced on the 2019 Algebra Keystone decreased from 4.5% in 2018 to 3.2%.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
The 2019 Literature PVAAS Academic Growth Score for Black students increased from 50 in 2018 to 76 in 2019.
The 2019 Algebra PVAAS Academic Growth Score for Students with Disabilities increased from 50.0 in 2018 to 77.0 in 2019.
The 2019 Biology PVAAS Academic Growth Score for Students with Disabilities increased from 72.0 in 2018 to 88.0 in 2019.
The All Student Group met the 2019 PVAAS Academic Growth Standard in Literature with a score of 76.0.
The 2019 PVAAS Academic Growth Standard in Biology for the All Student Group increased from 50 in 2018 to 64 in 2019.

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.
Students with Disabilities did not meet the 2019 PVAAS Statewide Growth Standard in Literature.
The All Student Group did not meet the 2019 State Performance Standard in Regular Attendance.

B. Future Ready PA Academics

English Language Arts (Please enter one Data source per line)

Data	Comments/Notable Observations
Literature CDT - 2nd Administration	26.8% of students made significant growth on the second administration of the 2019-2020 Literature CDT.
Read 180 2nd Inventory	Students demonstrated 8% percent growth on the second administration of Read 180 Reading Inventory
2019 Literature Keystone category Analyzing and Interpreting Literature Fiction	Students scored an average of 6 out of 16 possible points in the 2019 Literature Keystone Analyzing and Interpreting Literature Fiction Reporting Category.
2019 Literature Keystone category Analyzing and Interpreting Literature Fiction	Students scored an average of 7 out of 19 possible points in the 2019 Literature Keystone Analyzing and Interpreting Literature Nonfiction Reporting Category.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
26.8% of students made significant growth on the second administration of the 2019-2020 Literature CDT.	
Students demonstrated 8% percent growth on the second administration of Read 180 Reading Inventory	
Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.	
Students scored an average of 6 out of 16 possible points in the 2019 Literature Keystone Analyzing and Interpreting Literature Fiction Reporting Category.	
Students scored an average of 7 out of 19 possible points in the 2019 Literature Keystone Analyzing and Interpreting Literature Nonfiction Reporting Category.	

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
Algebra CDT - 2nd Administration	22.1% of students made significant growth on the second administration of the 2019-2020 Algebra CDT.
Math 180	0.0% of students scored Basic/Proficient on the final Math 180 Math Inventory.
2019 Math Keystone Linear	Students scored an average of 2 out of 10 possible points in the 2019 Math

Equations reporting category Average number of points scored	Keystone Linear Equations Reporting Category.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
22.1% of students made significant growth on the second administration of the 2019-2020 Algebra CDT.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.	
0.0% of students scored Basic/Proficient on the final Math 180 Math Inventory.	
Students scored an average of 2 out of 10 possible points in the 2019 Math Keystone Linear Equations Reporting Category.	

Science, Technology, and Engineering Education (Please enter one Data source per line)

Data	Comments/Notable Observations
Biology CDT - 2nd Administration	33.6% of students made significant growth on the second administration of the 2019-2020 Biology CDT.
2019 Biology Keystones Categories	The two categories of the 2019 Biology Keystones with the highest percent were Evolution 37% and Ecology 50%.
2019 Biology Keystones Categories	The two categories of the 2019 Biology Keystones with the lowest percent were Cell Growth and Reproduction 16% and Genetics 12%.
Study Island PA Biology Keystones Standards	The Study Island PA Biology Keystone Preparation program, last overall results were 214 sessions with a 47.2 % achievement rate, place the group at a Basic performance level.
Reteach Following the CDT's	Student achievement increased 23% on 3-10-20 bi-weekly tests mirroring the Keystones (ten multiple choice questions and two open end questions) starting in January 2020.
Bi-Weekly science departmental data team meetings	Bi-Weekly departmental data team meetings. The team discusses gaps with instruction and students learning. Then members of the team plan for best practices aimed at student learning. Action plans are created after formative assessment by content teams
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each	

line.
33.6% of students made significant growth on the second administration of the 2019-2020 Biology CDT.
The two categories of the 2019 Biology Keystones with the highest percentages were Evolution 37% and Ecology 50%.
Student achievement increased 23% on 3-10-20 bi-weekly tests mirroring the Keystones (ten multiple choice questions and two open end questions) starting in January 2020.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.
The two categories of the 2019 Biology Keystones with the lowest percent were Cell Growth and Reproduction 16% and Genetics 12%.
On the Study Island PA Biology Keystone Preparation program, the last overall results were 214 sessions with a 47.2 % achievement rate, placing the group at a Basic performance level.

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
2019-2020 Chester High School 9th Grade Attendance Statistics Marking Period 1	CHS Grade 9 Average Daily Attendance marking period 1: Attendance 217.17, Membership 298.19, with a 72.83 %.
2019-2020 Chester High School 9th Grade Attendance Statistics Marking Period 2	CHS Grade 9 Average Daily Attendance marking period 2: Attendance 193.53, Membership 267.97, with a 72.22 %.
2019-2020 Chester High School 9th Grade Attendance Statistics Marking Period 3	CHS Grade 9 Average Daily Attendance marking period 3: Attendance 209.35, Membership 274.2, with a 76.29 %.
2019-2020 Chester High School 10th Grade Attendance Statistics Marking Period 1	CHS Grade 10 Average Daily Attendance marking period 1: Attendance 192.31, Membership 240.12 with a 80.09 %.
2019-2020 Chester High School 10th Grade	CHS Grade 10 Average Daily Attendance marking period 2: Attendance 173.91, Membership 222.26 with a 78.25 %.

Attendance Statistics Marking Period 2	
2019-2020 Chester High School 10th Grade Attendance Statistics Marking Period 3	CHS Grade 10 Average Daily Attendance marking period 3: Attendance 175.05, Membership 214.23 with a 81.71 %.
2019-2020 Chester High School 11th Grade Attendance Statistics Marking Period 1	CHS Grade 11 Average Daily Attendance marking period 1: Attendance 160.09, Membership 195.58, with a 81.85 %.
2019-2020 Chester High School 11th Grade Attendance Statistics Marking Period 2	CHS Grade 11 Average Daily Attendance marking period 2: Attendance 144.74, Membership 186.63, with a 77.56 %.
2019-2020 Chester High School 11th Grade Attendance Statistics Marking Period 3	CHS Grade 11 Average Daily Attendance marking period 3: Attendance 131.24, Membership 163.77, with a 80.12 %.
2019-2020 Chester High School 12th Grade Attendance Statistics Marking Period 1	CHS Grade 12 Average Daily Attendance marking period 1: Attendance 123.36, Membership 143.16, with a 86.17 %.
2019-2020 Chester High School 12th Grade Attendance Statistics Marking Period 2	CHS Grade 12 Average Daily Attendance marking period 2: Attendance 119.81, Membership 146.65, with a 81.7%.
2019-2020 Chester High School 12th Grade Attendance Statistics Marking Period 3	CHS Grade 12 Average Daily Attendance marking period 3: Attendance 154.02, Membership 181.21, with a 84.99 %.
CHS Quarter 1 Average Daily Attendance (ADA)	CHS Quarter 1 Average Daily Attendance (ADA)692.94, Membership 877.605, with a 79.01%.
CHS Quarter 2 Average Daily Attendance (ADA)	CHS Quarter 2 Average Daily Attendance (ADA) 632, Membership 823.51, with a 76.74%.
CHS Quarter 3 Average Daily Attendance (ADA)	CHS Quarter 3 Average Daily Attendance (ADA) 666.67, Membership 833.62, with a 80.33%.
2019-2020 Chester High School 9th Grade Student Conflicts	2019-2020, 9th grade percent of Student Conflicts is 99% based on incidents and behaviors by CHS students database.
2019-2020 Average Student Incident Report at Chester High School	2019-2020 Average Student Incident Report at Chester High School. Data gathered from September - March (135 days). The total number of School disruption were 233 The top three types of occurrences were: Disruption of School (47%) Fighting (23%) Simple Assault on student (4.3%)

College Tours with Guidance Counselors	College Fair at Chester High School in December, and HBCU College Fair in Camden, NJ. In addition tours were done at Lincoln University, Widener University, DCCC, Cheyney University, and West Chester University. Temple University was scheduled but due to the quarantine it was canceled.
Honors Academy- Visited Esperanza College of Eastern University	Students attended Esperanza College of Eastern University to view their Anatomage Table and tour the science lab. The tour allowed students exposure to current technology (Anatomage Table) used in learning Anatomy and Physiology, plus a chance to visit a college setting. Of the students who attended 61.1% stated the visit has impacted their learning and will be applied in the future months.
Information and Technology Academy - Career Exploration	Forty eight of the Information and Technology Academy Students Completed their own O-net Survey and created presentations covering their top three careers of choice.
Information and Technology Academy- Amazon	Information and Technology Academy Students were scheduled for a tour of the Baltimore Fulfillment Center March 11th to see how technology is impacting and changing the workforces of the 21st Century. This was not possible due to the impact of the quarantine.
Information and Technology Academy- United States Army National Asset	CHS students interacted with the United States Army National Asset team that offered hands-on, interactive systems that enable CHS students to get a glimpse of what it's like to work one of many exciting Soldier careers. CHS students were able to experience the excitement of piloting an Apache helicopter; testing their marksmanship by firing a virtual M9 rifle on a target system, and they experienced the world of virtual reality in three Oculus Rift systems.
Information and Technology Academy Guest Speakers Lt. Nasir Young	When surveying the Academy students regarding guest speakers' impact, 84% stated they would apply what they learned and 88% stated the speaker impacted their life. Lt. Nasir Young presented on technology in the military and is also a proud graduate of CHS.
Senior Trip to Washington DC	CHS seniors scheduled for a walking tour of the Mall and African American Museum in Washington DC on June 4th.
Academy- Criminal Justice - Visit the Federal CourtHouse in Philadelphia	Academy- Criminal Justice - Scheduled (March 16, 2020) to Visit the Federal CourtHouse in Philadelphia to be part of a trial court hearing and a federal court hearing. In addition to a tour of the Federal CourtHouse and the different careers and opportunities. Due to the quarantine this was not possible.
Academy- Criminal Justice: Guest Speaker Erin Sullivan from the EPA and Dr. Strand for the Chester Department of Partnership	Academy- Criminal Justice: Guest Speaker Erin Sullivan from the EPA and Dr. Strand for the Chester Department of Partnership (March 20, 2020). Provide a chance for CHS students to learn about the EPA and the different career in this field. Due to the quarantine this was not possible.
Academy- Criminal Justice: Guest Speaker Judge Restrepo	Academy Criminal Justice: Guest Speaker Judge Restrepo. CHS students were able to engage in dialogue regarding careers and opportunities in the area of criminal Justice. Judge Restrepo share his path in becoming a Federal Judge

