

STEM at Showalter  
**School Improvement Plan**  
07/01/2014 - 06/30/2019

# School Profile

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## Demographics

### *STEM at Showalter*

1100 West 10th Street  
 Chester, PA 19013  
 (610)447-3401

Federal Accountability Designation: Priority  
 Title I Status: Yes  
 Schoolwide Status: Not Provided  
 Principal: Jonas Crenshaw  
 Superintendent: Juan Baughn

## Stakeholder Involvement

Name	Role
Gary Otto	Academic Recovery Liaison : School Improvement Plan
Jonas Crenshaw	Building Principal : School Improvement Plan
A. Jean Arnold	Community Representative : School Improvement Plan
Tyrone Neal	Ed Specialist - School Counselor : School Improvement Plan
Brenden Bell	High School Teacher - Regular Education : School Improvement Plan
Richard Paquette	High School Teacher - Regular Education : School Improvement Plan
Michele Paulick	High School Teacher - Regular Education
Stephanie Donofry	Instructional Coach/Mentor Librarian : School Improvement Plan
Julanne Labrum	Middle School Teacher - Regular Education : School Improvement Plan
Philana Martinelli	Parent : School Improvement Plan
Tyra Quail	Parent : School Improvement Plan

# Assurances

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## 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

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

Attendance Rate: 90%

### Accomplishment #2:

Test Participation: 95%

### Accomplishment #3:

Graduation Rate: 99%

### Accomplishment #4:

100% of graduating students applied to post-secondary schooling

### Accomplishment #5:

The percentage of students who scored Proficient or better on the 8th grade ELA PSSA grew more by more than 12 percentage points from Spring 2015 to 2016.

### Accomplishment #6:

The percentage of students who scored proficient or better on the 2016 Algebra I Keystone grew by more than 10 percentage points from 2015 to 2016.

### Accomplishment #7:

90% of all 10th and 11th grade students took the PSAT in October 2016.

### Accomplishment #8:

The school had the first student pass an AP exam in the history of the school district.

### Accomplishment #9:

100% of juniors and seniors took a PSAT prep course.

## School Concerns

### Concern #1:

35.1% of 7th Grade Students scored Proficient or Above on 2016 PSSA in ELA

**Concern #2:**

Only 13% of 7th Grade Students scored Proficient or Above on 2016 PSSA in Math.

**Concern #3:**

Only 26.3% of 8th Grade Students scored Proficient or Above on the 2016 PSSA Assessment in ELA.

**Concern #4:**

Only 7.7% of 8th Grade Students scored Proficient or Above on the 2016 PSSA Math Assessment.

**Concern #5:**

Only 16.4% of students who took the 2016 Algebra I Keystone Assessment scored Proficient or Advanced.

**Concern #6:**

Only 13.4% of students who took the 2016 Literature Keystone Assessment scored Proficient or Advanced.

**Concern #7:**

Only 6.4% of students who took the 2016 Keystone Biology Assessment scored Proficient or Advanced.

**Concern #8:**

Only 3 students met the ACT/SAT college readiness benchmark.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:**

35.1% of 7th Grade Students scored Proficient or Above on 2016 PSSA in ELA

Only 13% of 7th Grade Students scored Proficient or Above on 2016 PSSA in Math.

Only 26.3% of 8th Grade Students scored Proficient or Above on the 2016 PSSA Assessment in ELA.

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Only 7.7% of 8th Grade Students scored Proficient or Above on the 2016 PSSA Math Assessment.

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Only 16.4% of students who took the 2016 Algebra I Keystone Assessment scored Proficient or Advanced.

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Only 13.4% of students who took the 2016 Literature Keystone Assessment scored Proficient or Advanced.

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Only 6.4% of students who took the 2016 Keystone Biology Assessment scored Proficient or Advanced.

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Only 3 students met the ACT/SAT college readiness benchmark.

**Systemic Challenge #2** (*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:**

35.1% of 7th Grade Students scored Proficient or Above on 2016 PSSA in ELA

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Only 13% of 7th Grade Students scored Proficient or Above on 2016 PSSA in Math.

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Only 26.3% of 8th Grade Students scored Proficient or Above on the 2016 PSSA Assessment in ELA.

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Only 13.4% of students who took the 2016 Literature Keystone Assessment scored Proficient or Advanced.

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Only 6.4% of students who took the 2016 Keystone Biology Assessment scored Proficient or Advanced.

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Only 3 students met the ACT/SAT college readiness benchmark.

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

**Aligned Concerns:**

35.1% of 7th Grade Students scored Proficient or Above on 2016 PSSA in ELA

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Only 13% of 7th Grade Students scored Proficient or Above on 2016 PSSA in Math.

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Only 26.3% of 8th Grade Students scored Proficient or Above on the 2016 PSSA Assessment in ELA.

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Only 6.4% of students who took the 2016 Keystone Biology Assessment scored Proficient or Advanced.

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Only 3 students met the ACT/SAT college readiness benchmark.

