Chester HS

School Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

Chester HS

232 West 9th St
Chester, PA 19013
(610)447-3700

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: LaMonte Popley (acting)
Superintendent: Juan Baughn

Stakeholder Involvement

Name	Role
Gary Otto	Academic Recovery Liaison : School Improvement Plan
Marchelle Foreman	Administrator : School Improvement Plan Schoolwide Plan
Raymond Thompson	Administrator : School Improvement Plan Schoolwide Plan
LaMonte Popley	Building Principal : School Improvement Plan
Cheryl Stevens	Business Representative : School Improvement Plan
Tyra Quail	Community Representative : School Improvement Plan
Judith Lucas-ODom	High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan
Durell Moore	High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan
Viola Norman	High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan
Donna Scott-Brown	High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan
Maria Weatherly	High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan

Sarah Kelly	High School Teacher - Special Education : School Improvement Plan Schoolwide Plan
Gloria Covington	Parent : School Improvement Plan
Angela Norward	Student Curriculum Director/Specialist : School Improvement Plan

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.**Assurances 1 through 12**

No assurances have been identified

Assurance 13

No strategies have been identified

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Technical Assistance was provided by Dr. Gary Otto, Academic Recovery Liaison. Dr. Otto met regularly with the school administrative team, conducted learning walks with the administration, and supported the quarterly review of data as a means of helping the administration utilize data to make school-wide decisions.
Technical assistance was also provided by Dr. Andrew Coonradt of the Delaware County Intermediate Unit in understanding and completing the web-based application of the school improvement plan.
Both of these gentlemen are considered high quality technical assistance by virtue of their respective positions, their experience in helping schools complete school improvement

plans, and the number of years they have been associated with the Chester Upland School District.

Provider	Meeting Date	Type of Assistance
Dr. Andrew Coonradt	5/31/2017	Phone Conference to assist in completion of SIP web-based documentation
Dr. Gary Otto	8/10/2016	Review of Planning with New Building Administration Team
Dr. Gary Otto	9/26/2016	Meeting - review of school improvement goals and action plans
Dr. Gary Otto	10/20/2016	Meeting - review of progress on school improvement goals
Dr. Gary Otto	12/21/2016	Meeting - continuing progress in light of Principal extended absenct
Dr. Gary Otto	1/3/2017	Progress Check
Dr. Gary Otto	1/19/2017	Instructional Focus Review - use of informal observations
Dr. Gary Otto	2/2/2017	Progress Check
Dr. Gary Otto	2/16/2017	No Meeting - Principal Absent
Dr. Gary Otto	2/22/2017	Progress Check - rescheduled from 2/16/17
Dr. Gary Otto	3/2/2017	Progress Check
Dr. Gary Otto	4/27/2017	Planning Meeting - Developing the SIP for 2017-2018; Preparation for PDE Visit 5/3/17
Dr. Gary Otto	5/5/2017	Walkthrough with representatives of PDE
Dr. Gary Otto	5/17/2017	Planning for 2017-2018; Submission of second SIP Progress Report for 216-2017
Dr. Gary Otto	5/31/2017	Review/Verification of SIP Strategies and Implementations for 2017-2018
Dr. Gary Otto	11/7/2017	Submission of SIP Progess Report #1

Student Assessment of Progress
Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

During School Improvement Professional Development in the month of May, 2017, teachers agreed to participate in the review and modification of existing benchmark tests in Keystone tested subjects as well as the development of additional benchmark tests in non-tested subjects. These benchmarks and their results will provide the core of data needed to analyze and improve instructional practices in the coming year.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No

Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	No
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

Chester High School Students demonstrated a greater presence in the community through the following programs: Homecoming and Mother's Day Parades, Suicide Awareness Run, Autism Awareness Walk, Bocce Ball Tournament. These events are in addition to the normal community enthusiasm for our athletic programs.

Accomplishment #2:

All students who successfully completed winter Keystone Testing scored at least basic, with some proficient scores in Algebra and Literature. Installation of Keystone Workshops in the 2017-2018 year are expected to yield even better results.

School Concerns

Concern #1:

The Overall Student group as indicated on Keystone did not demonstrate significant growth in literature: 9.9% scored proficient in 2015-2016, with 3.8% scoring proficient in the Winter 2016-2017 Keystone tests.

