

Profile and Plan Essentials

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

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lamonte Popley	Principal	CHS/Principal	lpopley@chesteruplandsd.org
Khalid Sutton	District Level Leaders	CHS/District Level	ksutton@chesteruplandsd.org
Latrice Mumin	Chief School Administrator	CUSD - Superintendent	lmumin@chesteruplandsd.org
Monique Hale	District Level Leaders	CHS / District Level Federal Programs	mhailes@chesteruplandsd.org
Heather Stottlemeyer	Education Specialist	DCIU / School Improvement Facilitator	hstottlemeyer@dciu.org
Carlena Parker	District Level Leaders	CHS / Chief Academic Officer	cparker@chesteruplandsd.org
Dontae Wilson	District Level Leaders	CHS/District Level	dwilson@chesteruplandsd.org
Tahira Burrell	Principal	CHS/Assistant Principal	tburrell@chesteruplandsd.org
Kelly Parker	Principal	CHS/Assistant Principal	kparker@chesteruplandsd.org
Jonni Moody	Teacher	CHS/Social Studies	jmoody@chesteruplandsd.org
Lauren Hurst	Teacher	CHS/Special Education	lhurst@chesteruplandsd.org
Aliya Covington	Other	CHS/Guidance Counselor	ablanden@chesteruplandsd.org
Lakeisha Lewis	Teacher	CHS/Science Department	llewis@chesteruplandsd.org
Kimberly Mesiquito	Teacher	Teacher	kmesquito@chesteruplandsd.org
Sallyann Shore	Teacher	Teacher	sshore@chesteruplandsd.org
Davinia Forney	Teacher	Teacher	dforney@chesteruplandsd.org
Beatrice McNeil	Teacher	Teacher	bmcneil@chesteruplandsd.org
Jeanette Best	Teacher	Teacher	jbest@chesteruplandsd.org
Navoy Diemidio	Parent	Parent	
Shanika Nickens	Parent	Parent	MsRaymond66@gmail

Vision for Learning

Vision for Learning

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

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Chester High School met the standard for academic growth in Science/Biology, achieving a PVAAS growth score of 74.0, which is above the statewide growth standard of 70.0 and close to the statewide average of 74.7.	Despite overall low proficiency rates, the school demonstrated meaningful academic growth in Science, indicating effective instruction or interventions in this subject that could serve as a model for other content areas.

Challenges

Indicator	Comments/Notable Observations
Low Proficiency in Core Subjects: The percentages of students achieving proficiency or advanced levels are significantly below state averages: English Language Arts/Literature: 2.5% (state average: 53.9%) Mathematics/Algebra: 0.0% (state average: 40.2%) Science/Biology: 0.5% (state average: 59.2%)	Proficiency rates in English (2.5%), Math (0.0%), and Science (0.5%) suggest significant learning gaps that require urgent intervention through curriculum realignment, targeted supports, and instructional coaching.
The school did not meet the standard for academic growth in English Language Arts/Literature and Mathematics/Algebra, with PVAAS growth scores of 50.0 in both subjects, below the statewide growth standard of 70.0. ntiogasd.org	Flat growth in these core subjects indicates that even students who are struggling are not showing sufficient year-to-year progress, highlighting a need for more effective differentiation and evidence-based instructional strategies.
No students achieved an advanced level in English Language Arts/Literature or Mathematics/Algebra, whereas the statewide averages are 12.4% and 15.2%, respectively.	The complete lack of students scoring at the advanced level suggests that high-achieving students may not be sufficiently challenged or supported, pointing to a potential underutilization of

	enrichment opportunities or rigorous coursework.
The percentage of students attending school regularly is extremely low at 16.3%, compared to the state average of 85.6%.	This stark attendance gap suggests an issue affecting student engagement, access, or family/community supports. Chronic absenteeism at this scale severely undermines academic progress and may be linked to broader socio-economic or school climate challenges that require coordinated intervention across multiple support services.
The four-year graduation rate stands at 64.2%, well below the state average of 91.7%.	This significantly lower graduation rate points to potential issues with credit accumulation, dropout prevention, and postsecondary planning. The data may also reflect challenges in academic preparedness, student support systems, and alignment between high school programming and student needs. Targeted early warning systems and improved monitoring may help reverse this trend.

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

Strengths

Indicator Science/Biology Academic Growth ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The school achieved a PVAAS growth score of 74.0 in Science/Biology, meeting the statewide growth standard of 70.0. This suggests that students, including those from historically underserved subgroups, are making meaningful progress in science.
Indicator Regular Attendance for the subgroup 2 or more races ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations Students identified as “Two or More Races” have a regular attendance rate of 40.0%, which is notably higher than the All Students group (26.8%) and outperforms many other subgroups. While still below the statewide average, this subgroup’s relatively higher attendance rate suggests stronger engagement or fewer barriers to daily attendance. This may indicate successful outreach or support strategies that could be examined and scaled to support other subgroups facing more significant attendance challenges.

Challenges

Indicator Low Proficiency in Core Subjects ESSA Student Subgroups	Comments/Notable Observations The overall proficiency rates are significantly below state averages: 2.5% in English Language Arts, 0.0% in Mathematics, and 0.5% in Science. Given that 98% of the student body comprises
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African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	minority students, it's likely that these subgroups are disproportionately affected.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Insufficient Academic Growth in ELA and Math ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The school did not meet the standard for academic growth in English Language Arts and Mathematics, with PVAAS scores of 50.0 in both subjects, below the statewide growth standard of 70.0. This indicates that students, particularly those from underserved subgroups, are not making expected year-to-year progress.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Low Graduation Rates ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The four-year graduation rate is 64.2%, significantly below the state average of 91.7%. This suggests that students from various subgroups may face challenges in completing high school within the standard timeframe.

Summary

Strengths

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

The school achieved a PVAAS growth score of 74.0 in Science/Biology, exceeding the statewide growth standard. This indicates meaningful progress, particularly for historically underserved students, and suggests effective instructional practices that could inform strategies in other content areas.

Students identified as “Two or More Races” demonstrated a regular attendance rate of 40.0%, significantly higher than the overall student group rate of 26.8%. This may reflect successful engagement or support strategies that could be leveraged to improve attendance across other subgroups.