Honors Academy - Tour of the lab at Sidney Kimmel Medical College at Thomas Jefferson	Honors Academy Tour of the lab at Sidney Kimmel Medical College at Thomas Jefferson was scheduled for (April 1st, 2020). The objective is to visit the cadaver lab with hands-on experience working at specific stations covering organ systems. Students would have had the experience to see what a Medical College lab is like for future doctors and nurses. Due to the quarantine this was not possible.
Honors Academy - Remote HCC COVID 19 presentation from Lankenau Medical Center	Honors Academy - Was part of a remote HCC COVID 19 presentation (Zoom) from Lankenau Medical Center on May 4, 2020. Objective of the session was to interact with Medical students regarding COVID 19.
Honors Academy - Tour of the Lankenau Medical Center	Honors Academy - Tour of the Lankenau Medical Center was scheduled for March 6, 2020. The objective was for CHS students to interact with Lankenau's Radiology Team, Respiratory Therapist TEAM, EMT and visit the Pathology Lab and Morgue at Lankenau Medical Center. Due to the quarantine this was not possible
Honors Academy and CJ Academy- Tour of Monroe Energy	Honors Academy and Criminal Justice Academy Toured Monroe Energy in Trainor, PA (March 3, 2020) and learned about the inner workings of a 21st Century Refinery.
Professional Development with HMH in the area of Math, Biology and Literature.	Professional Development was provided by HMH in the area of Math, Biology and Literature. HMH Professional Services helped teachers in methods to achieve measurable gains by providing CHS staff a person-to-person approach to professional learning centered on student outcomes. The coaches identified CHS goals and created an explicit pathway to work with CHS teachers.
Criminal Justice Academy Implemented the CHS Youth Court Program.	CJ Academy has implemented CHS youth court for students to attend instead of detention and suspension. The goal of CHS youth court is to divert students who commit CHS disciplinary infractions, helping the student make better decisions going forward, and teaching students about the justice process
Information and Technology and Criminal Justice Academy working with facilitators from Inspired Instruction Facilitators	Information and Technology and Criminal Justice Academy are working with curriculum facilitators from Inspired Instruction. The end goal is to have a completed curriculum map with scope and sequence, containing PBL, and International Certification and training.
Science Teacher partners with community organizations, Health Career Academy, to meet the needs of the school.	The Anatomy and Physiology and Honors Biology partners with the Health Career Academy, founded by Main Line Health and under the direction of Barry Mann, MD, that fosters relationships between medical and high school students, exposing high school students to subject matter they would not typically be learning in their normal course of study. The medical students are positive influences, proving the benefits of staying in school, while encouraging students to pursue careers in the field of health care.
CHS partners up with Widener University	CHS collaborates with Widener's 2019 Summer Mini-camp in the Sciences and Widener's 2019 Business, Science and Engineering in providing CHS hands-on programs allowing students to learn about

	science and engineering.
HBCU college tour	CHS students engaged in a five day tour of HBCU colleges that students had researched providing them a chance to research a variety of colleges and universities, the admissions process, visit a class, meet with professors, financial aid officers, and club meetings.
PLC meeting held weekly	PLC meeting held weekly to analyze student performance in each Theme Base Academy (Informational and Technology, Honors, and Criminal Justice). The team discusses attendance, gaps with instruction, career opportunities, and students learning. Then members of the team plan for best practices aimed at student learning. The Ninth Grade Team meets weekly .
Staff Instructional Development PBL	Professional development was provided for staff in covering Project Based Learning practices to develop rich meaningful PBL content within each academy.
Staff Instructional Development Google Classroom	Professional development was provided in the area of Google Classroom to support staff in moving content to the online content. Providing online content prepares student for future learning following high school
Home Access Center	Home Access Center, a website launched to provide students and parents access to viewing their students' schoolwork and other information, is empowering students to become self regulators of their own learning.
Implement a multi-tiered system of supports for academics and behavior	The launch of the Multi- Tiered Support System was implemented in building the means of data collection.
Teacher Webpages	CHS administration and staff have all created their own individual web pages containing emails, office hours, and direct instructional time to keep parents and students connected and informed regarding learning.
Individual Zoom Accounts	CHS administration and staff have all created their own Zoom Accounts to allow for continual instruction during the quarantine time. The attendance rate during this time for students was on the average 46% weekly.
Distribution of Chromebooks and login credentials	CHS provided all student login credentials within the CHS system providing them email and access to Google Classroom. This provides students with continual learning opportunities beyond the school hours. When the Quarantine time came students were able to continue their learning and the district moved to one-to-one computers. This was done by distributing over 800 chrome books to students.
Align curricular materials and lesson plans to the PA Standards schoolwide.	New textbooks and instructional resources were purchased in each content area. Each department has to develop curriculum maps that align to the text and PA standards. Teachers require professional development and content -focused coaching to help teachers design, implement rigorous standard based lessons.

Capturing Individual Teachers Instructional recordings for students.	Capturing Individual Teachers Instructional recordings using the following video recording platforms. The platforms are Zoom, Loom, Screencastify, Screencast-O-Matic, and ScreenFlow for providing instruction.
CHS Implemented PBIS Positive Behavioral Interventions and Supports	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. The committee was formed, survey given, five school wide expectations are established, and December CHS was 87.5 percent from completion. In the future the climate managers need to be trained on SWIS.
CHS Credit Recovery	CHS Credit Recovery was created to help students recover credits to graduate on time.
CHS started the implementation of MTSS	CHS started the planning of a Multi-Tiered System of Support for academics and behaviors in collection of data, CHS is in the planning stages of implementation.
After School Program/ Chester Education Foundation	Students work with content teachers for mentoring and tutoring in Math, Science, Social Studies, World Languages. Also students are afforded the opportunity to participate in extracurricular activities such as Chess, Cooking, Photography, Drivers Education, Entrepreneur, Science with Grand Hank, Arts and Crafts, Guitar Instruction, Step Group, Yoga and Martial Arts.
CHS Bocce Ball Tournament	CHS students were involved in the Special Olympics Unified Sports programs competing in the area of Bocce Ball.
Strategies to engage families to support learning	Title One Meeting, individual meetings, team meeting, roll call conference calls used for meeting with parents.
Strategies to engage families to support learning	Parent -Teacher Conferences, roll call conference calls used for meeting with parents, phone conferences, and Zoom conferences
Strategies to engage families to support learning	Back to School Night
Strategies to engage families to support learning	Counselor Corner
Strategies to engage families to support learning	Principal and School Newsletter
Strategies to engage families to support learning	AcademyNight
Strategies to engage families to support learning	Chester High Email address established
Youth Court Experience-Academy	The Youth Court experience works as an agent for behavior change. As jurors, they apply the rational thinking processes they use in the jury box in their academic classes. In this way, jurors can become role models for behavior change in CHS school

Career and Technical Education Programs (Required if School offers CTE programs)

(Please enter one Data source per line)

Data	Comments/Notable Observations
2019 Career Standards Benchmark	2019 Career Standards Benchmark scored a 0.6%-- not meeting the performance standards.
CTE-SkillsUSA Competitions	Students for the CTE department competed in competitions in SkillsUSA. These competitions expose students to real 21st Century workforce skills.
CTE-DECA Competition	CTE student competed in DECA competition at Temple University, which focused on Business/Marketing
2019 High School Graduation Rate for Percent Graduation 4-Year	The 2019 High School Graduation Rate for Percent Graduation 4-Year Cohort scored 30.9% , not meeting interim goal/improvement target

Arts and Humanities (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations
Winter and Spring Concerts	Students engaged in musical performances for school community
Art Murals	Students created and maintained murals throughout the school to reflect school activities and school themes throughout the year.

Environment and Ecology (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations
PECO Energy Audit	Students conducted a school wide energy audit using PECO protocols. Showcase was scheduled for May 28th at the Franklin Institute, but due to the quarantine this was not possible.
Tour of the Lincoln Financial Field	CHS students were scheduled for a tour of the Lincoln Financial Field, field trip to view the Solar Farm, and learn about renewable energy in planning for possibly at CHS. Due to the quarantine this was not able to happen.

Family and Consumer Sciences (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations
NA	

Health, Safety and Physical Education (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations
Sandy Hook Promise	CHS implemented a violence prevention program using the Sandy Hook Promise. This working relationship helped to create an environment where every student, staff member, and visitor feel valued, respected, and safe.
Monthly Fire Drills	The School Safety Department provides monthly fire drills in collaboration with the Chester Fire Department.
Quarterly Shelter in Place Drills	The School Safety Department provides quarterly Shelter in Place Drills in collaboration with the Chester Fire Department.
Scholarship Student Identification Badge	The School Safety Department has provided all students and staff with a scholarship identification badge.
Trauma Training for CHS Staff	CHS staff and students have been dealing with student trauma occurring in the community. When staff and students are stressed they are overloaded, which impacts individuals' capacity for rational thinking. Professional development was provided for staff members in recognizing the impact of trauma, and staff were provided options for addressing the impact.
CHS Participated in the PA State Police Risk and Vulnerability Assessment	CHS students participated in the PA State Police Risk and Vulnerability Assessment on 11/18 and 19, 2019.

Social Studies (Civics and Government, Economics, Geography, History) - (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations
Teachers identify and address individual student learning needs.	Our Social Studies Team meets monthly to discuss students who may exhibit specific individual learning needs. Social Studies teachers create and implement Individualized Education Plans that include accommodations necessary for each student to be successful.
World Cultures Day	CHS Student Government officers organize an annual event to celebrate the diverse cultures among the CHS community (staff & students) in the Gymnasium to present and share their cultural garb and cuisine.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

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Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. The committee was formed, survey given, five school wide expectations are established, and December CHS was 87.5 percent from

completion. In the future, the climate managers need to be trained on SWIS.
PLC meeting held weekly to analyze student performance in each Theme Based Academy (Informational and Technology, Honors, Ninth Grade and Criminal Justice). The team discusses attendance, gaps with instruction, career opportunities, and students learning. Then members of the team plan for best practices aimed at student learning.
Information and Technology and Criminal Justice Academy are working with curriculum facilitators from Inspired Instruction. The end goal is to have a completed curriculum map with scope and sequence, containing PBL, and International Certification and training.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.
CHS started the planning of a Multi-Tiered System of Support for academics and behavior in collection of data, CHS is in the planning stages of implementation.
New textbooks and instructional resources were purchased in each content area. Each department has to develop curriculum maps that align to the text and PA standards. Teachers require professional development and content-focused coaching to help teachers design and implement rigorous, standards based lessons.
The 9th grade percent of Student Conflicts is 99% based on incidents and behaviors by students, Chester High School, 2019-2020.
CHS Quarter 1 Average Daily Attendance (ADA)692.94, Membership 877.605, with a 79.01%.
CHS Quarter 2 Average Daily Attendance (ADA) 632, Membership 823.51, with a 76.74%.
CHS Quarter 3 Average Daily Attendance (ADA) 666.67, Membership 833.62, with a 80.33%.
The 2019 High School Graduation Rate for Percent Graduation 4-Year Cohort scored 30.9% , not meeting interim goal/improvement target

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
IS	

Students with Disabilities (Please enter one Data source per line)

Data	Comments/Notable Observations
2019 Biology PVAAS Academic Growth Score	The 2019 Biology PVAAS Academic Growth Score for Students with Disabilities increased from 72.0 in 2018 to 88.0 in 2019.
2019 Literature PVAAS Academic Growth Score	The 2019 Literature PVAAS Academic Growth Score for Students with Disabilities increased from 55 in 2018 to 67 in 2019
2019 Algebra PVAAS Academic Growth Score	The 2019 Algebra PVAAS Academic Growth Score for Students with Disabilities increased from 50.0 in 2018 to 77.0 in 2019.

Students Considered Economically Disadvantaged (Please enter one Data source per line)

Data	Comments/Notable Observations
2019 Algebra PVAAS Academic Growth Score	The 2019 Algebra PVAAS Academic Growth Score for students with Economically Disadvantaged was the same, 50.0 in 2018 and 2019.
2019 Literature PVAAS Academic Growth Score	The 2019 Literature PVAAS Academic Growth Score for Students with Economically Disadvantaged was the same, 50.0 in 2018 and 2019.
2019 Biology PVAAS Academic Growth Score	The 2019 Biology PVAAS Academic Growth Score for Students with Economically Disadvantaged was the same, 50.0 in 2018 and 2019.

Student Groups by Race/Ethnicity (Please enter one Data source per line)

Student GroupsS	Comments/Notable Observations
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

The 2019 Biology PVAAS Academic Growth Score for Students with Disabilities increased from 72.0 in 2018 to 88.0 in 2019.

The 2019 Algebra PVAAS Academic Growth Score for Students with Disabilities increased from 50.0 in 2018 to 77.0 in 2019.

Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, 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? Please enter one challenge per line.

The percent of Hispanic Students scoring Proficient or Advanced on the 2019 Algebra Keystone decreased from 4.6% in 2018 to 0.0%.

The percent of Economically Disadvantaged Students scoring Proficient or Advanced on the 2019 Algebra Keystone decreased from 4.5% in 2018 to 3.2%.

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction

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

learning needs				
Provide frequent, timely, and systematic feedback and support on instructional practices			x	
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members		x		
Collectively shape the vision for continuous improvement of teaching and learning			x	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		x		
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community			x	
Continuously monitor implementation of the school improvement plan and adjust as needed			x	
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically		x		
Implement an evidence-based system of schoolwide positive behavior interventions and supports		x		
Implement a multi-tiered system of supports for academics and behavior	x			
Implement evidence-based strategies to engage families to support learning		x		
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA		x		
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs			x	

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

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.

Practice 4: Identify and address individual student learning needs

Practice 5: Provide frequent , timely and systematic feedback and support on instructional practices

Practice 8: Build Leadership Capacity

Practice 14: Implement evidence based strategies to engage families to support learning

Challenges- Thinking about all of the most pressing challenges and concerns 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? Please enter one challenge per line.

E.P. 1 Align curricular materials and lesson plans to the PA Standards

E.P. 2 Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

E.P. 11 Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

E.P. 12 Implement a multi-tiered system of supports for academics and behavior

F. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.