# School Level Plan

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## Action Plans

**Goal #1:** 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: Annual

Data Source: PSSA or Keystone Assessment

Specific Targets: By Spring 2017, there will be a 5% increase in student achievement as identified by the number of students scoring Proficient or Advanced on PSSA or Keystone Assessments.

Type: Annual

Data Source: School Performance Profile

Specific Targets: By Spring 2017, the STEM SPP score will increase by no less than 10 points.

Type: Annual

Data Source: SAT College Readiness Benchmark

Specific Targets: By Spring 2017, no less than 5% of 11th and 12th graders who take the SAT will meet the college readiness benchmark.

## **Strategies:**

### *Professional Development - Standards Aligned Curriculum*

**Description:**

The district and school will provide multiple professional development opportunities for educators to familiarize, plan, and create student work tasks and assessments which will be a reflection of the Standards Aligned Curriculum.

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

### *School Improvement Grant for Instructional Specialist*

**Description:**

By means of the School Improvement Grant, STEM Academy at Showalter will hire a STEM Instructional Specialist who will provide professional development, coaching, and modeling for teachers that is aligned to the Pennsylvania Standards Aligned System and includes the integration of STEM-related work tasks.

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

### ***Implementation Steps:***

#### *Professional Development on Standards-Aligned Instruction*

**Description:**

Teachers will receive professional development on the PA Core Curriculum Standards in an effort to ensure that all classroom instruction is aligned to state curriculum standards. As part of the professional development, teachers will identify key vocabulary terms and pre-requisite skills for each eligible content standard to ensure that instruction is scaffolded in every classroom. Additionally, non-core content teachers will identify ELA, Math, or Science eligible content standards that can be integrated within each non-core discipline. All teachers will receive content-specific professional development on low-performing content standards as indicated on PSSA, Keystone, and Benchmark Assessments.

Evidence: PA Core Curriculum Standards, Chester-Upland Curriculum Planning Calendars, Professional Development Agendas, PVAAS Assessment Anchor Performance Data

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development - Standards Aligned Curriculum

#### *Standards Aligned Instruction - Administrative Supervision*

**Description:**

Administrators will monitor each teacher's lesson plan and instructional agendas to ensure that instructional activities are aligned to PA Core Standards.

Evidence: Teacher Lesson Plans, Instructional Agendas, Student Work

**Start Date:** 9/5/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development - Standards Aligned Curriculum

### *Curriculum Map Development*

**Description:**

The administration of STEM Academy will provide professional development support for teachers in creating curriculum guides for all non-core area classrooms. In addition to identifying key concepts to be taught per each course, school administrators will engage teachers in identifying standardized learning experiences as well as PA Core standards from ELA, Math, and/or science that will be integrated into each course. Finally, teachers will use the curriculum guide to identify when key concepts will be taught on either a semester or year-long basis.

Evidence: Curriculum Planning Documents for Social Studies, Science, Elective, and STEM Courses

**Start Date:** 7/17/2017    **End Date:** 1/3/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development - Standards Aligned Curriculum
- School Improvement Grant for Instructional Specialist

### *Administrator Monitoring of Curriculum Implementation*

**Description:**

The administration will monitor non-core classrooms for implementation of curriculum guides created by STEM teachers. The administrator will review teacher lesson plans and instructional activities to ensure that teachers are teaching key concepts and are also integrating ELA, Math, and/or Science core content standards across the disciplines.

Evidence: Teacher Lesson Plans, Student work samples

**Start Date:** 9/5/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development - Standards Aligned Curriculum
- School Improvement Grant for Instructional Specialist

### *Coaching, Professional Development, and Modeling*

**Description:**

The STEM Instructional Specialist will work with faculty members to assist in instructional planning, increasing rigor, and integrating STEM related content in all discipline areas.

**Start Date:** 7/17/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Professional Development - Standards Aligned Curriculum
- School Improvement Grant for Instructional Specialist

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA/Keystone

Specific Targets: By Spring 2017, the number of students who score Below Basic on the PSSA or Keystone Assessment will be reduced by 10% in every tested area.

Type: Annual

Data Source: PSSA/Keystone

Specific Targets: By Spring 2017, there will be a 7% increase in the number of students who score Proficient or Above on all PSSA/Keystone Assessments.

Type: Annual

Data Source: PVAAS

Specific Targets: All student groups and the historically underperforming student groups will show a year or more worth of growth compared to the previous school year

Type: Annual

Data Source: SAT Scores

Specific Targets: By Summer 2017, the number of students who meet the college readiness benchmark on the SAT will increase by 5%.

### ***Strategies:***

#### ***Substantial Professional Development***

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

### *Early-Release Wednesdays for Professional Development*

**Description:**

The faculty and administration of STEM Academy will utilize early-release Wednesdays to provide professional development and support analysis of student work via professional communities of practice. Each Wednesday, teachers will meet as grade-specific or content-specific teams to analyze student work and instructional practices across the school.