Concern #2:

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Algebra I: 4.6% scored proficient in 2015-2016, with 7.7% scoring proficinet in the Winter 2016-2017 Keystone tests.

Concern #3:

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Biology: 3.7% scored proficient in 2015-2016, with 0% scoring proficient in the Winter 2016-2017 Keystone tests.

Concern #4:

Graduation Rate is less than 60%. Only 40.74% graduated in the 2015-2016 cohort as reported by paschoolperformance.org.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

The Overall Student group as indicated on Keystone did not demonstrate significant growth in literature: 9.9% scored proficient in 2015-2016, with 3.8% scoring proficient in the Winter 2016-2017 Keystone tests.

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Algebra I: 4.6% scored proficient in 2015-2016, with 7.7% scoring proficinet in the Winter 2016-2017 Keystone tests.

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Biology: 3.7% scored proficient in 2015-2016, with 0% scoring proficient in the Winter 2016-2017 Keystone tests.

Graduation Rate is less than 60%. Only 40.74% graduated in the 2015-2016 cohort as reported by paschoolperformance.org.

Systemic Challenge #2 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

The Overall Student group as indicated on Keystone did not demonstrate significant growth in literature: 9.9% scored proficient in 2015-2016, with 3.8% scoring proficient in the Winter 2016-2017 Keystone tests.

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Algebra I: 4.6% scored proficient in 2015-2016, with 7.7% scoring proficinet in the Winter 2016-2017 Keystone tests.

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Graduation Rate is less than 60%. Only 40.74% graduated in the 2015-2016 cohort as reported by paschoolperformance.org.

Systemic Challenge #3 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

The Overall Student group as indicated on Keystone did not demonstrate significant growth in literature: 9.9% scored proficient in 2015-2016, with 3.8% scoring proficient in the Winter 2016-2017 Keystone tests.

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Algebra I: 4.6% scored proficient in 2015-2016, with 7.7% scoring proficinet in the Winter 2016-2017 Keystone tests.

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Biology: 3.7% scored proficient in 2015-2016, with 0% scoring proficient in the Winter 2016-2017 Keystone tests.

Graduation Rate is less than 60%. Only 40.74% graduated in the 2015-2016 cohort as reported by paschoolperformance.org.

Systemic Challenge #4 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

The Overall Student group as indicated on Keystone did not demonstrate significant growth in literature: 9.9% scored proficient in 2015-2016, with 3.8% scoring proficient in the Winter 2016-2017 Keystone tests.

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Algebra I: 4.6% scored proficient in 2015-2016, with 7.7% scoring proficinet in the Winter 2016-2017 Keystone tests.

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Graduation Rate is less than 60%. Only 40.74% graduated in the 2015-2016 cohort as reported by paschoolperformance.org.

Systemic Challenge #5 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

The Overall Student group as indicated on Keystone did not demonstrate significant growth in literature: 9.9% scored proficient in 2015-2016, with 3.8% scoring proficient in the Winter 2016-2017 Keystone tests.

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Algebra I: 4.6% scored proficient in 2015-2016, with 7.7% scoring proficinet in the Winter 2016-2017 Keystone tests.

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Graduation Rate is less than 60%. Only 40.74% graduated in the 2015-2016 cohort as reported by paschoolperformance.org.

Systemic Challenge #6 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

The Overall Student group as indicated on Keystone did not demonstrate significant growth in literature: 9.9% scored proficient in 2015-2016, with 3.8% scoring proficient in the Winter 2016-2017 Keystone tests.

The Overall Student group as indicated on Keystone did not demonstrate significant growth in Algebra I: 4.6% scored proficient in 2015-2016, with 7.7% scoring proficinet in the Winter 2016-2017 Keystone tests.

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Graduation Rate is less than 60%. Only 40.74% graduated in the 2015-2016 cohort as reported by paschoolperformance.org.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: District and School Created Benchmarks

Specific Targets: 10% increase in proficient/advanced over the course of the year (2.5% per quarter).

15% of below basic students will achieve basic or better over the course of the year.