The identified strengths which provide the most positive contributions to the achievement of our school mission and vision are the following: Bi-Weekly departmental data team meetings in each of the content/areas: ELA, Math and Science. The team discusses gaps with instruction and students learning. Then members of the team plan for best practices aimed at student learning. PLC meeting held weekly to analyze student performance in each Theme Base Academy.

Action plans are created after formative assessment by content teams (English , Math and Science). Teacher anchor activities in the action plan into the lesson plans. Quick visits, informal and formal observations are conducted weekly throughout the school year. The Charlotte Danielson Effectiveness Tool is used to observe Teachers. Immediate feedback is given to the Teacher electronically using E-School.

An organizational chart with distributed leadership responsibilities. Leadership Team meeting agenda for professional development activities and to analyze data in Read 180, Math 180, IXL and CDT.

Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, 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?

Students scored an average of 6 out of 16 possible points in the 2019 Literature Keystone Analyzing and Interpreting Literature Fiction Reporting Category.

Students scored an average of 2 out of 10 possible points in the 2019 Math Keystone Linear Equations Reporting Category.

The 2019 Career Standards Benchmark is reported as 0.6%.

2019-2020 Average Student Incident Report at Chester High School. Data gathered from September - March (135 days). The total number of School disruption were 233 (1.73%)
The top three types of occurrences were: Disruption of School (47%), Fighting (23%) , Simple Assault on student (4.3%)

Align curricular materials and lesson plans to the PA Standards

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

Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as

you move from Future Ready PA Index to Additional Student Performance Data to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

Based on the analyses of Chester High School, the Future Ready PA Index presents data with limited evidence of student growth. Exploring additional analysis of formative and summative data at Chester High School constructs a rigorous path in addressing multiple areas, denoted as concerns on the Future Ready PA Index. The current activities planned at Chester High School, such as the PBIS framework, IT Academy, CJ Academy, Honors Academy, MTSS structure, and Academy Facilitators, are creating multiple learning paths to address all learners' needs in order to ensure growth and achievement for every student at Chester High School.

III. Go – Develop the Plan

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	Discussion Points	Priority (Y/N)
Based on the Future Ready Index, the CHS all student group did not meet the Keystone interim target in any content areas and did not meet the PVAAS statewide growth standards in Algebra, Literature, and Biology.	Based on CHS students' lack of achievement at CHS teachers need group and individual coaching in ensuring lesson plans are aligned to the curriculum map, effective instructional methods, rigorous instruction, and analysis of data assessing student achievement and growth.	Y
Based on the future ready PA Index the Career Standards Benchmark for all students is reported at 0.6%	By employing different career based academies, effective rigorous instructional methods, to provide student opportunities to practice the skills needed for career readiness; we will help improve our students' ability to problem solve, collaborate in teams, and oral communication, because career readiness prepares student with the skills they need to live the lives they want to pursue	Y
Based on the Future Ready Index, the Regular Attendance rate for the all student group was 29.5%	Based on the number of conflicts CHS need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school- socially, emotionally, intellectually, and physically: and implement a multi-tiered system of support for academics and behavior (PBIS).	Y
Based on career readiness index of 0.6% and academic, attendance and behavior data of ninth graders.	A Multi-Tiered Support System needs to be implemented for data collection at the ninth grade level. The implementation of the MTSS will enable students to be flagged for at risk of dropout and resources and interventions can be provided to ensure success.	Y

Strengths (Please enter one strength statement in each line)	
Strengths	Discussion Points
Identify individual student learning needs	School Counselors identified students of concern. Each grade level counselor met with approximately 30 students at risk of failing. School Counselors each held meetings with students in order to develop academic goals and action plans.
Address individual student learning needs	PLC meetings are conducted weekly to plan for students learning in each small learning community. Reading and Math Intervention Teachers analyze data on reading and math inventory. Reading and math goals are established for all students.
Provide frequent, timely and systematic feedback and	CHS Admin team completes quick visits, informal and formal observations.
Provide support on instructional practices	CHS Admin provides feedback to the teachers electronically through E-School.
Build Leadership Capacity	Teacher Leadership, Organization Chart for Distribution Leadership.
Implement evidence based strategies to engage families to support learning	Title One Meeting, Parent -Teacher Conferences, Back to School Night, Newsletter, Academy Night, Home Access Center, Robo calls, connecting parents to Google Classroom and office hours via - zoom. Teacher Webpage, Counselor Corner and Chester High School information page.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	The variety of assessments include CDT (ELA, Biology and Algebra 1), Read 180 Inventory, Math 180 Inventory, and IXL. Data Analysis and Action plan is completed. The Data Analysis is used to inform instruction and make adjustments for curriculum.
Continuously monitor implementation of the school improvement plan and adjust as needed	SIP plan progress is monitored Bi- Weekly, Monthly and Quarterly.

Priority Challenges (Please enter one challenge per line)		
	Analyzing Priority Challenges	Priority Statements
1	Based on our needs assessment, we focused our attention on how to apply linear equations concepts in a problem. In our root cause analysis, we noted that while students give values to lines and plans, vectors, spaces and mapping in isolation, they are not able to answer constructed response	By giving students opportunities to embed learned vocabulary into their constructive response questions, we will help improve our students' ability to complete constructive response questions at mastery level in all test areas because students will form meaningful approaches to answer math problems.

	<p>questions that require linear equations concepts. While we teach linear equations, there is a need to have more practice on vocabulary and more constructed response problems requiring linear equations concepts applied.</p>	
2	<p>Based on our needs assessment, we focused our attention on open ended questions. We noted that while students seem to be able to answer multiple choice questions, they struggle with expressing their thoughts in written form or diagramming processes. As we examined practices while we teach, students are not provided a consistent overview of the biology systems, along with scaffolding of the details and the process. In addition, we provide limited system interaction (spiraling the curriculum) and feedback when students are expressing their thoughts.</p>	<p>By providing students lessons following the SIOP model (using context clues, diagrams, concept maps, and videos) to make inferences and draw conclusions, we will help improve our students' ability to express their understanding in open ended sentences because the students will be provided an environment that encourages participation, hands on activity that encourages higher level thinking, and making connections with previous knowledge and what's currently being taught allowing students to express their understanding.</p>
3	<p>Based on our needs assessment, we focused our attention on Reading Comprehension. In our root cause analysis, we noted that while students can accurately respond to questions regarding explicitly stated details in the text, they struggle with comprehension beyond the literal words they are reading in order to determine underlying meaning in informational text. While we teach reading skills for comprehension, there is a need to provide explicit instruction in using context clues necessary to make inferences and citing evidence from text.</p>	<p>By employing direct and explicit vocabulary instruction, using context clues necessary to make inferences, citing evidence from text, comprehension strategy instruction, opportunities for extended discussion of text meaning and interpretation, individualized interventions for struggling readers in Literature, and providing students opportunities to practice the skills needed to develop proficiency, we will help improve our students' ability to determine underlying meaning in informational text because students will accurately decipher the context clues necessary to make inferences, draw conclusions, and cite evidence from the text.</p>
4	<p>Based on our needs assessment and based on the Future Ready PA Index, we focused our attention on cross curricular alignment and Career Standards Benchmark. In our root cause analysis, we noted that while students can identify careers, they struggle with identifying careers for themselves and the means to obtain these goals. While teachers teach in their subject area, there is a need to</p>	<p>By employing different career based academies and effective rigorous instructional methods to provide student opportunities to practice the skills needed for career readiness, we will help improve our students' ability to problem solve, collaborate in teams, and orally communicate because career readiness prepares student with the skills they need to live the lives they want to pursue.</p>

	have more real world career content and work-based skills embedded in the curriculum based on students interests.	
5	Based on our school climate data, we focused our attention on attendance and number of conflicts. In our root cause analysis, we noted that while some students have the skills and support to be successful, the majority of students struggle with building relationships and meeting academic and behavioral goals. While we use a framework of interventions and supports designed to address student behavioral and academic challenges, there is a need to build tiers of interventions, ongoing data collection and continual assessment, and a schoolwide approach to expectations and support.	By implementing a multi-tiered system of support for academics and behavior, we will help improve our students' relationship building, communication, and collaboration because students need a positive environment to feel welcomed, supported, and safe in school to grow socially, emotionally, intellectually, and physically.
6	Based on percent graduation 4 year cohort 30.9% attendance, academics, and student conflicts, in our root cause analysis, we noted that while some students graduate on time, there are a number of students who do not graduate on time. CHS needs a school systems approach to identify students at risk before they drop out. By monitoring students we will be able to provide resources and interventions to increase the number of students who graduate.	By implementing a system to monitor ninth grade students' attendance, academics and behavior, CHS will systematically identify students who are showing signs that they are at risk of dropping out of school, examine the underlying causes of risk and match students' needs to interventions, and monitor students' progress.

B. Goal Setting

Measurable Goals: Develop SMART Goals for **each established Priority**. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

#1

Priority: Curriculum, instruction, and assessments are fully coordinated, evidence-based and aligned to the PA Standards

Category

Focus on Continuous Improvement of Instruction - Math

Measurable Goal Statement (Smart Goal)

By giving students opportunities to embed learned vocabulary into their constructive response questions, we will help improve our students' ability to complete constructive response questions for mastery level in all test areas because students will form meaningful approaches to answer math problems in Algebra 1. 60% of students in the grade 9 Algebra 1 course will demonstrate statistically significant growth in classroom diagnostic (CDT) overall scores between benchmark #1 and # 4.

Measurable Goal Nickname (35 Character Max)

Academic Achievement Goal

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
100% students enrolled in Algebra I will complete the full CDT by September 30, 2020.	20% of students will demonstrate growth of one standard error in Classroom Diagnostic Tool (CDT) Overall Scores between the September and December 2020 Benchmarks.	30% of students will demonstrate growth of two standard errors in Classroom Diagnostic Tool (CDT) Overall Scores between the December 2020 and March 2021 Benchmarks.	30% of students will demonstrate growth of two standard errors in Classroom Diagnostic Tool (CDT) Overall Scores between the March 2021 and April 2021 Benchmarks.

#2

Priority: Curriculum, instruction, and assessments are fully coordinated, evidence-based and aligned to the PA Standards

Outcome Category

Focus on Continuous Improvement of Instruction - Biology

Measurable Goal Nickname (35 Character Max)

By providing students lessons using context clues, diagrams, concept maps, and videos to make inferences and draw conclusions, we will help improve our students' ability to express their understanding in open ended sentences in Biology. 60% of students in the grade 10 Biology course will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between benchmark # 1 and #4.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
100% students enrolled in Biology will complete the full CDT by September 30, 2020	20% of students will demonstrate growth of one standard error in Classroom Diagnostic Tool (CDT) Overall Scores between the September and November 2020 Benchmarks.	30% of students will demonstrate growth of two standard errors in Classroom Diagnostic Tool (CDT) Overall Scores between the November 2020 and February 2021 Benchmarks.	30% of students will demonstrate growth of two standard errors in Classroom Diagnostic Tool (CDT) Overall Scores between the February 2021 and April 2021 Benchmarks.

#3

Priority: Curriculum, instruction, and assessments are fully coordinated, evidence-based and aligned to the PA Standards

Outcome Category

Focus on Continuous Improvement - English Language Growth and Attainment

Measurable Goal Nickname (35 Character Max)

As a result of direct and explicit vocabulary and comprehension strategy instruction, opportunities for extended discussion of text meaning and interpretation, and individualized interventions for struggling readers in Literature, 60% of students in the 10th grade Language Arts course will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) overall scores between benchmarks # 1 and #4.

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
100% students enrolled in Literature will complete the full CDT by September 30, 2020	20% of students will demonstrate growth of one standard error in Classroom Diagnostic Tool (CDT) Overall Scores between the September and November 2020 Benchmarks.	30% of students will demonstrate growth of two standard errors in Classroom Diagnostic Tool (CDT) Overall Scores between the November 2020 and February 2021 Benchmarks.	30% of students will demonstrate growth of two standard errors in Classroom Diagnostic Tool (CDT) Overall Scores between the February 2021 and April 2021 Benchmarks.

#4

Priority: Use systematic, collaborative processes to ensure instruction is coordinated, aligned, and evidence-based.

Outcome Category

Career Standards Benchmark

Measurable Goal Statement (Smart Goal)

CHS teams will collaborate in each of the academies (Core Academics, Social Studies, CTE, Freshman Academy, Criminal Justice, Technology) resulting in the Career Standards index increasing from 0.6% to 10% as measured by the Naviance Career Index.