Challenges

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

Proficiency rates are critically low—2.5% in English, 0.0% in Math, and 0.5% in Science—indicating widespread learning gaps that disproportionately impact historically underserved student groups.
PVAAS growth scores of 50.0 in both English and Math fall short of the statewide benchmark (70.0), showing that students are not making adequate yearly progress, especially those already performing below grade level.
With only 26.8% of students attending regularly, attendance issues reflect significant barriers related to engagement, access, and external factors that compromise students' ability to learn consistently
The 64.2% four-year graduation rate, paired with no students achieving advanced levels of proficiency, signals that both struggling and high-achieving students lack the support and rigor needed to reach their full potential.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Winter 2025 MAP ELA schoolwide results show that only 12% of students are performing in the top two quintiles, while a majority—54%—are in the bottom quintile.	More than half of the student population is performing at the lowest achievement level in ELA, indicating a significant schoolwide need for targeted literacy interventions and instructional support.
Winter 2025 MAP ELA data shows that Grade 12 students are performing better relative to other grades, with 20% scoring in the top two quintiles. They have a median percentile of 26 and the lowest percentage of students in the bottom quintile among all grades.	Grade 12 stands out as a relative strength, with a higher concentration of students achieving in the top tiers and fewer in the lowest quintile, suggesting that gains in ELA achievement are more evident by senior year. This may reflect the cumulative impact of instruction or increased academic focus as students approach graduation.
18% of 10th grade ELA students scored the same or higher on open-ended responses when evaluated using the Keystone Open-Ended Response Rubric.	This percentage indicates a significant challenge in students' ability to construct well-developed written responses, highlighting a need for focused instruction on text-dependent analysis, evidence-based writing, and response organization aligned with Keystone expectations.
March 2025 IXL ELA data shows that, on average, students practiced 3.8 skills, achieved proficiency in 2 skills, and mastered 1.7 skills. However, the weekly average for skills proficient per student is only 0.2.	While students are engaging with IXL and practicing multiple skills, the low proficiency rate suggests that practice is not consistently leading to skill mastery. This indicates a need for more intentional use of IXL, with a focus on targeted practice and teacher support to close the gap between practice and proficiency.

English Language Arts Summary

Strengths

Grade 12 ELA Performance: Grade 12 students demonstrated relatively higher achievement compared to other grade levels, with 20% scoring in the top two MAP quintiles and the lowest percentage in the bottom quintile. This suggests improved academic readiness and sustained growth by senior year.
Student Engagement with Skill Practice: March 2025 IXL data shows that students are actively engaging in ELA skill practice, with an average of 3.8 skills practiced and 1.7 skills mastered. This indicates a foundation of consistent practice that can be built upon to improve proficiency and outcomes.

Challenges

Overall Low ELA Achievement: Schoolwide Winter 2025 MAP ELA results reveal that only 12% of students are in the top two achievement

quintiles, while 54% fall into the bottom quintile—indicating a significant need for schoolwide literacy support and targeted intervention.

Limited Proficiency and Writing Skills: Despite practicing skills on IXL, students average only 0.2 skills proficient per week, showing a gap between practice and mastery. Additionally, only 18% of 10th-grade students scored at or above standard on Keystone-style open-ended responses, highlighting weaknesses in written expression and analytical writing.

Mathematics

Data	Comments/Notable Observations
Winter 2025 MAP Math data shows that only 10% of students are performing in the top two quintiles, while 57% are in the bottom quintile.	The majority of students are performing at the lowest achievement level in math, suggesting a critical need for schoolwide instructional shifts, intervention strategies, and support systems to address foundational skill gaps and improve overall math proficiency.
Winter 2025 MAP Math data indicates that Grade 11 has the strongest performance among all grade levels, with 13% of students in the top two quintiles, 48% in the bottom quintile, and an overall achievement at the 23rd percentile.	Although overall achievement remains low, Grade 11 stands out as a relative strength, with the highest percentage of high-performing students and the fewest in the bottom quintile. This suggests some positive momentum in math achievement that could inform strategies for improvement across other grade levels.
Schoolwide Math IXL data shows that students, on average, practiced 7.7 skills, reached proficiency in 5 skills, and mastered 4.5 skills. However, the average number of skills proficient per student per week is only 0.4—well below the evidence-based goal of 2.0 skills per week.	While students are engaging with a substantial number of math skills, the low weekly proficiency rate indicates that practice is not consistently translating into sustained learning. This suggests a need for more targeted, intentional use of IXL and classroom support to help students meet the weekly proficiency goal and strengthen conceptual understanding.

Mathematics Summary

Strengths

Grade 11 Math Achievement: Grade 11 students are performing better than other grade levels, with 13% of students in the top two MAP quintiles and the fewest in the bottom quintile, showing relative strength in math compared to other grades.

Engagement with Math Skills on IXL: Students are actively engaging in math practice, with an average of 7.7 skills practiced, 5 skills proficient, and 4.5 skills mastered, demonstrating consistent effort and growth in math skills.

Challenges

Overall Low Math Achievement: Winter 2025 MAP Math data reveals that only 10% of students are in the top two quintiles, and a majority—57%—are in the bottom quintile, indicating a significant need for improvement in overall math proficiency across the school.

Low Weekly Proficiency Gains: Despite practicing a significant number of skills on IXL, the average weekly proficiency rate of only 0.4 skills per student is far below the evidence-based goal of 2.0, suggesting that students are not mastering skills at the expected pace.

Science, Technology, and Engineering Education

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

Science, Technology, and Engineering Education Summary

Strengths

A strength is the use of Study Island for Biology benchmarks and progress monitoring, providing a structured tool to track student progress and ensure alignment with learning goals.

Challenges

A challenge is the reliance on Study Island for Biology benchmarks and progress monitoring, which may not fully capture the depth of student understanding or provide enough personalized feedback to address individual learning gaps.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Students participated in the Bountiful Blessings College and Career Fair, gaining exposure to various college and career opportunities.	10 colleges and universities; armed services; on the spot interviews for students with resumes.
Three Career Day events are organized for all students, offering valuable opportunities to engage with professionals from diverse fields. These events allow students to explore various career paths, gain insights into different industries, and interact with experts, helping them make informed decisions about their future career aspirations.	Approximately 300 students participated in the career fair consisting of local businesses.
The senior class participated in college tours and visits, providing opportunities to explore potential higher education options.	0 senior students earned college early admission and acceptance.
The Senior Class successfully completed the ACT 158 state requirements, meeting the necessary criteria for graduation.	As of 05.01.2024, 90 out of 106 students completed ACT 158 state requirements.
11th-grade students completed tasks in Naviance, supporting their college and career planning process.	A notable observation is that aligning Naviance task completion with 11th grade social studies courses could provide a more integrated approach to college and career readiness, ensuring that students complete relevant tasks in sync with their academic curriculum. This alignment could enhance the practical application of their coursework and better prepare them for post-graduation planning.
The 9th-grade AVID program was implemented for the 2025-2026 school year, providing students with a structured support system aimed at improving academic skills, fostering college readiness, and promoting personal growth. This program focuses on helping students develop organizational and study skills, while also encouraging them to set and achieve long-term educational goals. It also includes mentorship, college preparation activities, and opportunities to engage in higher-level thinking and problem-solving. By introducing AVID at the 9th grade level, the school is laying a foundation for success throughout high school and beyond.	A notable observation is that the 9th grade AVID program will expand into 10th grade next year with a cohort of identified students, creating continuity in support and ensuring that students have sustained access to the resources and strategies they need to continue developing their academic and college readiness skills.