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction: Differentiated Instruction will be implemented school wide by all teachers. Lessons will be differentiated by **process**, **product** and **content** to ensure consistent implementation of effective instructional practices. Teachers will use multiple instructional strategies (e.g. flexible grouping, HMH Core Literacy, etc.) to actively engage and meet students learning needs across all classrooms

SAS Alignment: Instruction, Standards, Assessment

Collegial Collaboration

Description:

Teaching staff will meet regularly by both Grade Level and Subject Area teams. Grade Level teams will create cross-disciplinary activities as well as discuss specific strategies for individual students and groups. Subject Area teams will ensure curricular consistency from subject to subject as well as participating in development and analysis of benchmark data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Distributed Leadership

Description:

In the distributed leadership model, the principal shares authority and power; teachers take leading roles, assume responsibility, and act independently as individuals or groups. This model secures staff members' full participation in the schools' decision-making processes, promotoes meaningful collaboration and harmonious work relations, generates passion for accomplishing goals, and boosts student and teacher productivity. *(Source: ASCD)*

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

Implementation Steps:

Professional Development - SAS Based Lesson Planning

Description:

Teaching staff will receive intensive professional development in using the PDE SAS system to create meaningful lesson plans that allow for differentiated process, product, and content.

Indicators of implementation: SAS aligned lesson plans, PD Agendas and Evaluations

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Collegial Collaboration

Professional Development - Co-Teaching Model

Description:

Special education support for students is provided by push-in teachers in core subject areas. This series of professional development sessions will work with both the classroom teacher and the push-in teacher to develop effective strategies for differentiating instruction and supporting both regular and classified students.

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction
- Collegial Collaboration

Classroom Observations and Feedback

Description:

Building administrators will regularly visit classrooms to observe and report on use of SAS modeled planning and the effectiveness of the Co-Teaching model. Feedback is designed to encourage teacher reflection and dialogue with administration and/or co-teachers.

Indicators of effectiveness: Completed district-approved walkthrough forms submitted to observed teachers within 24 hours of observation. File system maintained on computer.

Start Date: 9/5/2017   **End Date:** 6/8/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Differentiated Instruction
- Distributed Leadership

Subject Area Collaboration

Description:

Subject Area teachers (ELA, Math, Science, Social Studies, World Languages, Arts and Humanities, Health and Physical Education, CTE) will meet at least monthly to ensure vertical alignment of curricula, develop common assessments, problem-solve, and analyze data to increase student achievement.

Indicators of Effectiveness: Subject Area meeting agendae, sign-in sheets, work products (assessments, projects)

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction
- Collegial Collaboration
- Distributed Leadership

Grade Level Collaboration

Description:

Grade level teams will meet at least monthly to create cross-disciplinary projects, analyze and evaluate benchmark data, and identify/plan interventions for students in need of support.

Indicators of Effectiveness: Grade Level Team Meeting Agendae, sign-in sheets, work products (projects, data analyses, recommendations for supports [SAP]).

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction
- Collegial Collaboration
- Distributed Leadership

Leadership Team

Description:

The leadership team is composed of teaching staff, support staff, counseling staff, and administration. The team meets regularly (at least weekly) to review progress and support implementation of the goals and strategies of the School Improvement Plan. Additionally, the team will participate in whole school data analysis and make recommendations for interventions and supports needed to improve student achievment.

Indicators of Effectiveness: Leadership Team Meeting Agendae, sign-in sheets, work products (data analysis, SIP progress reporting)

Start Date: 8/28/2017   **End Date:** 6/8/2018

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

Supported Strategies:

- Differentiated Instruction
- Collegial Collaboration
- Distributed Leadership

Goal #2: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Newsletter/Public Communication (academic and behavioral)

E School Plus (suspension reduction)

Specific Targets: Quarterly activities to acknowledge and reward academic growth and positive behavior examples

20% reduction in the number of suspensions by the end of the school year.