Measurable Goal Nickname (35 Character Max)

Curriculum and Departmental Planning

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
50% of the students in each academy will score Apprentice on the first project based learning rubric (addressing career exploration) index	80% of the students in each academy will score Proficient on the first project based learning rubric (addressing career exploration) index	70% of the students in each academy will score Apprentice on the second project based learning rubric (addressing career exploration) index	90% of the students in each academy will score Proficient on the second project based learning rubric (addressing career exploration) index

#5

Priority: Implement a multi-tiered system of supports for academics and behavior

Outcome Category

School Climate and Culture

Measurable Goal Statement (Smart Goal)

By June 1, 2021 CHS will implement **social emotional learning** as well as a multi-tiered system to support academics and behavior to identify concerns and provide support and interventions to meet individual student needs, and will result in a 30 % decrease in student referrals based on the multi-tiered system measuring conflicts.

Measurable Goal Nickname (35 Character Max)

PBIS

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
Number of student referrals for CHS will be below 60 between September and November 2020.	Number of student referrals will be decreased by 10% between November 2020 and January 2021.	Number of student referrals will be decreased by 20% between February 2021 and April 2021.	Number of student referrals will be decreased by 30% between April 2021 and June 2021.

6

Priority: Implement a multi-tiered system of supports for academics and behavior

Outcome Category

School Climate and Culture

Measurable Goal Statement (Smart Goal)

By June 1, 2021, CHS will implement an Early Warning System to monitor all students in grade 9 for attendance, academics and behavior, which will help CHS systematically identify students who are showing signs that they are at risk of dropping out of school by examining the underlying causes of risk matching students' needs to interventions, and monitoring students' progress. Based on the MTSS system, 30% increase from the baseline of the students on track.

Measurable Goal Nickname (35 Character Max)

PBIS Framework

Target 1 st Quarter	Target 2 nd Quarter	Target 3 rd Quarter	Target 4 th Quarter
The MTSS Team will be defined and a system to monitor all students in grade 9 for attendance, academics and behavior will be designed by November 30, 2020	Threshold using three-tiered system to identify students as off track, sliding, or on track to graduation will be established by November and January 2021.	Using the set threshold system the percent of on track students will increase by 10% February 2021 and April 2021	Based on the threshold number, 20% of CHS students will be on track. by June 2021.

C. Action Plan

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your LEA. The same Evidence based strategy may be used for more than one goal. (Add more rows if needed)

Goal	Evidence-Based Strategy	Measurable Goals
1, 2, 3	<p>As evidence-based instructional strategies are implemented, student achievement is regularly assessed by measuring progress, potentially necessitating a change in future instruction. This data is garnered through many means, thus providing many opportunities for students to demonstrate their learning (Building Capacity for Student Success, ESSA, Retrieved from the National Association of School Psychologists, www.nasponline.org, 2016) Tier 4</p> <p>Evidence: What Works Clearinghouse (2017) pg. 40 Reports Moderate Evidence. “For schools with many at-risk students, create small personalized communities to facilitate monitoring and support.” Tier 2 <u>What Works Clearinghouse Intervention Report (2007). <i>Talent Development High Schools.</i></u></p> <p>AVID offers a variety of classroom activities, lesson plans, professional learning videos, and timely articles that are relevant to students. These tools help educators implement and refine instructional practices. They also help educators provide the key academic and social supports students need to thrive. Schools can utilize the professional learning modules and materials for in-service training and can access all of these resources year-round.</p> <p>Evidence: Teacher-centered collaborative activities to learn about mathematics teaching and learning (teacher collaboration and informal communication) seem to be more effective in improving student mathematics achievement than learning activities that do not necessarily involve such teacher-centered collaborative opportunities (professional development programs, university courses, individual learning activities). Teacher-driven research activities through professional conference presentation and participation were also found to be associated with student achievement growth in mathematics. Tier 3</p> <p><u>Motoko Akiba & Guodong Liang (2016) Effects of teacher professional learning activities on student achievement growth, The Journal of Educational Research, 109:1, 99-110, DOI: 10.1080/00220671.2014.924470</u></p> <p>Math 180’s Diagnostic and Formative Assessment allows the software and teachers to adjust instruction to meet the needs of each student. Curriculum embedded assessment assesses for mastery of key standards-aligned concepts taught during group instruction. Performance Tasks are scaffolded throughout the program to help</p>	<p>As a result of targeted instruction in Algebra 1, 60% of students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #4.</p>

students gain extensive practice with application tasks. The Mindset Scan assessment tracks student mindset about math and their own abilities.

Evidence: Pane, John F., Elizabeth D. Steiner, Matthew D. Baird, Laura S. Hamilton, and Joseph D. Pane, How Does Personalized Learning Affect Student Achievement?. Santa Monica, CA: RAND Corporation, 2017.
https://www.rand.org/pubs/research_briefs/RB9994.html.

Evidence: Carnegie Learning’s blended solutions are among the most carefully studied mathematics curricula and meet Tier 1 “Strong” evidence standards. The Carnegie Learning Middle School and High School Math Solutions combine consumable textbooks with artificial intelligence-powered software.

MATHia employs mastery learning. Students need to demonstrate mastery on each knowledge component underlying a particular topic before they can proceed to the next topic. In this way, students set their own pace through the curriculum. Mastery learning has a long history of support. Kulik et al. (1990) concluded, after reviewing 108 studies, that mastery learning programs had strong impact (average effect size of 0.5). MATHia selects problems for each student in order to maximize the amount of time that students spend on knowledge components that they have not yet mastered and minimize the amount of time that they spend on components that they have already mastered. The tutor is able to follow individual solution strategies and provide students with hints that are relevant to their individual approach. In addition to correct solution strategies, the cognitive model also includes information about common misconceptions and incorrect strategies and presents students with immediate feedback if they make common errors. Tier 2

<https://cdn.carnegielearning.com/assets/page-images/2018-CL-ESSA.pdf>

<https://www.carnegielearning.com/why/research/>

Mastery learning is a method of teaching that requires that students master a skill before moving on to the next skill. Students must demonstrate mastery of a skill by scoring sufficiently high on a formative assessment (e.g., 80%–90% correct) before moving to the next topic. Tier 3

[U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. \(2012, October\). WWC review of the report: Mastery learning and student teams: A factorial experiment in urban general mathematics classes.](http://whatworks.ed.gov) Retrieved from <http://whatworks.ed.gov>.

	<p>Evidence: The SIOP Model is empirically-tested and research-based. The SIOP model is a framework for teaching content and language. Chester High School will implement strategies from the SIOP Model within the classroom to improve student understanding of context.</p> <p>"Each cohort of treatment teachers had 7 days of professional development in its first year of participation to learn and apply the SIOP model: 3 days in August before school began and 4 during the year. Cohort 1 had 3 additional days in Year 2. Three part-time coaches supported the teachers in Year 1, one per school, with approximately one period daily assigned to coaching activities. Two coaches had SIOP staff development prior to the study. The third learned along with the teachers. All were experienced ESL educators" (Short et al., 2012, pp. 345-346). Tier 4 (Demonstrates Rationale)</p> <p><i>Short, D. J., Fidelman, C. G., & Louguit, M. (2012). Developing Academic Language in English Language Learners Through Sheltered Instruction. TESOL Quarterly, 46(2), 334-361. https://doi.org/10.1002/tesq.20</i></p> <p>Evidence: READ 180 is a blended learning program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180 is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. READ 180 is designed for students in elementary through high school (grades 4 through 12). Tier 1</p> <p>https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading</p>	<p>As a result of targeted instruction in Biology 60% of students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #4.</p> <p>As a result of targeted instruction in Literature, 60% of students in grade 10 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #4.</p>
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<p>4</p>	<p>Chester High School will implement targeted and evidence-based instruction and interventions, including the school-within-school model, small learning communities with career pathways, dual enrollment programs, and Read 180.</p> <p>Evidence: Dual-Credit programming increased the likelihood of students accessing, persisting through and completing a postsecondary degree (Giani et al, 2014) PA Evidence Resource Center Tier 2 Moderate)</p> <p><u><i>Giani, M., Alexander, C. & Reyes, P. (2014). Exploring Variation in the Impact of Dual-Credit Coursework on Postsecondary Outcomes: A Quasi-Experimental Analysis of Texas Students. The High School Journal, 97(4), 200-218. https://doi.org/0.1353/hsj.2014.0007</i></u></p> <p>Evidence: What Works Clearinghouse (2007) Report findings on Talent Development Restructuring High Schools: Progressing in school Rating of effectiveness (2007) (small learning communities). Potentially positive effects-- Improvement index Average: +7 percentile points. Range: +6 to +8 percentile points. This high school reform structure is for schools with poor attendance, high school dropout, poor student achievement and low graduation rate: The article cited 9th grade academy and structuring the upper grades into career academies. Emphasis on high academic standards and college preparation. The focus also includes curriculum reform.</p> <p>Tier 3</p> <p><u>What Works Clearinghouse Intervention Report (2007). <i>Talent Development High Schools.</i></u></p> <p>Evidence: What Works Clearinghouse (2017) pg. 40 Reports Moderate Evidence. “For schools with many at-risk students, create small personalized communities to facilitate monitoring and support.” Tier 2</p> <p><u>What Works Clearinghouse Intervention Report (2007). <i>Talent Development High Schools.</i></u></p> <p>Evidence: Academic and Career Academies The new structure is supported by evidence based strategies. What Works Clearinghouse (2017) pg. 29 <i>Recommendation 3: Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school.</i></p> <p>Tier 1</p> <p><u>Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing dropout in secondary schools (NCEE 2017-4028). Washington, DC:</u></p>	<p>CHS teams will collaborate in each of the academies (Core Academics, Social Studies, CTE, Freshman Academy, Criminal Justice, Technology) resulting in the Career Standards index increasing from 0.6% to 10% measured by the Naviance Career Index.</p>
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National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education

Vertical (grade level) and Horizontal (cross-curricular) alignment of all (100%) academic subject area curriculum maps (Core Academics, Arts/Humanities, CTE, Freshmen, ROTC, Technology) will be coordinated by lead teachers in each academic department by June 30, 2021

Evidence: “*EFFECTIVE PRACTICE: Engage Instructional Teams in Developing Standards-Aligned Units of Instruction.*” Effective Practices, Research Briefs and Evidence Ratings. Center on Innovations in Learning, Temple University, 2019. p.6. This evidence-based strategy is strong.

Tier 1

www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf

Evidence: AVID is a college-readiness program whose primary goal is to prepare middle and high school students for enrollment in 4-year colleges through increased access to and support in advanced courses. The program, which focuses on underserved, middle-achieving students (defined as students earning B, C, and even D grades), places students in college preparatory classes (e.g., honors and Advancement Placement classes) while providing academic support through a daily elective period and ongoing tutorials

An investigation of achievement in the AVID (Advancement Via Individual Determination) program at the high school level.
Rorie, L. B. (2007). Dissertation Abstracts International, 68(11A), 168–4657.

Tier 4

The Essa Components are embedded in the Avid Support and Success Raise academic achievement for all, while providing support to those most in need

Avid: equitable achievement among diverse groups of students

Essa: Evidence Base Strategies

Avid: Avid is backed by a strong significant research, robust data collection and certified system with measurable results.

Numerous third party studies document proven results.

One of the most significant findings in this study was the influence of the AVID program on African American students, as the length of exposure to AVID was positively correlated with both academic self-efficacy and self-regulatory self-efficacy.