The Delcora partnership with the Chester Water Department offers a workforce program that provides students with opportunities to earn certifications, receive job placement support, and access job programs to prepare them for future careers in the water industry.	
The STEP tutoring program is available for 11th and 12th graders, providing targeted academic support to help students improve their skills and performance.	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
During the 2024-2025 school year, 10 senior students successfully completed the NOCTI exam for their program, demonstrating proficiency in their respective fields.	Consider administering the NOCTI exam to Juniors as well as Seniors to gauge achievement and growth in their program.
During the 2024-2026 school year, there are 170 students enrolled in ten different CTE programs.	Last year, 202 students were enrolled in six different CTE programs, offering a variety of career and technical education options.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
CPR certification is offered to students, equipping them with life-saving skills that can be crucial in	Combination of CHS and STEM

emergencies. This certification not only enhances students' readiness to respond to health crises but also provides a valuable credential that can benefit them in both their personal lives and future career opportunities, particularly in healthcare or other service-oriented fields.	students; 25 students total
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Social Studies (Civics and Government, Economics, Geography, History)

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

Data	Comments/Notable Observations
During the 2024-2025 school year, 100% of senior students passed the Civics exam, with an impressive average score of 92%.	During the 2023-24 school year, 100% of senior students passed the CIVICS exam with an average score of 87.6%.
During the 2024-2025 school year, Civics students earned the Governor's Civic Engagement Silver Award, recognizing their outstanding participation and commitment to civic involvement.	67% of eligible students registered to vote by May 2024.
Events supporting Civics, Government, Economics, Geography, and History include the Frederick Douglass Oratorical Competition and Arts Show, Law Day, and Advocacy Day. These events provide students with opportunities to engage in public speaking, explore legal systems, and advocate for important issues, fostering a deeper understanding of civic and historical topics.	

Summary

Strengths

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

Career Exploration and Readiness Programs: The school offers valuable career development opportunities, including three Career Day events for all students, the Delcora partnership with the Chester Water Department for workforce development, and participation in the Bountiful Blessings College and Career Fair, helping students explore a variety of career paths and gain insights into potential future opportunities.
Workforce Preparation and Certifications: Students are provided with hands-on workforce preparation, such as the workforce program with Delcora and CPR certification, giving them valuable skills and credentials for future careers, particularly in healthcare and industry-specific fields.
Academic Support and College Readiness: The STEP tutoring program for 11th and 12th graders and the 9th-grade AVID program are crucial in providing targeted academic support, fostering college readiness, and building essential skills like organization and goal-setting,

preparing students for higher education and long-term success.

Civics Engagement and Achievement: Civics education is strongly supported, with 100% of seniors passing the Civics exam with an average score of 92%, earning the Governor's Civic Engagement Silver Award, and participating in events like the Frederick Douglass Oratorical Competition, Law Day, and Advocacy Day, promoting civic responsibility and engagement.

CTE Program Growth and Success: The school supports career and technical education (CTE) with 170 students enrolled in ten different programs, and 10 senior students successfully completing the NOCTI exam, demonstrating proficiency in their fields and preparing them for successful careers after graduation.

Challenges

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

Ensuring Consistent Academic Progress: Despite the availability of support programs like STEP tutoring and AVID, ensuring that all students fully benefit from these services and consistently improve their academic performance remains a challenge. Further integration of these programs with specific academic goals and monitoring may be needed to maximize their impact.

Expanding CTE Program Reach: With 170 students enrolled in CTE programs, there is a need to expand opportunities and resources to accommodate more students and ensure that those enrolled in these programs are adequately prepared for future employment. Ensuring equitable access to these programs and aligning them with local workforce demands would enhance their effectiveness.

Limited Career Pathway Access: While students are provided with various career exploration opportunities, the number of students engaged in these programs may be limited, and expanding access to career days, internships, and industry-specific training programs could help more students gain real-world experience and make informed career decisions.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
10.7% of students within our learning community are English Language Learners, contributing to the diversity of the student population.	68 students in Chester High School represent the 10.7%. 10.7% of students within our learning community are English Language Learners, contributing to the diversity of the student population.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

This data is already included in the needs assessment.

Challenges

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

This data is already included in the needs assessment.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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

Challenges

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

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The school achieved a PVAAS growth score of 74.0 in Science/Biology, exceeding the statewide growth standard. This indicates meaningful progress, particularly for historically underserved students, and suggests effective instructional practices that could inform strategies in other content areas.	False
Students identified as “Two or More Races” demonstrated a regular attendance rate of 40.0%, significantly higher than the overall student group rate of 26.8%. This may reflect successful engagement or support strategies that could be leveraged to improve attendance across other subgroups.	False
Grade 12 ELA Performance: Grade 12 students demonstrated relatively higher achievement compared to other grade levels, with 20% scoring in the top two MAP quintiles and the lowest percentage in the bottom quintile. This suggests improved academic readiness and sustained growth by senior year.	False
Student Engagement with Skill Practice: March 2025 IXL data shows that students are actively engaging in ELA skill practice, with an average of 3.8 skills practiced and 1.7 skills mastered. This indicates a foundation of consistent practice that can be built upon to improve proficiency and outcomes.	False
Grade 11 Math Achievement: Grade 11 students are performing better than other grade levels, with 13% of students in the top two MAP quintiles and the fewest in the bottom quintile, showing relative strength in math compared to other grades.	False
Engagement with Math Skills on IXL: Students are actively engaging in math practice, with an average of 7.7 skills practiced, 5 skills proficient, and 4.5 skills mastered, demonstrating consistent effort and growth in math skills.	False
A strength is the use of Study Island for Biology benchmarks and progress monitoring, providing a structured tool to track student progress and ensure alignment with learning goals.	False
Career Exploration and Readiness Programs: The school offers valuable career development opportunities, including three Career Day events for all students, the Delcora partnership with the Chester Water Department for workforce development, and participation in the Bountiful Blessings College and Career Fair, helping students explore a variety of career paths and gain insights into potential future opportunities.	False
Workforce Preparation and Certifications: Students are provided with hands-on workforce preparation, such as the workforce program with Delcora and CPR certification, giving them valuable skills and credentials for future	False

careers, particularly in healthcare and industry-specific fields.	
Academic Support and College Readiness: The STEP tutoring program for 11th and 12th graders and the 9th-grade AVID program are crucial in providing targeted academic support, fostering college readiness, and building essential skills like organization and goal-setting, preparing students for higher education and long-term success.	True
Civics Engagement and Achievement: Civics education is strongly supported, with 100% of seniors passing the Civics exam with an average score of 92%, earning the Governor's Civic Engagement Silver Award, and participating in events like the Frederick Douglass Oratorical Competition, Law Day, and Advocacy Day, promoting civic responsibility and engagement.	False
Use of data to determine appropriate instructional strategies for teachers and students.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	True
Align objectives, curricular materials, and learning activities to PA standards.	False
Use interventions (Foundations of Algebra) to support the various learning needs of students based on data.	False
CTE Program Growth and Success: The school supports career and technical education (CTE) with 170 students enrolled in ten different programs, and 10 senior students successfully completing the NOCTI exam, demonstrating proficiency in their fields and preparing them for successful careers after graduation.	False
This data is already included in the needs assessment.	False