Strategies:

Distributed Leadership

Description:

In the distributed leadership model, the principal shares authority and power; teachers take leading roles, assume responsibility, and act independently as individuals or groups. This model secures staff members' full participation in the schools' decision-making processes, promotoes meaningful collaboration and harmonious work relations, generates passion for accomplishing goals, and boosts student and teacher productivity. *(Source: ASCD)*

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

Single School Culture

Description:

Single School Culture is not a program but a way of organizing and running a school. It begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice. A Single School Culture results in consistency of both adult and student practices related to academic achievement, behavior, climate, and data. *(Source: common definition)*

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

Behavior Management System

Description:

In conjunction with the tenets of a single school culture, behavior management becomes not simply a system for applying consequences for anomalous behaviors but also a system for rewarding positive behaviors. Rewards for positive behavior include recognition, additional activities, and additional opportunities for enrichment. Consequences for negative behaviors are consistently applied to all members of the school community. Clear expectations consistently applied result in improved climate.

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Leadership Team

Description:

The leadership team is composed of teaching staff, support staff, counseling staff, and administration. The team meets regularly (at least weekly) to review progress and support implementation of the goals and strategies of the School Improvement Plan. Additionally, the team will participate in whole school data analysis and make recommendations for interventions and supports needed to improve student achievment.

Indicators of Effectiveness: Leadership Team Meeting Agendae, sign-in sheets, work products (data analysis, SIP progress reporting)

Start Date: 8/28/2017   **End Date:** 6/8/2018

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

Supported Strategies:

- Distributed Leadership
- Single School Culture
- Behavior Management System

Leadership Forum

Description:

The Leadership Forum is comprised of representatives from all stakeholder groups, including: Students, Parents, Teachers, Support Staff, Building Administration, Community Members, and Central Office Staff. The leadership forum meets regularly (at least twice a month) to review issues relating to the development and implementation of the Single School Culture, Behavior Management System, and community relations.

The Leadership Forum gives all stakeholders an opportunity to voice their opinions about issues that affect the entire school community. Additionally, the Leadership Forum will propose incentives, interventions, and policies related to the enhancement of the school experience.

Indicators of Effectiveness: Leadership Forum Meeting Agendae, sign-in sheets, work products (Single School Culture, Behavior Management, incentives, interventions, policies)

Start Date: 7/1/2017   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Distributed Leadership
- Single School Culture
- Behavior Management System

Professional Development - Single School Culture and Behavior Management System

Description:

All school personnel will participate in professional development sessions to establish the single school culture and the resulting behavior management system.

The resulting plans will be submitted to the Leadership Forum for approval and implementation.

Indicators of Effectiveness: Clearly defined school culture and rewards system presented in Student Handbooks on the first day of school.

Start Date: 8/28/2017 **End Date:** 9/5/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Distributed Leadership
- Single School Culture
- Behavior Management System

Subject Area Collaboration

Description:

Subject Area teachers (ELA, Math, Science, Social Studies, World Languages, Arts and Humanities, Health and Physical Education, CTE) will meet at least monthly to ensure vertical alignment of curricula, develop common assessments, problem-solve, and analyze data to increase student achievement.

Indicators of Effectiveness: Subject Area meeting agendae, sign-in sheets, work products (assessments, projects)

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Distributed Leadership
- Single School Culture
- Behavior Management System

Grade Level Collaboration

Description:

Grade level teams will meet at least monthly to create cross-disciplinary projects, analyze and evaluate benchmark data, and identify/plan interventions for students in need of support.

Indicators of Effectiveness: Grade Level Team Meeting Agendae, sign-in sheets, work products (projects, data analyses, recommendations for supports [SAP]).

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Distributed Leadership
- Single School Culture
- Behavior Management System

Goal #3: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: Attendance Reports, Keystone exam, Benchmark Assessments, Performance Fact

Specific Targets: Average daily attendance will be 85%, 10% increase in students scoring proficient on Keystone exam in Algebra I and Literature.

Strategies:

Distributed Leadership

Description:

In the distributed leadership model, the principal shares authority and power; teachers take leading roles, assume responsibility, and act independently as individuals or groups. This model secures staff members' full participation in the

schools' decision-making processes, promotoes meaningful collaboration and harmonious work relations, generates passion for accomplishing goals, and boosts student and teacher productivity. *(Source: ASCD)*

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

Single School Culture

Description:

Single School Culture is not a program but a way of organizing and running a school. It begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice. A Single School Culture results in consistency of both adult and student practices related to academic achievement, behavior, climate, and data. *(Source: common definition)*

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

Behavior Management System

Description:

In conjunction with the tenets of a single school culture, behavior management becomes not simply a system for applying consequences for anomalous behaviors but also a system for rewarding positive behaviors. Rewards for positive behavior include recognition, additional activities, and additional opportunities for enrichment. Consequences for negative behaviors are consistently applied to all members of the school community. Clear expectations consistently applied result in improved climate.