One possible explanation for the unique influence of AVID on African American

students could be the linking of self-efficacy to sense of belongingness (Gutman &

	<p>Midgley, 2000; Thomas et al., 2009).</p> <p>Pugh, P. M., & Tschannen-Moran, M. (2016). Influence of a School District's Advancement via Individual Determination (AVID) Program on Self-Efficacy and Other Indicators of Student Achievement. <i>NASSP Bulletin</i>, 100(3), 141–158. https://doi.org/10.1177/0192636516679261</p> <p>https://ies.ed.gov/ncee/wwc/Study/41072 https://ies.ed.gov/ncee/wwc/InterventionReport/19</p> <p>Evidence: READ 180® is designed for struggling readers two or more years below grade level. Combining online and direct instruction, assessment, and teacher professional development, READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-groups include individualized computer instruction, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school (HMH, 2019).</p> <p>Tier 1</p> <p>https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/665</p>	
5	<p>"The Early Warning Intervention and Monitoring System is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation." (American Institutes for Research)</p> <p>Evidence: Freeman, J. Simonsen, B., McCoach, D.B., Sugai, G., Lombardi, A., & Horner, R. (2015). Relationship between school-wide positive behavior interventions and supports and academic, attendance, and behavior outcomes in high schools. <i>Journal of Positive Behavior Interventions</i>, 1-11. Retrieved from https://www.researchgate.net/profile/Allison_Lombardi/publication/275250576_Relationship_Between_School-Wide_Positive_Behavior_Interventions_and_Supports_and_Academic_Attendance_and_Behavior_Outcomes_in_High_Schools/links/557de16a08aeb61eae247b95/Relationship-Between-School-Wide-Positive-Behavior-Interventions-and-Supports-and-Academic-Attendance-and-Behavior-Outcomes-in-High-Schools.pdf</p> <p>Tier 3</p> <p>Evidence: Results are discussed in terms of effectiveness of a SW-PBIS approach in high schools and considerations to enhance fidelity of implementation. Flannery, K. B., Fenning, P., Kato, M. M., & McIntosh, K. (2014). <i>Effects of school-wide positive behavioral interventions and supports</i></p>	<p>By June 1, 2021 CHS will implement a multi-tiered system to support academics and behavior to identify concerns, provide support and interventions to meet individual student needs, and result in a 30 % decrease in student referrals based on the multi-tiered system measuring conflicts.</p>

	<p><u>and fidelity of implementation on problem behavior in high schools. School Psychology Quarterly, 29(2), 111–124. Tier 2</u> https://doi.org/10.1037/spq0000039</p>	
6	<p>Ninth Grade Academy: The combined interventions of tutoring, adult mentors, and credit recovery delivered in a ninth grade academy setting were observed to be effective in decreasing dropout rate.</p> <p>Evidence: Efforts to reduce chronic absence and improve conditions for learning are interrelated and essential to improving educational outcomes, particularly for our most underserved students (Hedy N. Chang, David Osher, Mara Schanfield, Jane Sundius and Lauren Bauer, Using Chronic Absence Data to Improve Conditions for Learning, Attendance Works and American Institutes for Research (AIR), September 2019) Tier 4</p> <p>Evidence: EWIMS involves a seven-step process to input data on absences, course failure, GPA and more, and extract and interpret findings from a predictive, early-warning data tool. Schools in this study were randomly assigned to use EWIMS or to continue with their usual practices for supporting at-risk students. "Typical implementation includes on-site and virtual support from technical assistance staff, some of whom are former educators or researchers in dropout prevention strategies" (Faria et al., 2017, p. 2). "After a year of limited implementation, findings showed that: 1) EWIMS reduced chronic absence and course failure,.. The findings provide initial rigorous evidence that EWIMS is a promising strategy for reducing rates of chronic absence and course failure, two key indicators that students are off-track for graduation" (Faria et al., 2017, "Key findings," para. 1).</p> <p>Evidence: Demonstrate a statistically significant effect on improving this outcome based on moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study. Tiers are also based on similarity of school settings.</p> <p>Tier 2</p> <p><u>Faria, A.M., Sorensen, N., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., & Foster, S. (2017). Getting students on track for graduation: Impacts of the Early Warning Intervention and Monitoring System after one year (REL 2017-272). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from</u> https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017272.pdf</p>	<p>By June 1, 2021, CHS will have implemented a system to monitor all students in grade 9 for attendance, academics and behavior to systematically identify students who are showing signs that they are at risk of dropping out of school by examining the underlying causes of risk, matching students' needs to interventions, and monitoring students' progress. Based on the data 20% of the students will be on track to graduate.</p>

D. Action Plan

Create an Action Plan for each Evidenced-based Strategy

(If you need more than the number of tables provided please copy and paste more into the document)

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve this goal.

Evidence-based Strategy Name	Measurable Goal #1
Chester High School will implement the school-within-school model that includes small learning communities with career pathways, dual enrollment programs, and collaborative teams.	As a result of targeted instruction in Algebra 1, 60% of students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #4.

Action Step G1 -1	Anticipated Start	Completion Date
A schedule will be developed for all administrations of the Algebra I CDTs.	9/1/2020	10/1/2020
Lead Person/Position	Material/Resources/Supports Needed	
Math Academy Facilitator	Meeting Notes CDT Data	
Prof Development Step Yes or No		

Action Step G1 -2	Anticipated Start	Completion Date
Collaborative Teams: Continue common planning time; analyze data and plan for student learning.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Math Academy Facilitator.	Meeting Notes CDT Data Curriculum maps Lesson Plans	
Prof Development Step Yes or No		

Action Step G1 3	Anticipated Start	Completion Date
Collaborative Teams: Shared leadership to coordinate and support administration with curriculum mapping and planning by department	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Math Academy Facilitator.	Meeting Notes Curriculum maps Lesson Plans	
Prof Development Step Yes or No		

Action Step G1-4	Anticipated Start	Completion Date
Collaborative Teams: Academy facilitator will continue to build academy structure.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Math Academy Facilitator	Meeting Notes Curriculum maps Lesson Plans	
Prof Development Step Yes or No		

Action Step G1-5	Anticipated Start	Completion Date
Collaborative Teams: Deepen understanding in real world application of skills	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Math Academy Facilitator	Meeting Notes Curriculum maps Lesson Plans	
Prof Development Step Yes or No		

Action Step G1-6	Anticipated Start	Completion Date
Collaborative Teams: Academy Leaders will prioritize with teachers by focusing on learning centered problems—constructed responses, solving linear equation, inferences, provide written detail	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Math Academy Facilitator	Meeting Notes Curriculum maps	
Prof Development Step Yes or No	Lesson Plans SIOP Strategies	

Action Step G1-7	Anticipated Start	Completion Date
Improve components in the CHS instructional Math program by providing professional development to all Math teachers.	8/10/20	5/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Principal, Assistant Principal and School Based Academy Leaders (Math)	Teachers need to continue professional development in Math with HMH.	
Prof Development Step Yes or No		

Action Step G1-8	Anticipated Start	Completion Date
The Honors 9th Grade Cohort will implement MATHia Carnegie with HMH math.	9/30/2020	10/30/2020
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal and School Based Academy Leader (Math)	MATHia Software Program Teacher Professional Development	

Prof Development Step Yes or No	Web Based Program.
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Action Step G1-9	Anticipated Start	Completion Date
Teachers will be trained on the use of MATHia Carnegie Learning.	9/6/20	10/30/20
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal and School Based Academy Leader (Math)	MATHia Software Program Teacher Professional Development MATHia Implementation Start Up	
Prof Development Step Yes or No		

Action Step G1-10	Anticipated Start	Completion Date
MATHia Carnegie Learning will be implemented in Algebra 1, Geometry and Algebra 2.	9/6/20	5/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal and School Based Academy Leader (Math)	MATHia Software Program Teacher Professional Development MATHia Implementation Start Up	
Prof Development Step Yes or No		

Action Step G1-11	Anticipated Start	Completion Date
Grade 9 Academy will be divided into two groups and implement GradPoint in Math .	9-30-2020	10-30-2020
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal and School Based Academy Leader (Math)	Teacher Professional Development Teachers will need to implement GradPoint	

Prof Development Step YES	Web Based Program.
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Action Step G1-12	Anticipated Start	Completion Date
Teachers will be trained in the use of Math 180.	9-30-2020	10-30-2020
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal and School Based Academy Leader (Math)	Teacher Professional Development Teachers will need to implement Math 180 Web Based Program.	
Prof Development Step YES		

Action Step G1-13	Anticipated Start	Completion Date
For students enrolled in Math 180. instruction starts with Do Now, then students are divided into two groups. One group focuses on building understanding, reasoning, and communication skills. The next group uses the adaptive software for additional instruction and scaffolded practice with routine and non-routine problems.	9-30-2020	5-30-2021
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal and School Based Academy Leader (Math)	Teachers will need to implement Math 180 Web Based Program.	
Prof Development Step YES		

Action Step G1-13	Anticipated Start	Completion Date
Bi-monthly Steering Committee meeting will review and monitor the SIP	10/30/2020	6/30/2021

Lead Person/Position	Material/Resources/Supports Needed
SIP Facilitator	School Improvement Plan Meeting notes
Prof Development Step Yes or No	Meeting agenda

Anticipated Output	Monitoring/Evaluation
Agenda Notes, Curriculum Map, CDT Results, Assessment Scores, Meeting Notes, Chart displaying % achieving Keystone Standard, Lesson plans, Professional development surveys, MATHia data., GradPoint data, Math 180 data.	Monitoring of the plan will consist of analyzing student data at monthly meetings, classroom observations, meeting agendas and action plan.

Evidence-based Strategy Name	Measurable Goal #2
Chester High School will implement the school-within-school model that includes small learning communities with career pathways, dual enrollment programs, and collaborative teams.	As a result of targeted instruction in Biology, 60% of students will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #4.

Action Step G2 -1	Anticipated Start	Completion Date
Collaborative Teams continue common planning time, analyze data and plan for student learning.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	

Science Academy Facilitator	Meeting Notes CDT Data
Prof Development Step Yes or No	Curriculum maps Lesson Plans SIOP Strategies

Action Step G2 -2	Anticipated Start	Completion Date
Collaborative Teams: Shared leadership to coordinate and support administration with curriculum mapping and planning by department.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Science Academy Facilitator	Meeting Notes Curriculum maps	
Prof Development Step Yes or No	Lesson Plans SIOP Strategies	

Action Step G2-3	Anticipated Start	Completion Date
Collaborative Teams: Academy facilitator will continue to build academy structure.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Science Academy Facilitator	Meeting Notes Curriculum maps	
Prof Development Step Yes or No	Lesson Plans	

Action Step G2-4	Anticipated Start	Completion Date
Collaborative Teams: Deepen understanding in real world application of skills	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	

Science Academy Facilitator	Meeting Notes Curriculum maps Lesson Plans
Prof Development Step Yes or No	

Action Step G2-5	Anticipated Start	Completion Date
Collaborative Teams: Academy Leaders will prioritize with teachers by focusing on learning centered problems—constructed responses, inferences, and providing written details.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Science Academy Facilitator.	Meeting Notes Curriculum maps Lesson Plans SIOP Strategies	
Prof Development Step Yes or No		

Action Step G2-6	Anticipated Start	Completion Date
A schedule will be developed for all administrations of the Biology CDTs.	9/1/2020	10/1/2020
Lead Person/Position	Material/Resources/Supports Needed	
Science Academy Facilitator.	Meeting Notes CDT Data	
Prof Development Step Yes or No		

Action Step G2-7	Anticipated Start	Completion Date
Promote Literacy in Science through professional development for teachers provided by HMH to link Next Gen. Science Standard aligned to PA Core Literacy Standard.	06/15/20	05/30/21

Lead Person/Position	Material/Resources/Supports Needed
Assistant Principal/School Based Academy Leader (Science)	Teachers need to continue professional development in Science with HMH
Prof Development Step YES	

Action Step G2-8	Anticipated Start	
Bi-monthly Steering Committee meetings to review and monitoring of the SIP	10/30/2020	6/30/2021
Lead Person/Position	Material/Resources/Supports Needed	
SIP Facilitator	School Improvement Plan Meeting notes Meeting agenda	
Prof Development Step Yes or No		

Output	Monitoring/Evaluation
Agenda Notes, Curriculum Map, CDT Results, Assessment Scores, Meeting Notes, Chart displaying % achieving Keystone Standard, lesson plans, Classroom Observations, and SIP Data	Monitoring of the plan will consist of analyzing student data monthly meeting, classroom observations, meeting agendas and action plan.

Evidence-based Strategy Name	Measurable Goal #3
Chester High School will implement the school-within-school model that includes small learning communities with career pathways, dual enrollment programs, and collaborative teams.	As a result of targeted instruction in Literature, 60% of students in 10th grade Literature will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall scores between Benchmark #1 and Benchmark #4.