Challenges

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

Strength	Check for Consideration in Plan
Proficiency rates are critically low—2.5% in English, 0.0% in Math, and 0.5% in Science—indicating widespread learning gaps that disproportionately impact historically underserved student groups.	True
PVAAS growth scores of 50.0 in both English and Math fall short of the statewide benchmark (70.0), showing that students are not making adequate yearly progress, especially those already performing below grade level.	True
With only 26.8% of students attending regularly, attendance issues reflect significant barriers related to engagement, access, and external factors that compromise students' ability to learn consistently	True
The 64.2% four-year graduation rate, paired with no students achieving advanced levels of proficiency, signals that both struggling and high-achieving students lack the support and rigor needed to reach their full potential.	False

Overall Low ELA Achievement: Schoolwide Winter 2025 MAP ELA results reveal that only 12% of students are in the top two achievement quintiles, while 54% fall into the bottom quintile—indicating a significant need for schoolwide literacy support and targeted intervention.	False
Limited Proficiency and Writing Skills: Despite practicing skills on IXL, students average only 0.2 skills proficient per week, showing a gap between practice and mastery. Additionally, only 18% of 10th-grade students scored at or above standard on Keystone-style open-ended responses, highlighting weaknesses in written expression and analytical writing.	False
Overall Low Math Achievement: Winter 2025 MAP Math data reveals that only 10% of students are in the top two quintiles, and a majority—57%—are in the bottom quintile, indicating a significant need for improvement in overall math proficiency across the school.	False
Low Weekly Proficiency Gains: Despite practicing a significant number of skills on IXL, the average weekly proficiency rate of only 0.4 skills per student is far below the evidence-based goal of 2.0, suggesting that students are not mastering skills at the expected pace.	False
A challenge is the reliance on Study Island for Biology benchmarks and progress monitoring, which may not fully capture the depth of student understanding or provide enough personalized feedback to address individual learning gaps.	False
Ensuring Consistent Academic Progress: Despite the availability of support programs like STEP tutoring and AVID, ensuring that all students fully benefit from these services and consistently improve their academic performance remains a challenge. Further integration of these programs with specific academic goals and monitoring may be needed to maximize their impact.	False
Expanding CTE Program Reach: With 170 students enrolled in CTE programs, there is a need to expand opportunities and resources to accommodate more students and ensure that those enrolled in these programs are adequately prepared for future employment. Ensuring equitable access to these programs and aligning them with local workforce demands would enhance their effectiveness.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Implement a multi-tiered system of supports for academics and behavior.	True
Limited Career Pathway Access: While students are provided with various career exploration opportunities, the number of students engaged in these programs may be limited, and expanding access to career days, internships, and industry-specific training programs could help more students gain real-world experience and make informed career decisions.	False
This data is already included in the needs assessment.	False

Most Notable Observations/Patterns

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

At Chester High School, staff must prioritize building strong relationships with students and families while collaborating with colleagues to create a culture rooted in high expectations and genuine care. By fostering these connections, the school can enhance its climate, leading to improved student engagement, better academic performance, and higher attendance rates. This focus on community and collaboration is essential for creating an environment where students feel supported and motivated to succeed.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	Teachers do not feel welcomed, safe, supported, and cared for within the educational environment. Thus, it causes for morale to be low.	False
Implement a multi-tiered system of supports for academics and behavior.	Start this in the Fall and not in March. Assign coordinators and facilitators. Hold staff, admin and students accountable for steps. This is necessary for the program to work effectively. Too many students fall through the cracks because there has not been a thorough MTSS program in place.	False
Proficiency rates are critically low—2.5% in English, 0.0% in Math, and 0.5% in Science—indicating widespread learning gaps that disproportionately impact historically underserved student groups.	Current proficiency rates in ELA and Math indicate that students are not meeting academic achievement goals. This is largely due to gaps in foundational literacy and math skills, highlighting a critical need for early skill development and targeted support.	True
PVAAS growth scores of 50.0 in both English and Math fall short of the statewide benchmark (70.0), showing that students are not making adequate yearly progress, especially those already performing below grade level.	Students are not consistently engaging with evidence-based interventions in reading and math, which hinders the development of essential skills needed for academic growth	False
With only 26.8% of students attending regularly, attendance issues reflect significant barriers related to engagement, access, and external factors that compromise students' ability to learn consistently	Low attendance reflects a mix of personal, structural, and systemic barriers that prevent students from engaging consistently in school. Key root causes include:	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use of data to determine appropriate instructional strategies for teachers and students.	Embed regular, structured data review into these existing team meetings. Guide teams to analyze formative and summative data to adjust instruction and group students based on specific needs.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Use of IXL tools to drill down into student skill gaps and growth trends. Provide ongoing training for teachers on interpreting data reports and aligning strategies to identified needs.
Continuously monitor implementation of the school improvement plan and adjust as needed.	Use classroom walkthroughs and data conversations to ensure instructional strategies match student data. Use disaggregated data to identify opportunity gaps and ensure targeted strategies support student growth and achievement.
Academic Support and College Readiness: The STEP tutoring program for 11th and 12th graders and the 9th-grade AVID program are crucial in providing targeted academic support, fostering college readiness, and building essential skills like organization and goal-setting, preparing students for higher education and long-term success.	Provide students with structured opportunities to explore college majors, technical certifications, and career fields. Integrate college and career-focused content into subject areas (e.g., AVID Elective 9th grade, Financial Literacy 11 & 12 grades. academic writing in ELA,

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To address critically low proficiency rates—2.5% in English, 0.0% in Math, and 0.5% in Science—we will implement targeted, culturally responsive instructional strategies, evidence based interventions, and support systems to close the learning gaps.
	Use real-time data to identify and support students at risk of chronic absenteeism through personalized outreach and support services.

Goal Setting

Priority: To address critically low proficiency rates—2.5% in English, 0.0% in Math, and 0.5% in Science—we will implement targeted, culturally responsive instructional strategies, evidence based interventions, and support systems to close the learning gaps.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 30% of CHS students will achieve proficient or advanced on the ELA Spring MAP assessment**			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 80% of students will complete IXL ELA diagnostic. By September 30, 2025, 25% of students will complete the 1 IXL ELA lesson to proficiency. By September 30, 2025, 20% of students or greater will score proficient on the MAP assessment	By January 20, 2026, at least 35% of Chester High School students will complete an average 2 IXL ELA skills/lessons per week to proficiency and complete at least 30 minutes per week. By January 30, 2026, 25% of students or greater will score proficient on the MAP assessment	By March 30, 2026, at least 50% of Chester High School students will complete an average of 1-2 IXL ELA skill per week to proficiency and complete at least 60 minutes a week on IXL ELA.	By June 30, 2026, at least 65% of Chester High School students will complete an average of 2 IXL ELA skill per week to proficiency, and complete at least 60 minutes a week. By May 30, 2026, 30% of students or greater will score proficient on the MAP assessment