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Leadership Team

Description:

The leadership team is composed of teaching staff, support staff, counseling staff, and administration. The team meets regularly (at least weekly) to review progress and support implementation of the goals and strategies of the School Improvement Plan. Additionally, the team will participate in whole school data analysis and make recommendations for interventions and supports needed to improve student achievment.

Indicators of Effectiveness: Leadership Team Meeting Agendae, sign-in sheets, work products (data analysis, SIP progress reporting)

Start Date: 8/28/2017   **End Date:** 6/8/2018

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

Supported Strategies:

- Distributed Leadership
- Single School Culture
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The Leadership Forum gives all stakeholders an opportunity to voice their opinions about issues that affect the entire school community. Additionally, the Leadership Forum will propose incentives, interventions, and policies related to the enhancement of the school experience.

Indicators of Effectiveness: Leadership Forum Meeting Agendae, sign-in sheets, work products (Single School Culture, Behavior Management, incentives, interventions, policies)

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Indicators of Effectiveness: Subject Area meeting agendae, sign-in sheets, work products (assessments, projects)

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

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Program Area(s): Professional Education, Special Education

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- Behavior Management System

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The resulting plans will be submitted to the Leadership Forum for approval and implementation.

Indicators of Effectiveness: Clearly defined school culture and rewards system presented in Student Handbooks on the first day of school.

Start Date: 8/28/2017   **End Date:** 9/5/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Distributed Leadership
- Single School Culture
- Behavior Management System

Goal #4: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Keystone Exam, Benchmark assessments

Specific Targets: 10% increase in proficient and advanced students for the year (2.5% per quarter)

15% of below basic students will achieve basic or better

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction: Differentiated Instruction will be implemented school wide by all teachers. Lessons will be differentiated by **process**, **product** and **content** to ensure consistent implementation of effective instructional practices. Teachers will use multiple instructional strategies (e.g. flexible grouping, HMH Core Literacy, etc.) to actively engage and meet students learning needs across all classrooms

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Collegial Collaboration

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SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Professional Development - SAS Based Lesson Planning

Description:

Teaching staff will receive intensive professional development in using the PDE SAS system to create meaningful lesson plans that allow for differentiated process, product, and content.

Indicators of implementation: SAS aligned lesson plans, PD Agendas and Evaluations

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

- Collegial Collaboration

Professional Development - Co-Teaching Model

Description:

Special education support for students is provided by push-in teachers in core subject areas. This series of professional development sessions will work with both the classroom teacher and the push-in teacher to develop effective strategies for differentiating instruction and supporting both regular and classified students.

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction
- Collegial Collaboration

Classroom Observations and Feedback

Description:

Building administrators will regularly visit classrooms to observe and report on use of SAS modeled planning and the effectiveness of the Co-Teaching model. Feedback is designed to encourage teacher reflection and dialogue with administration and/or co-teachers.

Indicators of effectiveness: Completed district-approved walkthrough forms submitted to observed teachers within 24 hours of observation. File system maintained on computer.

Start Date: 9/5/2017   **End Date:** 6/8/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Differentiated Instruction

Professional Development - Data Analysis and Targeted Interventions

Description:

Teaching Staff will participate in a series of professional development session to give them greater facility with creating, administering, and analyzing the data from district and school benchmark assessments. Teachers will use the analyzed data to plan targeted interventions for identified students in need of support.