Action Step G3 -1	Anticipated Start	Completion Date

Collaborative Teams: Continue common planning time; analyze data and plan for student learning.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Literature Academy Facilitator	Meeting Notes CDT Data	
Prof Development Step Yes or No	Curriculum maps Lesson Plans	

Action Step G3 -2	Anticipated Start	Completion Date
Collaborative Teams: Shared leadership to coordinate and support administration with curriculum mapping and planning by department.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Literature Academy Facilitator	Meeting Notes Curriculum maps	
Prof Development Step Yes or No	Lesson Plans SIOP Strategies	

Action Step G3-3	Anticipated Start	Completion Date
Collaborative Teams: Academy facilitator will continue to build academy structure.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Literature Academy Facilitator	Meeting Notes Curriculum maps	
Prof Development Step Yes or No	Lesson Plans	

Action Step G3-4	Anticipated Start	Completion Date
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Collaborative Teams: Deepen understanding in real world application of skills	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Literature Academy Facilitator	Meeting Notes Curriculum maps Lesson Plans	
Prof Development Step Yes or No		

Action Step G3-5	Anticipated Start	Completion Date
Collaborative Teams: Academy Leaders will prioritize teachers by focusing on learning centered problems—constructed responses, inferences, and providing written details.	9/1/2020	6/1/2021
Lead Person/Position	Material/Resources/Supports Needed	
Literature Academy Facilitator	Meeting Notes Curriculum maps Lesson Plans SIOF Strategies	
Prof Development Step Yes or No		

Action Step G3-6	Anticipated Start	Completion Date
A schedule will be developed for all administrations of the Literature CDTs.	9/1/2020	10/1/2020
Lead Person/Position	Material/Resources/Supports Needed	
Literature Academy Facilitator	Meeting Notes CDT Data	
Prof Development Step Yes or No		

Action Step G3-7	Anticipated Start	Completion Date
Avid will be implemented in honors grades 9 and 10 to foster college and career readiness culture in order to work on note-taking, organization, time management, and critical thinking. They engage in peer tutoring, collaborative study groups, and student-centered activities such as Socratic Seminars and Philosophical Chairs to expose students to rigorous coursework and hold them accountable to the highest standards.	7/18/20	6/16/21
Lead Person/Position	Material/Resources/Supports Needed	
Intervention Teacher School Base Academy Leader (Intervention)	AVID Teacher and 9th and 10th Grade Honors Team will need to attend Professional Development for AVID	
Prof Development Step Yes or No		

Action Step G3-8	Anticipated Start	Completion Date
Grade 9 Academy will be divided into two groups and implement GradPoint in English.	9-30-2020	10-30-2020
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal and School Based Academy Leader (Math)	Teacher Professional Development Teachers will need to implement GradPoint Web Based Program.	
Prof Development Step YES		

Action Step G3-9	Anticipated Start	Completion Date
Improve components in the CHS instructional English by providing professional development to all English and teachers.	7/1//20	5/30/21
Lead Person/Position	Material/Resources/Supports Needed	

Principal, Assistant Principal and School Based Academy Leaders (English)	Teachers need to continue professional development in English with HMH
Prof Development Step Yes or No	

Action Step G3-10	Anticipated Start	Completion Date
Students in grades 9 and 10 will be enrolled in intervention courses based on lexile levels and diagnostic results.	9/30/20	5/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Principal/Team Leader (School Based Academy Leader (Intervention))	Lexile levels and diagnostic	
Prof Development Step Yes or No		

Action Step G3-11	Anticipated Start	Completion Date
Students enrolled in READ 180 in 45 to 90 minute sessions that include whole-group instruction, three small group rotations, and whole-class wrap-up using adaptive computer application.	9/30/20	5/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Principal/Team Leader (School Based Academy Leader (Intervention))	READ 180 Lesson Plans Student data	
Prof Development Step Yes or No		

Action Step G3-12	Anticipated Start	

Bi-monthly Steering Committee meeting to review and monitoring of the SIP	10/30/2020	6/30/2021
Lead Person/Position	Material/Resources/Supports Needed	
SIP Facilitator	School Improvement Plan Meeting notes Meeting agenda	
Prof Development Step Yes or No		

Anticipated Output	Monitoring/Evaluation
Agenda Notes, Curriculum Map, CDT Results, Assessment Scores, Meeting Notes, Chart display Standards % achieving Keystone Standard, lexile diagnostic results, GradPoint scores, Read 180 data, GradPoint Data, Lesson Plans, AVID Training, HMH Training, Lexile training, SIP Data	Consist of analyzing student data monthly meeting, classroom observations, meeting agendas, lesson plans, Grad point data, Read 180 data, and action plans.

Evidence-based Strategy Name	Measurable Goal #4
Chester High School will implement the school-within-school model that includes small learning communities with career pathways, dual enrollment programs, and collaborative teams.	CHS teams will collaborate in each of the academies (Core Academics, Social Studies, CTE, Freshman Academy, Criminal Justice, Technology) resulting in the Career Standards index increasing from 0.6% to 10% measured by the Naviance Career Index.

Action Step G4-1	Anticipated Start	Completion Date

Based on Chester High School structure. Analyze the master schedule for small learning communities with career pathways.	8/15/20	9/30/20
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Chester High School master schedule planning meeting regarding electronic course selection.	
Prof Development Step Yes or No		

Action Step G4-2	Anticipated Start	Completion Date
Based on Chester High School structure, a school within school model will be implemented.	8/15/20	9/30/20
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal	Chester High School master schedule planning meeting regarding electronic course selection.	
Prof Development Step Yes or No		

Action Step G4-3	Anticipated Start	Completion Date
Enroll Selected Students into AP and Dual Enrollment Courses.	9/7/20	6/14/21
Lead Person/Position	Material/Resources/Supports Needed	
Guidance Counselors	Students in grades 11 and 12 in the Honors Academy will need to be enrolled. Continue meetings with Lincoln University Upward Bound	
Prof Development Step Yes or No		

Action Step G4-4	Anticipated Start	Completion Date
Selected Rising 9th and 10th grade student will attend Lincoln University Upward Bound Program	9/7/20	6/14/21

Lead Person/Position	Material/Resources/Supports Needed
Guidance Counselors	Students in grades 9 and 10 in the Honors Academy will need to be enrolled.
Prof Development Step Yes or No	Continue meetings with Lincoln University Upward Bound

Action Step G4-5	Anticipated Start	Completion Date
Two Project Based Learning activities will be provided within each academy that will provide real world application of skills that connect to the classroom.	9/7/20	6/1/21
Lead Person/Position	Material/Resources/Supports Needed	
Academy Based Facilitator	Expeditions Trips Project Based Learning Lessons	
Prof Development Step Yes	Rubric and Protocols	

Action Step G4-6	Anticipated Start	Completion Date
Academy Based Facilitator will create a rubric for evaluating Project Based Learning Plans to be implemented.	9/7/20	6/1/21
Lead Person/Position	Material/Resources/Supports Needed	
Academy Based Facilitator	Project Based Learning Lessons Rubric and Protocols	
Prof Development Step Yes		

Action Step G4-7	Anticipated Start	Completion Date

Academy Based Facilitator will create rubric for evaluating student on the PBLs	9/7/20	6/1/21
Lead Person/Position	Material/Resources/Supports Needed	
Academy Based Facilitator	Project Based Learning Lessons Rubric and Protocols	
Prof Development Step Yes		

Action Step G4-8	Anticipated Start	Completion Date
Shared Leadership (Build Teacher Leadership) to coordinate and support administration with curriculum mapping and planning by department. Identify reliable resources with each department.	8/20	6/21
Lead Person/Position	Material/Resources/Supports Needed	
Principal	5 School Based Academy Leaders. HMH - Professional Development	
Prof Development Step Yes or No		

Action Step G4-9	Anticipated Start	Completion Date
School will work closely with District PIMS recording to ensure the Career Standards Benchmark data on the Future Ready Index is accurate.	10/1/2020	4/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Principal/Team Leader and District PIMS recorder for the Career Standards Benchmark data recorder	Meeting to design a system for reporting Career Standards Benchmark data	
Prof Development Step No	Second meeting to ensure data is being recorded and check for concerns.	
	Third meeting for follow up	

Action Step G4-10	Anticipated Start	Completion Date
Academy based leaders- Continue common planning time in the master schedule for teachers in each of the academy collaborate, analyze data and plan for student learning.	10/1/2020	4/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Academy Based Facilitator and School Based Academy Facilitator		
Prof Development Step No		

Action Step G4-11	Anticipated Start	Completion Date
Guidance Counselors will implement Naviance for students to create a personalized plan that helps them make the right decisions throughout their academic journey	10/1/2020	4/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Counselors		
Prof Development Step No		

Action Step G4-12	Anticipated Start	Completion Date
Guidance Counselors will train Academy based Facilitators and School Based Academy Facilitator in using the Naviance systems within their instruction.	10/1/2020	4/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Counselors, Academy Based Facilitator and School Based Academy Facilitator		

Prof Development Step No	
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Action Step G4-13	Anticipated Start	Completion Date
Student will attended a symposium on job equality	10/1/2020	4/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Counselors	Student Surveys after attending symposium Symposium event	
Prof Development Step No		

Action Step G4-14	Anticipated Start	Completion Date
Students participate in mock interviews.	10/1/2020	4/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Counselors	Naviance School to work partners	
Prof Development Step No		

Action Step G4-15	Anticipated Start	Completion Date
Academy based Facilitators and School Based Academy Facilitator with Counselors will plan two Expedition Trips connected with Academy and academic content.	10/1/2020	4/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Counselors, Academy Based Facilitator and School Based Academy Facilitator.	Trip plan Project Based Learning	

Prof Development Step No	Meeting Notes Calendar Trip request form
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Action Step G4-16	Anticipated Start	Completion Date
Implement the World to Work course.	9/1/2020	6/30/21
Lead Person/Position	Material/Resources/Supports Needed	
Assistant Principal and World to Work teacher	World to Work Lesson Plans	
Prof Development Step No		

Action Step G4-17	Anticipated Start	
After school tutoring to provide additional support for struggling learners.	10/30/2020	6/30/2021
Lead Person/Position	Material/Resources/Supports Needed	
After school Program	After School Schedule	
Prof Development Step Yes or No		

Action Step G4-18	Anticipated Start	
Bi-monthly Steering Committee meeting to review and monitor the SIP	10/30/2020	6/30/2021
Lead Person/Position	Material/Resources/Supports Needed	
SIP Facilitator	School Improvement Plan	

Prof Development Step Yes or No	Meeting notes Meeting agenda
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Anticipated Output	Monitoring/Evaluation
Professional development agendas, lesson plans, project based learning artifacts, staff project based learning rubric, student project based learning rubric, team meeting agendas and action plans., AP course data, dual enrollment data, Lincoln University Upward Bound Program data, curriculum maps, Naviance reports, Symposium feedback, Interview Feedback, World to work, Field Trip Schedules, Afterschool Program Notes, and SIP Data	Monitoring of PLC documentation, classroom observation and feedback, professional development binder, classroom observations, weekly meeting, meeting agendas and action plan.

Evidence-based Strategy Name	Measurable Goal #5
Will implement PBIS (Positive Behavior Interventions and Supports) with fidelity	By June 1, 2021 CHS will implement a multi-tiered system to support academics and behavior to identify concerns and provide support and interventions to meet individual student needs, and will result in a 30 % decrease in student referrals based on the multi-tiered system measuring conflicts.

Action Step G5-1	Anticipated Start	Completion Date
A Tier 1 team will be identified to include: Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	8/26/2020	6/15/2021

Lead Person/Position	Material/Resources/Supports Needed
PBIS Committee Coach	<ol style="list-style-type: none"> 1. School organizational chart 2. Tier 1 team meeting minutes
Prof Development Step NO	

Action Step G5-2	Anticipated Start	
Tier 1 team schedule when the team meets, and how often, and norms.	9/1/2020	6/15/2021
Lead Person/Position	Material/Resources/Supports Needed	
PBIS Committee Coach	<ol style="list-style-type: none"> 1. Tier 1 team meeting agendas and minutes 2. Tier 1 meeting roles descriptions 3. Tier 1 action plan 	
Prof Development Step NO		

Action Step G5-3	Anticipated Start	
PBIS team will develop clear definitions for behaviors and share with staff.	10/1/2020	6/15/2021
Lead Person/Position	Material/Resources/Supports Needed	
PBIS Committee Designee	<ol style="list-style-type: none"> 1. Staff handbook 2. Student handbook 3. School policy 4. Discipline flowchart 	
Prof Development Step No		

Action Step G5-4	Anticipated Start	
Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	10/1/2020	2/15/2021

Lead Person/Position	Material/Resources/Supports Needed
PBIS Committee Designee	1. TFI Walkthrough Tool 2. Professional development calendar 3. SEL Lesson plans 4. Informal walkthroughs
Prof Development Step No	

Action Step G5-4	Anticipated Start	
PBIS team will develop clear definitions for behaviors and share with staff.	10/1/2020	6/15/2021
Lead Person/Position	Material/Resources/Supports Needed	
PBIS Committee Designee	5. Staff handbook 6. Student handbook 7. School policy 8. Discipline flowchart	
Prof Development Step No		