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 25% of CHS students will achieve proficiency or advanced on the Math MAP assessment			
Measurable Goal Nickname (35 Character Max)			
Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 80% of students will complete IXL Math diagnostic. By September 30, 2025, 25% of students will	By January 20, 2026, 100% of students will complete the IXL Math diagnostic. By January 20, 2026, at least 35% of Chester High School students will	By March 30, 2026, at least 50% of Chester High School students will complete an average of 2	By June 30, 2026, at least 65% of Chester High School students will complete an average of 2 IXL Math skills per week to proficiency, and

complete 1 IXL Math skill to proficiency. By September 30, 2025, 20% of students or greater will score proficient on the MAP assessment	complete an average of 2 IXL Math skill per week to proficiency and complete at least 30 minutes per week. By January 30, 2026, 25% of students or greater will score proficient on the MAP assessment	IXL Math skills per week to proficiency and complete at least 60 minutes of week	complete at least 60 minutes of week. By May 30, 2026, 30% of students or greater will score proficient on the MAP assessment
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Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 90% of grade 12 students will be on-track to meet PA state graduation requirements.			
Measurable Goal Nickname (35 Character Max)			
Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 100% of incoming Grade 12 students will complete a credit assessment with the Grade 12 Counselor and receive a plan for fulfilling graduation requirements. By September 30, 2025, 100% of grade 12 students with less than 16 credits will be identified for Tier-2 intervention.	By December 30, 2025, 70% of grade 12 students will be on track to meet all graduation requirements. By December 30, 2025, 100% of grade 12 students not on track for meeting graduation requirements will be notified of their status and have interventions put in place to get them on track, including a referral for credit recovery or to the Connections program.	By March 30, 2026, 80% of grade 12 students will be on track to meet all graduation requirements. By March 30, 2026, 100% of grade 12 students not on track for meeting graduation requirements will be notified of their status and have interventions put in place to get them on track, including a referral for credit recovery or to the Connections program.	By May 30, 2026, 90% of grade 12 students will be on track to meet all graduation requirements.

Priority: Use real-time data to identify and support students at risk of chronic absenteeism through personalized outreach and support services.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By June 30, 2025, at least 50% of students or greater will demonstrate regular attendance.
Measurable Goal Nickname (35 Character Max)

Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 65% of students will demonstrate regular attendance. September 8, 2025, 100% of students who meet the definition of chronic absenteeism will be identified for Tier-2 intervention using attendance data.	By December 30, 2025, 60% of students will maintain regular attendance. 100% of students who meet the definition of chronic absenteeism will be identified for Tier-2 intervention using attendance data. 100% of students who meet the definition of truant will receive Tier III services, including a referral to the truancy office for additional intervention and supports.	By March 30, 2026, 55% of students will maintain regular attendance. 100% of students who meet the definition of chronic absenteeism will be identified for Tier-2 intervention using attendance data. 80% of student who receive Tier II services will raise their ADA by 10%.	By June 30, 2026, 50% of students will maintain regular attendance. 90% of student who receive Tier II services will raise their ADA by 10%. 80% of student who receive Tier III services will raise their ADA by 10%.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
By May 30th, 2026, 90% 11th grade students will complete 8 artifacts in Naviance			
Measurable Goal Nickname (35 Character Max)			
Naviance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 90% of 11th grade students will complete 2 Naviance tasks.	By December 30, 2025, 90% of 11th grade students will complete 4 or more Naviance tasks.	By March 30, 2026, 90% of 11th grade students will complete 6 or more Naviance tasks.	By May 30, 2026, 90% of 11th grade students will complete 8 or more Naviance tasks.

Action Plan

Measurable Goals

ELA	Mathematics
Graduation Rate	Naviance
Regular Attendance	

Action Plan For: Panorama Play Book: <https://tinyurl.com/4684utxz>

Measurable Goals:
By June 30, 2025, at least 50% of students or greater will demonstrate regular attendance.

Action Step		Anticipated Start/Completion Date	
Guidance Counselors will review attendance data and MTSS reports from the 2024–2025 school year to identify all incoming students who meet the definition of chronic absenteeism. Identified students will be placed in Tier II intervention services and receive targeted support through MTSS People Strategies.		2025-08-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor	Student Attendance Data and MTSS Reports for SY24-25 Science supplies (10,000) 1 Scholarchip work station (21,000) Field trip experiences (37,500)	No	
Action Step		Anticipated Start/Completion Date	
Q1: Parents will be notified via phone call, email, and/or the PowerSchool Parent applications about the student's 3rd, 6th, and 10th absence from school. (When applicable) Parents will be notified via phone call, email, and/or the PowerSchool Parent applications to participate in a meeting at the school with the grade level Guidance Counselor about the student's 6th absence from school-MTSS Tier II Plan created. If a student reaches 10 days absent from school, an MTSS Tier III Plan will be created-student referred to the Truancy Office for additional support. Output: Attendance Log tracking the parent contact and completed MTSS plan.		2025-09-02	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Social Worker, Guidance Counselor, Truancy Clerk	Student attendance report, parent 3, 6, 10 notifications, PowerSchool platform, Panorama application	No	
Action Step		Anticipated	

		Start/Completion Date	
Q2: Parents will be notified via phone call, email, and/or the PowerSchool Parent applications about the student's 3rd, 6th, and 10th absence from school. (When applicable) Parents will be notified via phone call, email, and/or the PowerSchool Parent applications to participate in a meeting at the school with the grade level Guidance Counselor about the student's 6th absence from school-MTSS Tier II Plan created. If a student reaches 10 days absent from school, an MTSS Tier III Plan will be created-student referred to the Truancy Office for additional support. Output: Attendance Log tracking the parent contact and completed MTSS plan.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Social Worker, Guidance Counselor, Truancy Clerk	Student attendance report, parent 3, 6, 10 notifications, PowerSchool platform, Panorama application	No	
Action Step		Anticipated Start/Completion Date	
Q3: Parents will be notified via phone call, email, and/or the PowerSchool Parent applications about the student's 3rd, 6th, and 10th absence from school. (When applicable) Parents will be notified via phone call, email, and/or the PowerSchool Parent applications to participate in a meeting at the school with the grade level Guidance Counselor about the student's 6th absence from school-MTSS Tier II Plan created. If a student reaches 10 days absent from school, an MTSS Tier III Plan will be created-student referred to the Truancy Office for additional support. Output: Attendance Log tracking the parent contact and completed MTSS plan.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Social Worker, Guidance Counselor, Truancy Clerk	Student attendance report, parent 3, 6, 10 notifications, PowerSchool platform, Panorama application	No	
Action Step		Anticipated Start/Completion Date	
Q4: Parents will be notified via phone call, email, and/or the PowerSchool Parent applications about the student's 3rd, 6th, and 10th absence from school. (When applicable) Parents will be notified via phone call, email, and/or the PowerSchool Parent applications to participate in a meeting at the school with the grade level Guidance Counselor about the student's 6th absence from school-MTSS Tier II Plan created. If a student reaches 10 days absent from school, an MTSS Tier III Plan will be created-student referred to the Truancy Office for additional support. Output: Attendance Log tracking the parent contact and completed MTSS plan.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Social Worker, Guidance	Student attendance report, parent 3, 6, 10 notifications, PowerSchool	No	