Sessions will include but not be limited to:

Accessing and Understanding Illuminate Benchmark Data

Creating Standards-Based assessments

Creating Custom Assessments

Utlizing Data to identify students in need of support

Planning and evaluating interventions

Indicators of Effectivenss: Professional Development Agendae and Sign-Ins, submitted assessments, increased benchmark scores for all student groups

Start Date: 8/28/2017   **End Date:** 11/7/2017

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

Supported Strategies:

- Differentiated Instruction
- Collegial Collaboration

Benchmark Testing for All Core Subjects

Description:

Chester High School currently benchmarks only the Keystone Tested Subjects: Algebra 1, ELA 9 and ELA 10, and Biology. Grade Level and Subject Area teams will develop additional benchmarks for all core subjects to include: English (ELA 11 and ELA 12), Math (Geometry, Algebra 2, and PreCalculus), Social Studies (World, African-American, and American Histories and Civics/Government), and Science (Environmental Science, Chemistry, Geology, and Physics)

Indicators of Effectiveness: Benchmarks for all subject areas, benchmark data

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Differentiated Instruction
- Collegial Collaboration

Goal #5: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Keystone Exams, Benchmark Testing

Specific Targets: 10% increase in proficient and advanced students for the year (2.5% per quarter)

15% of below basic students will achieve basic or better over the course of the year

Strategies:

Collegial Collaboration

Description:

Teaching staff will meet regularly by both Grade Level and Subject Area teams. Grade Level teams will create cross-disciplinary activities as well as discuss specific strategies for individual students and groups. Subject Area teams will ensure curricular consistency from subject to subject as well as participating in development and analysis of benchmark data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Distributed Leadership

Description:

In the distributed leadership model, the principal shares authority and power; teachers take leading roles, assume responsibility, and act independently as individuals or groups. This model secures staff members' full participation in the schools' decision-making processes, promotoes meaningful collaboration and harmonious work relations, generates passion for accomplishing goals, and boosts student and teacher productivity. *(Source: ASCD)*

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

Implementation Steps:

Leadership Team

Description:

The leadership team is composed of teaching staff, support staff, counseling staff, and administration. The team meets regularly (at least weekly) to review progress and support implementation of the goals and strategies of the School Improvement Plan. Additionally, the team will participate in whole school data analysis and make recommendations for interventions and supports needed to improve student achievment.

Indicators of Effectiveness: Leadership Team Meeting Agendae, sign-in sheets, work products (data analysis, SIP progress reporting)

Start Date: 8/28/2017   **End Date:** 6/8/2018

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

Supported Strategies:

- Collegial Collaboration
- Distributed Leadership

Leadership Forum

Description:

The Leadership Forum is comprised of representatives from all stakeholder groups, including: Students, Parents, Teachers, Support Staff, Building Administration, Community Members, and Central Office Staff. The leadership forum meets regularly (at least twice a month) to review issues relating to the development and

implementation of the Single School Culture, Behavior Management System, and community relations.

The Leadership Forum gives all stakeholders an opportunity to voice their opinions about issues that affect the entire school community. Additionally, the Leadership Forum will propose incentives, interventions, and policies related to the enhancement of the school experience.

Indicators of Effectiveness: Leadership Forum Meeting Agendae, sign-in sheets, work products (Single School Culture, Behavior Management, incentives, interventions, policies)

Start Date: 7/1/2017   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Collegial Collaboration
- Distributed Leadership

Subject Area Collaboration

Description:

Subject Area teachers (ELA, Math, Science, Social Studies, World Languages, Arts and Humanities, Health and Physical Education, CTE) will meet at least monthly to ensure vertical alignment of curricula, develop common assessments, problem-solve, and analyze data to increase student achievement.

Indicators of Effectiveness: Subject Area meeting agendae, sign-in sheets, work products (assessments, projects)

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Collegial Collaboration
- Distributed Leadership

Grade Level Collaboration

Description:

Grade level teams will meet at least monthly to create cross-disciplinary projects, analyze and evaluate benchmark data, and identify/plan interventions for students in need of support.

Indicators of Effectiveness: Grade Level Team Meeting Agendae, sign-in sheets, work products (projects, data analyses, recommendations for supports [SAP]).

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Collegial Collaboration
- Distributed Leadership

Goal #6: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: Benchmark Tests, Keystone Exams

ESchool Plus

Specific Targets: 10% increase in proficient and advanced students for the year (2.5% per quarter)

15% of below basic students will achieve basic or better over the course of the year

Quarterly activities to acknowledge and reward academic growth and positive behavior examples

20% reduction in the number of suspensions by the end of the school year.