Action Step G5-5	Anticipated Start	
PBIS team will develop a clear school policy on reporting problem behaviors.	10/1/2020	6/15/2021
Lead Person/Position	Material/Resources/Supports Needed	
PBIS Committee Designee	9. Staff handbook 10. Student handbook 11. School policy 12. Discipline flowchart	
Prof Development Step No		

Action Step G5-6	Anticipated Start	
The PBIS Team will create school procedures that emphasize proactive, instructive, and/ or restorative approaches to address student behavior that are implemented consistently.	10/1/2020	6/15/2021
Lead Person/Position	Material/Resources/Supports Needed	

PBIS Committee Designee	<ol style="list-style-type: none"> 1. Discipline policy 2. Student handbook 3. Code of conduct 4. Informal administrator interview 5. SEL Lesson Plans
Prof Development Step YES	

Action Step G5-7	Anticipated Start	
Professional Development: The PBIS team will orientate faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, (d) requesting assistance, and (e) trauma informed strategies	10/1/2020	11/15/2020
Lead Person/Position	Material/Resources/Supports Needed	
PBIS Committee Designee	<ol style="list-style-type: none"> 1. Professional development calendar 2. Staff handbook 	
Prof Development Step Yes		

Action Step G5-8	Anticipated Start	
Classroom Procedures: Tier 1 features (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	9/1/2020	11/15/2020
Lead Person/Position	Material/Resources/Supports Needed	
PBIS Committee Designee	<ol style="list-style-type: none"> 1. Staff handbook 2. Informal walkthroughs 3. Progress monitoring 4. Individual classroom data 	
Prof Development Step Yes		

Action Step G5-9	Anticipated Start	
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Feedback and Acknowledgement: The PBIS team will present a system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) and is in place and used by at least 90% of staff. Impending implementation of SWIS (School Wide Information System).	9/1/2020	11/15/2021
Lead Person/Position	Material/Resources/Supports Needed	
PBIS Committee Designee	1. TFI Walkthrough Tool 2. Staff handbook	
Prof Development Step NO		

Action Step G5-10	Anticipated Start	
Faculty Involvement: The PBIS Team will present to the staff monthly the schoolwide data and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences).	9/1/2020	6/15/2021
Lead Person/Position	Material/Resources/Supports Needed	
PBIS Committee Designee	1. PBIS Self-Assessment Survey 2. Informal surveys 3. Staff meeting minutes 4. Team meeting minutes	
Prof Development Step NO		

Action Step G5-11	Anticipated Start	
Bi-monthly Steering Committee meeting to review and monitor the SIP	10/30/2020	6/30/2021
Lead Person/Position	Material/Resources/Supports Needed	
SIP Facilitator	School Improvement Plan	

Prof Development Step Yes or No	Meeting notes Meeting agenda
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Anticipated Output	Monitoring/Evaluation
Tier 1 Team notes, Content to be shared with students, Definitions of behaviors, Team will develop school clear policy on reporting behavior problem behaviors, Procedures that emphasize proactive, instructive, and or restorative approaches to addressing behavior, SWPBIS practices, Tier 1 expectations in the class, system for providing feedback and acknowledgement (SWIS), Monthly school wide data	Benchmark Assessment of PBIS, Data from Attendance, Conflict Report, SWIS

Evidence-based Strategy Name	Measurable Goal #6
The Early Warning Intervention and Monitoring System will identify students at risk for not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students on track to graduate on time.	By June 1, 2021, CHS will have implemented a system to monitor all students in grade 9 for attendance, academics and behavior to systematically identify students who are showing signs that they are at risk of dropping out of school by examining the underlying causes of risk, match students' needs to interventions, and monitor students' progress. Based on the data, 30% of the students will be on track.

Action Step G6-1	Anticipated Start	
EWIMS: Establish Team, Roles and Responsibilities: The Ninth Grade Academy(NGA) will establish a team that is representative of the program to lead and carry out the EWIMS process.	7/1/2020	10/5/2021
Lead Person/Position	Material/Resources/Supports Needed	
EWIMS Team	1. EWIMS Handbook 2. List of conversation norms and expectations	
Prof Development Step No		

Action Step G6-2	Anticipated Start	
EWIMS Meeting Frequency:The Ninth Grade Academy (NGA) team set up a schedule to meet monthly/end of each grading period/end of year.	9/15/20	6/15/21
Lead Person/Position	Material/Resources/Supports Needed	
EWIMS Team	1. EWIMS Handbook 2. List of conversation norms and expectations 3. Meeting notes 4. Monitor academics 5. Monitor Attendance 6. Monitor Behavior https://coalitiontoprotectourpublicschools.org/the-ugly-truth-about-the-avid-ed-reform-program	
Prof Development Step NO		

Action Step G6-3	Anticipated Start	

EWIMS Protocol for analyzing student data. The Ninth Grade Academy (NGA) will develop a protocol for analyzing student data (threshold) for identifying on track, targeted, and intensive support.	9/15/20	6/15/21
Lead Person/Position	Material/Resources/Supports Needed	
EWIMS Team	<ol style="list-style-type: none"> 1. EWIMS Handbook 2. List of conversation norms and expectations 3. Meeting Notes 4. Academics data 5. Attendance data 6. Behavior data 7. School Climate 8. School counselor 9. Truancy Officer 10. Community mentor 	
Prof Development Step NO		

Action Step G6-4	Anticipated Start	
Setup Early Warning System Data Tools (Math 180, Read 180, and Tac for attendance) and determine warning data tool thresholds. The Ninth Grade Academy (NGA), with support from data or technology specialists, will develop a protocol for analyzing student data (threshold) for identifying on track, target, and intensive monthly over the course of the school year.	8/25/2020	11/15/2020
Lead Person/Position	Material/Resources/Supports Needed	
EWIMS Team	Course failure Grade point average Behavior indicators TAC (attendance) <ol style="list-style-type: none"> Determining CHS School Threshold <ol style="list-style-type: none"> a. Attendance: Missing 3 or more instructional time b. Behavior: 3 reportable offense, 3 school code of conduct violations c. Course Performance: Failing 	
Prof Development Step Yes or No		

	ELA grade 59%, Failing Math grade 59%
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Action Step G6-5	Anticipated Start	
Training on using the Early Warning System Data Tool: <ol style="list-style-type: none"> 1. Technology Setup Data Hub 2. Members trained on Early Warning System Data Tool. 3. Access to the Data tool and reports 4. Calendar of regularly scheduled team meetings for data review 5. A plan for adhering to confidentiality requirements. 	8/25/2020	6/15/2021
Lead Person/Position	Material/Resources/Supports Needed	
EWIMS Team & Technology Support	<ol style="list-style-type: none"> 1. Early Warning Data Tool 2. Technology Support: Setup Data Hub 3. Calendar 4. Confidentiality Agreement. 	
Prof Development Step Yes		

Action Step G6-6	Anticipated Start	
Review Early Warning System Data: What and How to review Data regarding flagged students. What does the data say? What types of patterns are seen? Are there patterns among students flagged?	9/15/20	6/15/21
Lead Person/Position	Material/Resources/Supports Needed	
EWIMS Team	<ol style="list-style-type: none"> 1. Access to the Data tool and reports 2. Resource allocation for student support 3. Student information and performance data in a usable format reports 4. Data Hub Contains (Attendance, Behavior, Academics) 	
Prof Development Step Yes		

Action Step G6-7	Anticipated Start	
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Interpret Early Warning System Data: Why is it occurring and looking for root causes of flag Barriers that prevent a student from being successful. Look beyond the indicators to identify needs	9/15/20	6/15/21
Lead Person/Position	Material/Resources/Supports Needed	
EWIMS Team	<ol style="list-style-type: none"> 1. Resources 2. Access to the Data too Hubl and reports 3. Intervention 	
Prof Development Step NO		

Action Step G6-8	Anticipated Start	
Assign and provide interventions Consider supports and interventions Match student to specific supports Agree on a plan Communicate the plan to key stakeholders.	9/15/20	6/15/21
Lead Person/Position	Material/Resources/Supports Needed	
EWIMS Team	Flagged Students Student needs Inventory of available interventions School Climate School counselor Truancy Officer Community mentor	
Prof Development Step NO		

Action Step G6-9	Anticipated Start	
Monitor students and interventions. The NGA team will continue to examine the student at risk indicators on an ongoing basis to monitor the progress of students who have already been assigned to interventions. If these students continue to be flagged as at risk, the team may consider assigning them to different interventions; if	9/1//2020	6/15/2021

some of these students are no longer at risk, the team may consider ramping down services.		
Lead Person/Position	Material/Resources/Supports Needed	
Program Coordinator	1. EWIMS tool 2. Provide critical ongoing feedback about additional student- and school-level needs and apparent successes	
Prof Development Step Yes or No		

Action Step G6-10	Anticipated Start	
Evaluate and Refine the EWIMS Through active and structured reflection, the NGA team members will revise specific strategies or their general approach as needed and determine how best to allocate resources to support at-risk students for continuous improvement.	10/30/2020	6/30/2021
Lead Person/Position	Material/Resources/Supports Needed	
Principals/team members	1. Partnerships resources 2. After school program resources 3. Referrals to provide interventions 4. Technology resources	
Prof Development Step Yes or No		

Action Step G6-11	Anticipated Start	
Bi-monthly Steering Committee meeting to review and monitoring of the SIP	10/30/2020	6/30/2021
Lead Person/Position	Material/Resources/Supports Needed	
SIP Facilitator	School Improvement Plan Meeting notes Meeting agenda	
Prof Development Step Yes or No		

Anticipated Output	Monitoring/Evaluation
Team notes, protocol for analyzing student data, protocol for analyzing student data (threshold) for identifying on track, target, and intensive, Resources to support at-risk students, and Resources for interventions.	Data from Attendance, Conflict Report, SWIS, EWIMS

E. Professional Development Steps

(If you need more than the number of tables provided please copy and paste more into the document.)

Professional Development Activity Name: MATHia

Action Step G1-9 and 10	MATHia Carnegie Learning will be implemented in Algebra 1, Geometry and Algebra 2. Math	
Audience	Math teachers	
Topics to be Included	MATHia Software Program Teacher Professional Development MATHia Implementation Start Up	
Evidence of Learning	Through the use of MATHia data, teachers will track student progress carefully, and the data will be used to plan small-group instruction or individual conferences in the classroom	
Material/Resources/Supports Needed	MATHia coach/licenses for Math teachers/MATHia Website/Teacher Professional Development	
Lead person/Position	Assistant Principal and School Based Academy Leader (Math)	
Anticipated Timeline	Start: 08/30/20	Completion: 05/30/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Professional Development on MATHia Software MATHia Implementation using HMH materials	Frequency	once a month
Danielson Framework	Domain 3: Instruction. Component 3d Teachers will be able to monitor student learning and provide feedback and Component 3c Teachers will create appropriate groupings to cover content.		

Professional Development Activity Name: AVID

Action Step G3-7	AVID will be implemented in honors grades 9 and 10 to foster college and career readiness culture in order to expose students to rigorous coursework and hold them accountable to the highest standards.	
Audience	AVID Teacher and 9th and 10th Grade Honors Team will need to attend Professional Development for Avid	
Topics to be Included	AVID professional development for college and career readiness	
Evidence of Learning	Implementation of the AVID program for honors 9th and 10 grade Implement AVID concepts across all subjects.	
Material/Resources/Supports Needed	AVID college and career materials/AVID coach	
Lead Person/Position	Intervention Teacher, School Based Academy Leader (Intervention)	
Anticipated Timeline	Start: 07/18/20	Completion: 06/16/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	AVID professional development for college and career readiness	Frequency	once a month
Danielson Framework	Domain 3: Instruction. Component 3d Teachers will be able to monitor student learning and provide feedback and Component 3c Teachers will create appropriate groupings to cover content.		

Professional Development Activity Name: HMH Science

Action Step G2-7	
Audience	Science Teachers
Topics to be Included	Promote Literacy in Science through professional development for teachers provided by HMH to link Next Gen. Science Standard aligned to PA Core Literacy Standard.
Evidence of Learning	Implementation of the Promotion of Literacy in Science with HMH and NGSS alignment to PA Core Literacy Common bi-weekly exam by all biology classes for tracking student growth.
Material/Resources/Supports Needed	Computers/ HMH Science Coach/NGSS and PA Core Literacy Standards
Lead Person/Position	Assistant Principal and School Based Academy Leader (Science)
Anticipated Timeline	Start: 06/15/20 Completion: 05/30/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Implementation of Literacy Promotion in the instructional components for Science	Frequency	once a month
Danielson Framework	Domain 3: Instruction. Component 3d Teachers will be able to monitor student learning and provide feedback and Component 3c Teachers will create appropriate groupings to cover content.		