Counselor, Truancy Clerk	platform, Panorama application		
Action Step		Anticipated Start/Completion Date	
Monthly Town Halls (September) will be held with each grade level to discuss school expectations, with a focus on attendance, seat time, and incentive programs recognizing achievement, attendance, and citizenship. Following each Town Hall, small group sessions will be conducted using strategies from the Panorama Playbook—such as student goal-setting, peer recognition, and belonging-building activities—to reinforce key messages. Attendance expectations will also be shared with families through School Messenger and monthly newsletters. Output: Agenda for town hall meetings, presentation materials, school messenger notification, and sharing attendance goals with families.		2025-09-02	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor, Class Advisor	Smores newsletter platform, Powerschool platform, student-parent handbook, awards, certificates	No	
Action Step		Anticipated Start/Completion Date	
Monthly Town Halls (October, November, December) will be held with each grade level to discuss school expectations, with a focus on attendance, seat time, and incentive programs recognizing achievement, attendance, and citizenship. Following each Town Hall, small group sessions will be conducted using strategies from the Panorama Playbook—such as student goal-setting, peer recognition, and belonging-building activities—to reinforce key messages. Attendance expectations will also be shared with families through School Messenger and monthly newsletters. Output: Agenda for town hall meetings, presentation materials, school messenger notification, and sharing attendance goals with families.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor, Class Advisor	Smores newsletter platform, Powerschool platform, student-parent handbook, awards, certificates	No	
Action Step		Anticipated Start/Completion Date	
Monthly Town Halls (January, February, March) will be held with each grade level to discuss school expectations, with a focus on attendance, seat time, and incentive programs recognizing achievement, attendance, and citizenship. Following each Town Hall, small group sessions will be conducted using strategies from the Panorama Playbook—such as student goal-setting, peer recognition, and belonging-building activities—to reinforce key		2026-01-01	2026-03-31

messages. Attendance expectations will also be shared with families through School Messenger and monthly newsletters. Output: Agenda for town hall meetings, presentation materials, school messenger notification, and sharing attendance goals with families.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor, Class Advisor	Smores newsletter platform, Powerschool platform, student-parent handbook, awards, certificates	No	
Action Step		Anticipated Start/Completion Date	
Monthly Town Halls (April, May, June) will be held with each grade level to discuss school expectations, with a focus on attendance, seat time, and incentive programs recognizing achievement, attendance, and citizenship. Following each Town Hall, small group sessions will be conducted using strategies from the Panorama Playbook—such as student goal-setting, peer recognition, and belonging-building activities—to reinforce key messages. Attendance expectations will also be shared with families through School Messenger and monthly newsletters. Output: Agenda for town hall meetings, presentation materials, school messenger notification, and sharing attendance goals with families.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor, Class Advisor	Smores newsletter platform, Powerschool platform, student-parent handbook, awards, certificates	No	
Action Step		Anticipated Start/Completion Date	
Train all staff on IIRP restorative practices focused on building positive student relationships and improving attendance.		2025-08-25	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Services Principal	IIRP training materials PowerSchool Attendance App (5,000)	Yes	
Action Step		Anticipated Start/Completion Date	
Implement bi-weekly restorative circles with students who have attendance concerns to discuss barriers and build trust. Output: Student participation list		2025-09-02	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Counselors	IIRP materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve regular attendance and decrease chronic absenteeism through building positive student relationships.	Daily: the Principal will monitor student attendance and tardiness Weekly: Counselors/class advisors will complete MTSS referrals, plans, and updates Monthly monitoring routines: The Leadership team will review attendance data and progress towards action steps and the quarterly target.

Action Plan For: Check and Connect

Measurable Goals:
By June 30, 2025, at least 50% of students or greater will demonstrate regular attendance.

Action Step		Anticipated Start/Completion Date	
Identify members of the schoolwide data team and define roles/responsibilities. Create and share a calendar scheduling monthly data meetings for each content team, including expected agendas and goals.		2025-07-01	2025-08-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Content Area Lead-Teachers	School District Calender 6 Teacher Salaries (404,684) and benefits (198,881)	No	
Action Step		Anticipated Start/Completion Date	
Provide targeted professional learning for all teachers on embedding IXL into instructional planning, collecting and interpreting student performance data, including IXL, MAPs, utilizing it to inform instruction, and conducting student data meeting.		2025-08-25	2025-10-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, DCIU Consultant	Student MAP data, student IXL data, student work samples IXL platform (10,000) Keystone workbooks for Algebra I and Literature II (8490) Huntington Learning Tutoring (68,000)	Yes	
Action Step		Anticipated Start/Completion Date	

September PLC Data Meetings will follow the established topic-based structure (e.g., data analysis, instructional planning, intervention strategies, and IXL integration) to promote consistent instructional alignment and responsive teaching practices throughout the school year. Output: September PLC meeting agendas, attendance sheets, and team notes will document discussions on data analysis, instructional planning, intervention strategies, and IXL use to support aligned and responsive instruction.		2025-09-02	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Content Area Lead-Teachers	Student assessment data (e.g., MAP, IXL, work samples), Data Tracking Document	No	
Action Step		Anticipated Start/Completion Date	
October, November, and December PLC Data Meetings will follow the established topic-based structure (e.g., data analysis, instructional planning, intervention strategies, and IXL integration) to promote consistent instructional alignment and responsive teaching practices throughout the school year. Output: PLC meeting agendas, attendance sheets, and team notes will document discussions on data analysis, instructional planning, intervention strategies, and IXL use to support aligned and responsive instruction.		2025-10-01	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Content Area Lead-Teachers	Student assessment data (e.g., MAP, IXL, work samples), Data Tracking Document	No	
Action Step		Anticipated Start/Completion Date	
January, February, and March PLC Data Meetings will follow the established topic-based structure (e.g., data analysis, instructional planning, intervention strategies, and IXL integration) to promote consistent instructional alignment and responsive teaching practices throughout the school year. Output: PLC meeting agendas, attendance sheets, and team notes will document discussions on data analysis, instructional planning, intervention strategies, and IXL use to support aligned and responsive instruction.		2026-01-01	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Content Area Lead-Teachers	Student assessment data (e.g., MAP, IXL, work samples), Data Tracking Document	No	
Action Step		Anticipated Start/Completion Date	
April, May, June PLC Data Meetings will follow the established topic-based structure (e.g., data analysis,		2026-04-	2026-06-

instructional planning, intervention strategies, and IXL integration) to promote consistent instructional alignment and responsive teaching practices throughout the school year. Output: PLC meeting agendas, attendance sheets, and team notes will document discussions on data analysis, instructional planning, intervention strategies, and IXL use to support aligned and responsive instruction.		01	05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Content Area Lead-Teachers	Student assessment data (e.g., MAP, IXL, work samples), Data Tracking Document	No	
Action Step		Anticipated Start/Completion Date	
Teachers will conduct quarterly (October, January, March, May) student data conferences and have students complete student data protocols, using the established student conferencing protocol. During each conference, review assessment data such as IXL, MAPs, and attendance, discuss academic progress, and collaboratively set personalized learning goals with students. Output: Each quarter, teachers will keep records of student data conferences, including completed data forms, reviewed scores (IXL, MAP, attendance), and personalized goals set with students.		2025-10-01	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers complete the conferences. Leadership team monitors.	Student Data Tracker, Student performance data Texas Instruments calculators (14,500)	No	
Action Step		Anticipated Start/Completion Date	
School leaders will conduct daily classroom visits to monitor and support the use of close reading, small group instruction, curriculum resources, and schoolwide best practices. Output: Observation Monitoring Tool will document observations and feedback on close reading, small group instruction, curriculum use, and schoolwide best practices. The Principal and Assistant Principals will observe and provide feedback to 30 teachers weekly		2025-09-01	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal	Observation Monitoring Tool	No	
Action Step		Anticipated Start/Completion Date	
Weekly monitoring of IXL student usage data, including lessons completed and proficiency levels, to track student growth and mastery of ELA and math skills. Output: Monthly monitoring routine check on weekly reports showing		2025-09-02	2026-05-30