Strategies:

Collegial Collaboration

Description:

Teaching staff will meet regularly by both Grade Level and Subject Area teams. Grade Level teams will create cross-disciplinary activities as well as discuss specific strategies for individual students and groups. Subject Area teams will ensure curricular consistency from subject to subject as well as participating in development and analysis of benchmark data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Distributed Leadership

Description:

In the distributed leadership model, the principal shares authority and power; teachers take leading roles, assume responsibility, and act independently as individuals or groups. This model secures staff members' full participation in the schools' decision-making processes, promotoes meaningful collaboration and harmonious work relations, generates passion for accomplishing goals, and boosts student and teacher productivity. *(Source: ASCD)*

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

Single School Culture

Description:

Single School Culture is not a program but a way of organizing and running a school. It begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice. A Single School Culture results in consistency of both adult and student practices related to academic achievement, behavior, climate, and data. *(Source: common definition)*

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

Behavior Management System

Description:

In conjunction with the tenets of a single school culture, behavior management becomes not simply a system for applying consequences for anomalous behaviors but also a system for rewarding positive behaviors. Rewards for positive behavior include recognition, additional activities, and additional opportunities for enrichment. Consequences for negative behaviors are consistently applied to all members of the school community. Clear expectations consistently applied result in improved climate.

SAS Alignment: Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Classroom Observations and Feedback

Description:

Building administrators will regularly visit classrooms to observe and report on use of SAS modeled planning and the effectiveness of the Co-Teaching model. Feedback is designed to encourage teacher reflection and dialogue with administration and/or co-teachers.

Indicators of effectiveness: Completed district-approved walkthrough forms submitted to observed teachers within 24 hours of observation. File system maintained on computer.

Start Date: 9/5/2017 **End Date:** 6/8/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Distributed Leadership
- Single School Culture
- Behavior Management System

Leadership Team

Description:

The leadership team is composed of teaching staff, support staff, counseling staff, and administration. The team meets regularly (at least weekly) to review progress and support implementation of the goals and strategies of the School Improvement Plan. Additionally, the team will participate in whole school data analysis and make recommendations for interventions and supports needed to improve student achievment.

Indicators of Effectiveness: Leadership Team Meeting Agendae, sign-in sheets, work products (data analysis, SIP progress reporting)

Start Date: 8/28/2017   **End Date:** 6/8/2018

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

Supported Strategies:

- Distributed Leadership
- Single School Culture
- Behavior Management System

Leadership Forum

Description:

The Leadership Forum is comprised of representatives from all stakeholder groups, including: Students, Parents, Teachers, Support Staff, Building Administration, Community Members, and Central Office Staff. The leadership forum meets regularly (at least twice a month) to review issues relating to the development and implementation of the Single School Culture, Behavior Management System, and community relations.

The Leadership Forum gives all stakeholders an opportunity to voice their opinions about issues that affect the entire school community. Additionally, the Leadership Forum will propose incentives, interventions, and policies related to the enhancement of the school experience.

Indicators of Effectiveness: Leadership Forum Meeting Agendae, sign-in sheets, work products (Single School Culture, Behavior Management, incentives, interventions, policies)

Start Date: 7/1/2017   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Distributed Leadership
- Single School Culture
- Behavior Management System

Professional Development - Single School Culture and Behavior Management System

Description:

All school personnel will participate in professional development sessions to establish the single school culture and the resulting behavior management system.

The resulting plans will be submitted to the Leadership Forum for approval and implementation.

Indicators of Effectiveness: Clearly defined school culture and rewards system presented in Student Handbooks on the first day of school.

Start Date: 8/28/2017   **End Date:** 9/5/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Collegial Collaboration
- Single School Culture
- Behavior Management System

Grade Level Collaboration

Description:

Grade level teams will meet at least monthly to create cross-disciplinary projects, analyze and evaluate benchmark data, and identify/plan interventions for students in need of support.

Indicators of Effectiveness: Grade Level Team Meeting Agendae, sign-in sheets, work products (projects, data analyses, recommendations for supports [SAP]).

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Collegial Collaboration
- Single School Culture

Subject Area Collaboration

Description:

Subject Area teachers (ELA, Math, Science, Social Studies, World Languages, Arts and Humanities, Health and Physical Education, CTE) will meet at least monthly to ensure vertical alignment of curricula, develop common assessments, problem-solve, and analyze data to increase student achievement.