Professional Development Activity Name: Evidence Based Strategies

Action Step GI-7	Math and English Teachers	
Audience	Improve components in the CHS instructional English, Science, and Math program by providing professional development	
Topic to be Included	Teachers will demonstrate and give structure direct and explicit vocabulary, using context clues necessary to make inferences, citing evidence from text, and comprehension strategy instruction; and opportunities for extended discussion of text meaning and interpretation; in order to have students understand the constructed response for mastery level.	
Evidence of Learning	Computers and HMH English, Science, and Math Coach Walk through	
Material/Resources/Supports Needed	Assistant Principal and School Base Academy Leader	
Lead Person/Position	Math, English, and Science Teachers	
Anticipated Timeline	Start: 08/30/20	Completion: 05/30/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Improve components in the CHS instructional English, Science, and Math program by providing professional development	Frequency	Once a month
Danielson Framework	Domain 3: Instruction. Component 3d teachers will be able to monitor student learning and provide feedback and Component 3c teachers will create appropriate groupings to cover content		

Professional Development Activity Name: Implementation of Read 180 and Math 180

Action Step G3-10	Students in grades 9 and 10 will be enrolled in intervention courses based on lexile levels and diagnostic results.	
Audience	English and Algebra Teachers	
Topics to be Included	Professional Development and coaching Implementation of Read and Math 180	
Evidence of Learning	Implementation of Read 180 and Math 180 along with their diagnostic skills The diagnostic provides real time information of individual student time working and master of skills.	
Material/Resources/Supports Needed	English and Algebra teachers will need professional development and coaching to support the implementation of Read 180 and Math 180	
Lead Person/Position	Principal/Team Leader (School Base Academy Leader)	
Anticipated Timeline	Start: 09/20/20	Completion: 06/20/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Implementation of Read 180 and Math 180 and diagnostic skills	Frequency	once a month
Danielson Framework	Domain 3: Instruction. Component 3d Teachers will be able to monitor student learning and provide feedback and Component 3c Teachers will create appropriate groupings to cover content.		

Professional Development Activity Name: PBIS School Procedures

Action Step G5-6	The PBIS Team will create school procedures that emphasize proactive, instructive, and/ or restorative approaches to address student behavior that are implemented consistently.	
Audience	PBIS Team	
Topics to be Included	The creation of school procedures that emphasizes proactive, instructive, and/ or restorative approaches to address student behavior that are implemented consistently.	
Evidence of Learning	Implement tier 1 that is proactive, instructive, and/ or restorative approaches to address student behavior	
Material/Resources/Supports Needed	Discipline policy, Student handbook, Code of conduct, and Informal administrator interview	
Lead Person/Position	PBIS Team	
Anticipated Timeline	Start: 09/1/20	Completion: 06/15/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Implementation of PBIS-Tier 1	Frequency	Yearly
Danielson Domain	<p>Domain 3: Instruction. Component 3d Teachers will be able to monitor student learning and provide feedback</p> <p>Domain 4: Reflecting on Teaching. Component 4e Teachers will participate in a professional community</p>		

Professional Development Activity Name: PBIS Classroom Procedures

Action Step G 5-7	Professional Development: The PBIS team will orientate faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	
Audience	Ninth Grade Academy	
Topics to be Included	Tier 1 features of schoolwide expectations, routines, acknowledgements, in-class continuum of consequences are implemented within classrooms and consistent with school-wide systems.	
Evidence of Learning	Implement tier 1 for schoolwide expectations, routines, acknowledgements, in-class continuum of consequences that are within classrooms and consistent with school-wide systems.	
Material/Resources/Supports Needed	Staff handbook, Informal walkthroughs, Progress monitoring, and Individual classroom data	
Lead Person/Position	Assistant Principal and PBIS Team	
Anticipated Timeline	Start: 09/1/20	Completion: 06/15/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Implementation of PBIS-Tier 1 for classrooms	Frequency	Quarterly
Danielson	<p>Domain 3: Instruction. Component 3d Teachers will be able to monitor student learning and provide feedback</p> <p>Domain 4: Reflecting on Teaching. Component 4e Teachers will participate in a professional community</p>		

Professional Development Activity Name: Implementation of School Wide Information System	
Action Step G 5-8	Classroom Procedures: Tier 1 features (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.
Audience	Ninth Grade Academy
Topics to be Included	Feedback and Acknowledgement: The PBIS team will present a system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of staff. Impending implementation of SWIS (School Wide Information System)
Evidence of Learning	Impending implementation of SWIS (School Wide Information System) based on tier 1 expectation. This system will provide data for feedback.
Material/Resources/Supports Needed	TFI Walkthrough Tool Staff handbook

Lead Person/Position	Assistant Principal and PBIS Team	
Anticipated Timeline	Start: 09/1/20	Completion: 06/15/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)			
Types of Activities	Impending Implementation of SWIS	Frequency	Quarterly
Danielson		<p>Domain 3: Instruction. Component 3d Teachers will be able to monitor student learning and provide feedback</p> <p>Domain 4: Reflecting on Teaching. Component 4e Teachers will participate in a professional community</p>	

Professional Development Activity Name: MTSS-Early Warning Intervention and Monitoring System	
Action Step G 6-5	Training on using the Early Warning System Data Tool: <ol style="list-style-type: none"> 6. Technology Setup Data Hub 7. Members trained on Early Warning Data System Tool. 8. Access to the Data tool and reports 9. Calendar of regularly scheduled team meetings for data review 10. A plan for adhering to confidentiality requirements.
Audience	Ninth Grade Academy

Topics to be Included	Training on using the Early Warning System Data Tool for technology setup data hub, members trained on Early Warning System Data Tool, access to the data tool and reports, calendar of regularly scheduled team meetings for data review, and a plan for adhering to confidentiality requirements.	
Evidence of Learning	Implementing EWIMS to monitor all students in grade 9 for attendance, academics and behavior. This will help CHS systematically identify students who are showing signs that they are at risk of dropping out of school, by examining the underlying causes of risk and match students' needs to interventions, and monitor students' progress, based on the MTSS system for students to be on track.	
Material/Resources/Supports Needed	Early Warning System Data Tool, Technology Support: Setup Data Hub, Calendar, & Confidentiality Agreement.	
Lead Person/Position	Assistant Principal and School Based Academy Leader	
Anticipated Timeline	Start: 08/25/20	Completion: 06/15/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)			
Types of Activities	Implementing EWIMS to monitor all students in grade 9 for attendance, academics and behavior.	Frequency	once a month
Danielson		Domain 3: Instruction. Component 3d Teachers will be able to monitor student learning and provide feedback Domain 4: Reflecting on Teaching. Component 4e Teachers will participate in a professional community	

Professional Development Activity Name: MTSS-Early Warning Intervention and Monitoring System

Action Step G6-6	Review Early Warning System Data: What and How to review Data regarding flagged students. What does the data say? What types of patterns are seen? Are there patterns among students flagged?	
Audience	Ninth Grade Academy	
Topics to be Included	Review Early Warning System Data: What and How to review Data regarding flagged students. What does the data say? What types of patterns are seen? Are there patterns among students flagged?	
Evidence of Learning	Implementing EWIMS to monitor all students in grade 9 for attendance, academics and behavior. This will help CHS systematically identify students who are showing signs that they are at risk of dropping out of school, by examining the underlying causes of risk and match students' needs to interventions, and monitor students' progress, based on the MTSS system for students to be on track.	
Material/Resources/Supports Needed	Data tool and reports, Resource allocation for student support, student information and performance data reports Data Hub for Attendance, Behavior, & Academics	
Lead Person/Position	EWIMS Team	
Anticipated Timeline	Start: 09/15/20	Completion: 06/15/21

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)

Types of Activities	Implementing EWIMS to monitor all students in grade 9 for attendance, academics and behavior.	Frequency	once a month
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Danielson	Domain 3: Instruction. Component 3d Teachers will be able to monitor student learning and provide feedback Domain 4: Reflecting on Teaching. Component 4e Teachers will participate in a professional community
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Plan Communications

The success of a plan is how you communicate it to your staff, community, parents, and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Communication Step #1	Mode-
School WebSite	Electronic
	Audience
Topics of Message	Staff, students, parents, administration, business & community partners, colleges and university, and volunteers
To inform the audience of important events and activities.	Anticipated Timeline Ongoing and daily

Communication Step #2	Mode
Robo Call	phone
	Audience
Topics of Message	Student, parents, and staff.
Special messages.	Anticipated Timeline Special events

Communication Step #3	Mode
Principal Newsletters to parents, students, staff, and other stakeholders.	Electronic and print
	Audience
Topics of Message	Staff, students, parents, administration, business & community partners, colleges and university, and volunteers

Quarterly accomplishments	Anticipated Timeline Quarterly
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Communication Step #4	Mode
School Newsletter to students and staff.	Print and electronic
	Audience
Topics of Message	Students and Staff
Quarterly accomplishments	Anticipated Timeline

Communication Step #5	Mode
Annual Yearbook	Print and Electronic
	Audience
Topics of Message	Staff, students, parents, administration, and community.
Documents the annual achievements of the school community.	Anticipated Timeline June 2021

Communication Step #6	Mode
School Marque	Electronic
	Audience
Topics of Message	School community.
Special events and instructions.	Anticipated Timeline Daily

Communication Step #7	Mode
Parents and Guardians Email Addresses	Electronic
	Audience
Topics of Message	Parents and Guardians
Quarterly accomplishments and special events.	Anticipated Timeline Quarterly and Monthly

Communication Step #8	Mode
Counselor Corner And Google Classroom for Seniors	Electronic
	Audience
Topics of Message	Seniors and Parents and Guardians
Information for guiding students regarding Colleges Assessments, Applications, School Requirements	Anticipated Timeline Ongoing throughout the school year.

Plan Submission

(The Plan will be submitted in the new Comprehensive Planning Portal. The screenshot below is provided to show you what information is needed and how the plan will be affirmed.)

The screenshot displays the 'Future Ready Comprehensive Planning' interface for Southern Huntingdon County School District. The top navigation bar includes 'Home', 'My Plans', 'Reports', 'Resources', 'Outcome-based Reports', and 'Admin'. The main header identifies the plan as 'The Philadelphia CS for Arts and Sciences at HR Edmunds | Non Designated – non – Title I | 2020' and shows progress for 'Ready, Set, Go' (100%), 'Plan Monitoring', and 'Plan Communications'. A left sidebar lists stages: READY (Prepare for Planning), SET (Complete a Needs Assessment), GO (Develop the Plan), PLAN COMMUNICATIONS, APPROVALS & SIGNATURES (selected), and SUMMARY CHECKLIST & SUBMISSION. The main content area, titled 'Approvals & Signatures', contains a placeholder text box and three signature rows. Each row has fields for Name, Signature, and Date (set to 'Today's Date'). The first row is for the Building Principal, the second for the Superintendent/CEO, and the third for the School Improvement Facilitator. Below these is an 'Upload of School Board Minutes' section with an 'Upload Minutes' button and a 'Date of Approval' field. At the bottom, there are 'Save', 'Back', and 'Submit' buttons.

Future Ready Comprehensive Planning
Southern Huntingdon County School District

Home My Plans Reports Resources Outcome-based Reports Admin

The Philadelphia CS for Arts and Sciences at HR Edmunds | Non Designated – non – Title I | 2020 Ready, Set, Go Plan Monitoring Plan Communications

READY: Prepare for Planning 100% SET: Complete a Needs Assessment 100% GO: Develop the Plan 100%

Approvals & Signatures

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Building Principal Name	Building Principal Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date

Superintendent/CEO Name	Superintendent/CEO Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date

School Improvement Facilitator Name	School Improvement Facilitator Signature	Date
<input type="text"/>	<input type="text"/>	Today's Date

Upload of School Board Minutes

Date of Approval

Chester High School Budget

Item	Cost
HMH Literature and Math Coaching Support	\$50,000.00
NEF Information Technology	\$22,000.00
HMH Science Professional Development	\$17,000.00
Math 180 Coaching Support	\$22,400.00
Read 180 Coaching Support	\$22,400.00
Carnegie Services and Professional Development (Mathia)	\$30,000.00
Avid College Professional Development and College Readiness	\$35,000.00
Academy Base Facilitator (2) positions	\$200,000.00
School Base Academy Leaders (6) positions	\$16,000.00
SEL Lessons	\$10,000.00
Read 180 and Math 180 Materials	38,200.00
Total	Total 463,000.00