IXL usage, lessons completed, and student proficiency levels will be collected to track growth in ELA and math skills.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers/Content Area leads/ Administration	IXL data reports	No	
Action Step		Anticipated Start/Completion Date	
ELA and Social Studies teachers will participate in professional development on implementing close reading and will incorporate the strategies learned into their lesson plans. Output: Lesson plans will show the use of close reading strategies learned in professional development, and attendance records will confirm teacher participation.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Content Area Leads/ Instructional Lead	Close Reading resources	Yes	
Action Step		Anticipated Start/Completion Date	
Teachers will regularly implement close reading strategies during instruction, which will be monitored through walkthroughs and informal observations by school leaders. Output: Walkthrough and observation notes will document evidence of close reading strategies being used in classrooms and help develop trends to address in coaching and professional development.		2025-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal /Assistant Principals	Teacher lesson Plans, Student text	No	
Action Step		Anticipated Start/Completion Date	
10th and 11th grade students who have less than 80% ADA in SY 24-25 will be assigned a mentor via check and connect.		2025-09-02	2025-09-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor	Student ADA reports Panorama Resources PowerSchool Behavior	No	
Action Step		Anticipated Start/Completion Date	
Mentors will check-in with students at least 3X/week for an attendance and SES update		2025-09-	2026-06-

		02	12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Climate Managers Counselors School Social Worker	Panorama Resources PowerSchool Behavior Parent Engagement (20,000) Check and connect resources (7,500)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student proficiency in reading and math is supported by IXL implementation with fidelity, using PLC time and small group instruction to target skill gaps identified in IXL data.	Weekly: Lead teachers will track content area usage and student proficiency and notify administration if support or adjustments are needed. Monthly: During monthly monitoring, the implementation team will review IXL reports to assess progress on action steps and achievement of targets. =Monthly: school team will review bi-weekly information, discuss progress towards goals =Quarterly: school team and LEA team will review data progress towards goals and targets

Action Plan For: Naviance: <https://www.evidenceforpa.org/strategies/naviance>

Measurable Goals:
- By June 30, 2025, at least 50% of students or greater will demonstrate regular attendance. - By June 30, 2026, 25% of CHS students will achieve proficiency or advanced on the Math MAP assessment - By June 30, 2026, 30% of CHS students will achieve proficient or advanced on the ELA Spring MAP assessment**

Action Step		Anticipated Start/Completion Date	
A monthly schedule will be established for the Grade 11 Counselor, ELA, and Social Studies teachers to meet once a month in the school library to support Grade 11 students with completing Naviance tasks. Output: Monthly Schedule		2025-08-18	2025-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor, ELA and SS Teachers	School Calendar	No	
Action Step		Anticipated Start/Completion Date	
ELA and Social Studies teachers will meet monthly in the school library to help Grade 11 students complete Naviance tasks. Output: Monthly monitoring routine check-ins on completion rate		2025-10-01	2026-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
11th grade Guidance Counselor, ELA and SS Teachers	Student Chromebook Smartboards (18,000)	No	
Action Step		Anticipated Start/Completion Date	
The Grade 11 Counselor will review a task completion report monthly to identify students who did not complete a task during the monthly session in the library; individualized support will be provided to the student (s).		2025-10-30	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor	Naviance Lesson Completion Report	No	
Action Step		Anticipated Start/Completion Date	
Monthly student recognition for completing Naviance tasks.		2025-11-03	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselors, PBIS Team	Certificates, PowerSchool Behavior	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of 11th grade students will complete 8 or more Naviance tasks.	Monthly: Grade 11 Guidance Counselor to monitor completion of Naviance Task Monthly: the Implementation team will review the Naviance completion rate

Action Plan For: AVID: <https://www.evidenceforpa.org/strategies/avid>

Measurable Goals:
- By June 30, 2025, at least 50% of students or greater will demonstrate regular attendance. - By June 30, 2026, 25% of CHS students will achieve proficiency or advanced on the Math MAP assessment - By June 30, 2026, 30% of CHS students will achieve proficient or advanced on the ELA Spring MAP assessment**

Action Step	Anticipated Start/Completion Date
Quarterly training sessions will be provided for teachers on the AVID strategy, covering its core components, teaching methods, and ways to integrate AVID strategies into their instruction. Output: Quarterly training	2025-08-25 2026-05-29

attendance records and materials will show teachers learning AVID strategies and how to use them in their lessons.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AVID Implementation team Principal/ Assistant principal	AVID elective curriculum, PLC time for content team collaboration, P.D. AVID Training and Supplies (45,000) AVID college readiness trips (12,000)	Yes	
Action Step		Anticipated Start/Completion Date	
Create and use a system to monitor how well AVID strategies—like critical thinking, organization, and study skills—are being included and working in the 9th-grade curriculum across all subjects. Output: Monthly monitoring routine implementation team will review reports for effectiveness in the 9th-grade curriculum. Outcome: AVID strategies are embedded into daily lessons and activities, supporting students’ academic and organizational skills.		2024-09-30	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AVID Implementation team	AVID observation look fors document. Teacher lesson plan template. AVID teacher progress rubric.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved student skills in critical thinking, organization, and study habits as a result of integrating AVID strategies into the 9th-grade curriculum.	Weekly: AVID teacher lead will review teacher lesson plans and provide AVID feedback. Monthly: Monthly monitoring routine implementation team will review reports for effectiveness in the 9th-grade curriculum. Quarterly: Quarterly monitoring routine with LEA and implementation team will review reports, celebrate success, and determine the forward path.