Indicators of Effectiveness: Subject Area meeting agendae, sign-in sheets, work products (assessments, projects)

Start Date: 8/28/2017   **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Collegial Collaboration
- Single School Culture

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Differentiated Instruction Strategy #2: Collegial Collaboration

Start	End	Title	Description
8/28/2017	6/8/2018	Professional Development - SAS Based Lesson Planning	Teaching staff will receive intensive professional development in using the PDE SAS system to create meaningful lesson plans that allow for differentiated process, product, and content. Indicators of implementation: SAS aligned lesson plans, PD Agendas and Evaluations

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principal	2.0	4	20	Assistant Principal Ray Thompson	School Entity	Yes

Knowledge	Navigation and use of PDE SAS as a lesson planning tool for both content and assessment
Supportive Research	PDE SAS

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Differentiated Instruction Strategy #2: Collegial Collaboration

Start	End	Title	Description
8/28/2017	6/8/2018	Professional Development - SAS Based Lesson Planning	Teaching staff will receive intensive professional development in using the PDE SAS system to create meaningful lesson plans that allow for differentiated process, product, and content. Indicators of implementation: SAS aligned lesson plans, PD Agendas and Evaluations

Person Responsible	SH	S	EP	Provider	Type	App.
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Knowledge	Navigation and use of PDE SAS as a lesson planning tool for both content and assessment
Supportive Research	PDE SAS

Designed to Accomplish

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For school and district administrators, and other educators seeking leadership roles:

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Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Chester HS in the Chester-Upland SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Meets **ESSA requirements for Title I schools**

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Chester HS in the Chester-Upland SD for the 2014-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

This narrative is empty.

Describe the continuing areas of concern from past the year.

This narrative is empty.

Describe the initiatives that have been revised.

This narrative is empty.

2016-2017 Improvement Evaluation

Describe the success from the past year.

Chester High School re-established its presence as a positive force in the community through several programs - re-establishing the Marching Band allowed for participation in both the Homecoming and Mother's Day Parades, students participated in a Suicide Prevention Run and an Autism Awareness Walk, and a Bocce Ball Team was created and competed.

Describe the continuing areas of concern from the past year.

Academic performance remains the greatest concern with less than 10% of students achieving proficiency on the Keystone Exams and a graduation rate below 50%.

Describe the initiatives that have been revised.

A more rigorous academic program has been built into the school schedule for 2017-2018, including Keystone Workshop courses (semester length) for all students who did not achieve proficiency on the current exams and the installation of lab periods for all science to foster critical thinking and problem solving skills. Class time has been increased for all classes by five minutes per period, resulting in an additional fifteen hours of instruction, and Physics has been reintroduced as a senior level science course for college prep students.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The overall climate and learning environment has improved greatly. There has been a greater than 70% decrease in serious incidents, fights, suspensions and overall school violence. This decrease has created a school atmosphere that can now focus on teaching and learning.

Describe the continuing areas of concern from the past year.

The schools inability to meet targets for graduation rate is a concern as well as high numbers of students who score below basic on the Algebra, Biology and Literature Keystone exams.

Describe the initiatives that have been revised.

The partnership with Perrformance Factt will continue to provid focused professional development to improve delivery of instruction, data monitoring and curriculum implementation for all teachers.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

The overall climate and learning environment has improved greatly. There has been a greater than 70% decrease in serious incidents, fights, suspensions and overall school violence. This decrease has created a school atmosphere that can now focus on teaching and learning. The offerings for Dual Enrollment created by the parntnership with Widner University and Delaware County College (DCCC), has helped to energize our honors program. Students are very excited about the continuation of this partnership.

Describe the continuing areas of concern from the first year plan.

The schools inability to meet targets for graduation rate is a concern as well as high numbers of students who score below basic on the Algebra, Biology and Literature Keystone exams.

Describe the initiatives that have been revised.

The partnership with Houghton Mifflin Harcourt will provided focused professional development to improve delivery of instruction, data monitoring and curriculum implementation for all teachers.
The Keystone intervention course will provide academic support for all students.