Action Plan For: Monitor Credit

Measurable Goals:
- By June 30, 2025, at least 50% of students or greater will demonstrate regular attendance. - By June 30, 2026, 25% of CHS students will achieve proficiency or advanced on the Math MAP assessment - By June 30, 2026, 30% of CHS students will achieve proficient or advanced on the ELA Spring MAP assessment**

Action Step	Anticipated
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		Start/Completion Date	
The Grade 12 team will collect data on all students classified as grade 12 as of August 1, 2025, to perform a credit audit. They will create student rosters to ensure each student is registered for the necessary courses to meet graduation requirements. Output: Completed credit audit reports and student rosters confirming registration in required courses for graduation.		2025-08-18	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Grade 12 Guidance Counselor	Student Transcripts, PowerSchool graduation progress report	No	
Action Step		Anticipated Start/Completion Date	
The Grade 12 Counselor will meet with each Grade 12 student to review their graduation plan progress reports. Output: Counselor meeting logs and signed student progress reports showing completion of graduation plan reviews with all grade 12 students.		2025-09-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Grade 12 Guidance Counselor	Student Transcripts, PowerSchool graduation progress report, student rosters	No	
Action Step		Anticipated Start/Completion Date	
Monthly town halls will be held with Grade 12 students to discuss school year expectations, attendance, conduct, and graduation requirements. Quarterly town halls will also be held with parents to review the same topics and provide updates on student progress toward graduation. Output: Agendas, sign-in sheets, and presentation materials from student and parent town halls showing discussion of attendance, conduct, and graduation requirements.		2025-09-09	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Grade 12 Guidance Counselor, Class Advisor, Climate Manager	Senior Contract, Student and Parent Handbook	No	
Action Step		Anticipated Start/Completion Date	
Conduct quarterly (October, January, March, May) grade and credit reviews at the end of each marking period. Meet with students who are not on track to graduate to implement targeted interventions, such as credit recovery or referral to the Connections program, and notify parents of their student's progress toward graduation. Output:		2025-11-24	2026-06-01

Meeting logs, intervention plans, referral records, and parent communication logs for students not on track to graduate.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Grade 12 Guidance Counselor	Student Quarterly Report Cards	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased graduation rate as a result of regular grade and credit reviews, timely student interventions (such as credit recovery and Connections program referrals), and consistent parent communication for students not on track to graduate.	Weekly: the Grade 12 counselor will update student information, intervention plans, and referral records to reflect progress. Monthly: the implementation team and Grade 12 counselor will meet during monthly monitoring to review credit completion and progress towards targets and goals. Quarterly: LEA and school implementation team will meet during quarterly monitoring to review progress towards targets and goal.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
IXL Platform	Check and Connect	Supplies & Property	2	10000
Restorative Practices	Panorama Play Book: https://tinyurl.com/4684utxz	Supplies & Property	2	30000
Keystones	Check and Connect	Supplies & Property	2	8490

workbooks Math/ELA/ Biology				
AVID Training and supplies	AVID: https://www.evidenceforpa.org/strategies/avid	Supplies & Property	2	45000
AVID college readiness trips and tours	AVID: https://www.evidenceforpa.org/strategies/avid	Services	2	12000

Science Supplies	• Panorama Play Book: https://tinyurl.com/4684utxz • Check and Connect • Naviance: https://www.evidenceforpa.org/strategies/naviance • AVID: https://www.evidenceforpa.org/strategies/avid • Monitor Credit	Supplies & Property	2	10000
1 Scholarship work station Climate	• Panorama Play Book: https://tinyurl.com/4684utxz	Supplies & Property	2	21000
Huntington Learning Tutoring	• Check and Connect	Services	2	68000

Field Trip Experiences	• Panorama Play Book: https://tinyurl.com/4684utxz • Check and Connect • Naviance: https://www.evidenceforpa.org/strategies/naviance • AVID: https://www.evidenceforpa.org/strategies/avid • Monitor Credit	Supplies & Property	2	37500
Smartboards	• Naviance: https://www.evidenceforpa.org/strategies/naviance • AVID: https://www.evidenceforpa.org/strategies/avid	Supplies & Property	1	18000

PowerSchool Attendance App	• Panorama Play Book: https://tinyurl.com/4684utxz • Check and Connect	Supplies & Property	1	5000
Texas Instrument Calculators	• Check and Connect	Supplies & Property	1	14500
Check & Connect Resources	• Check and Connect	Services	1	7500

Total Expenditures				286990

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	Check and Connect	6 teacher salaries	404684
Instruction	Check and Connect	6 teacher benefits	198881
Other Expenditures	Check and Connect	Parent Engagement	20000
Total Expenditures			623565

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Panorama Play Book: https://tinyurl.com/4684utxz	Train all staff on IIRP restorative practices focused on building positive student relationships and improving attendance.
Check and Connect	Provide targeted professional learning for all teachers on embedding IXL into instructional planning, collecting and interpreting student performance data, including IXL, MAPs, utilizing it to inform instruction, and conducting student data meeting.
Check and Connect	ELA and Social Studies teachers will participate in professional development on implementing close reading and will incorporate the strategies learned into their lesson plans. Output: Lesson plans will show the use of close reading strategies learned in professional development, and attendance records will confirm teacher participation.
AVID: https://www.evidenceforpa.org/strategies/avid	Quarterly training sessions will be provided for teachers on the AVID strategy, covering its core components, teaching methods, and ways to integrate AVID strategies into their instruction. Output: Quarterly training attendance records and materials will show teachers learning AVID strategies and how to use them in their lessons.
AVID: https://www.evidenceforpa.org/strategies/avid	Create and use a system to monitor how well AVID strategies—like critical thinking, organization, and study skills—are being included and working in the 9th-grade curriculum across all subjects. Output: Monthly monitoring routine implementation team will review reports for effectiveness in the 9th-grade curriculum. Outcome: AVID strategies are embedded into daily lessons and activities, supporting students' academic and organizational skills.

IXL

Action Step
Provide targeted professional learning for all teachers on embedding IXL into instructional planning, collecting and interpreting student performance data, including IXL, MAPs, utilizing it to inform instruction, and conducting student data meeting.
Audience
All teachers
Topics to be Included
IXL
Evidence of Learning
Output: PD sign-in sheets, staff implementation rubrics, and teacher self-assessment reflections teacher data protocols, teacher lesson

plans.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Teacher Leader/ Content leads/ Admin	2025-08-25	2025-10-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Implementing AVID Strategies

Action Step		
Quarterly training sessions will be provided for teachers on the AVID strategy, covering its core components, teaching methods, and ways to integrate AVID strategies into their instruction. Output: Quarterly training attendance records and materials will show teachers learning AVID strategies and how to use them in their lessons.		
Audience		
All staff		
Topics to be Included		
AVID Strategy, Teaching Methods, Ways to integrate AVID into your content		
Evidence of Learning		
Lesson Plans: Teachers include AVID strategies (e.g., focused note-taking, Socratic seminars, WICOR) in daily and weekly lesson plans. Classroom observations: Walkthroughs or formal observations show active use of AVID strategies during instruction. Student binders: students consistently use AVID binders taught in training.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mesquito	2025-08-25	2026-05-15

Learning Format

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

Language and Literacy Acquisition for All Students
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Panorama Playbook Professional Learning & Expectations

Action Step		
Train all staff on IIRP restorative practices focused on building positive student relationships and improving attendance.		
Audience		
All staff		
Topics to be Included		
IIRP restorative professional learning		
Evidence of Learning		
Implementation of restorative circles		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2025-08-25	2025-09-30

Learning Format

Type of Activities	Frequency
Inservice day	One time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Approvals & Signatures

Uploaded Files
CSI Approval 2025.pdf

Chief School Administrator	Date
Dr. Latrice Mumin	2025-09-29
Building Principal Signature	Date
LaMonte Popley	2025-09-26
School Improvement Facilitator Signature	Date
Heather Stottlemeyer	2025-09-29