**SAS Alignment:** Standards, Assessment, Instruction, Safe and Supportive Schools

### ***Implementation Steps:***

### *Professional Development on Marzano's Nine Instructional Strategies*

**Description:**

Teachers will receive professional development on Marzano's Nine Instructional Strategies as identified in his book, *Classroom Instruction That Works*. After professional development sessions on each strategies, teachers will collaborate to create a school-specific approach to implementing each strategy.

Evidence: Classroom Instruction that Works Professional Development Guides, Professional Development Agendas, Student Learning Organizers, Graphic Organizers, Vocabulary Instruction Organizers

**Start Date:** 8/1/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development

- Early-Release Wednesdays for Professional Development

### *Administrator Monitoring of Marzano Instructional Strategies*

**Description:**

The school administrative team will monitor for the implementation of Marzano's Nine Instructional Strategies and will provide coaching, as necessary, for effective implementation in each classroom.

Evidence: Teacher Lesson Plans, Graphic Organizers, Learning Organizers

**Start Date:** 9/5/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Early-Release Wednesdays for Professional Development

### *Professional Development on Content-Specific Instructional Strategies*

**Description:**

Teachers will receive professional development on content-specific instructional strategies aligned to the Common Core Shifts in ELA and Math. For each Common Core Shift, the school leadership team will identify no less than two instructional strategies that support each shift. Teachers will be expected to integrate these content-specific instructional strategies in every classroom.

Evidence: Professional Development Agendas, Common Core Shifts in ELA, Common Core Shifts in Math, Instructional Strategies Binder for Teachers

**Start Date:** 8/1/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Early-Release Wednesdays for Professional Development

### *Administrator Monitoring of Content-Specific Instructional Strategies*

**Description:**

The administration will monitor implementation and usage of identified content-specific instructional strategies in every classroom. The administrator will review teacher lesson plans, observe implementation in the classroom, and offer feedback and coaching to teachers in an effort to have highly-effective implementation.

Evidence: Lesson Plans, content-specific strategy posters, student work samples

**Start Date:** 9/5/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Early-Release Wednesdays for Professional Development

### *Professional Development on Six-Trait Writing*

**Description:**

Every teacher will receive intensive professional development on Six-Trait Writing in an effort to drastically improve student writing at STEM Academy. Each month, teachers will receive professional development on a different trait of the six-trait writing process. During that month, teachers will provide direct instruction on the aligned writing standards and use a trait-specific grading rubric to assess student writing based on that trait. By February, 2018, every student will have been graded on all six traits. In addition, all ninth and tenth grade students will be enrolled in a writing intervention course that provides additional writing instruction based on the Six Traits.

Evidence: Six Trait Professional Development Materials, Professional Development Agendas, Six Trait Writing Rubrics

**Start Date:** 7/1/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development

### *Administrator Monitoring of Six-Trait Writing Process*

**Description:**

Each month, administrators will monitor teacher lesson plans and student writing portfolios for writing practice and rubric-aligned grading for each trait. Administrators will provide feedback and support to improve the inter-rater reliability of grading among teachers as well as coaching for more effective instructional approaches in the classroom.

Evidence: Student writing samples with attached rubrics, six-trait writing posters, lesson plans

**Start Date:** 9/5/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Early-Release Wednesdays for Professional Development

### *Professional Development on Understanding By Design*

**Description:**

Teachers will receive professional development on Understanding by Design. As such, teachers will learn how to create rigorous, standards-aligned assessments as the first step of the instructional planning process. Subsequently, teachers will build scaffolded lessons with rigorous learning activities that help students improve their academic achievement on an on-going basis.

Evidence: Understanding By Design Professional Development Materials, Professional Development Agendas

**Start Date:** 9/5/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Early-Release Wednesdays for Professional Development

### *Administrator Monitoring of Understanding By Design*

**Description:**

Administrators will monitor the creation of standards-aligned assessments and standards-aligned instructional activities in each classroom. Teachers will turn in their assessments prior to teaching instructional units to ensure that lessons are planned on a "backwards design" approach. The administrators will then monitor teacher lesson plans as well as the rigor of instructional activities to ensure that they will help students achieve mastery on routine assessments.

Evidence: Teacher assessments, teacher lesson plans, student work samples

**Start Date:** 9/6/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Early-Release Wednesdays for Professional Development

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA/Keystone

Specific Targets: By Spring 2017, there will be a 7% increase in the number of students who score Proficient or Advanced on all PSSA and Keystone Assessments.

Type: Annual

Data Source: PSSA/Keystone Assessments

Specific Targets: By Spring 2017, there will be a 10% reduction in the number of students who score Below Basic on all Keystone and PSSA assessments.

Type: Annual

Data Source: PVAAS

Specific Targets: 5% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Annual

Data Source: SPP Score

Specific Targets: By Spring 2017, the School SPP score will have improved by 10 points.

### ***Strategies:***

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition,

analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### *Partnership with Performance Fact*

**Description:**

In tandem with a partnership with Performance Fact, the faculty and leadership team of STEM Academy will have regular Data Summits to analyze student benchmark and state assessment data, discover instructional practices that serve as the root-cause of poor student performance, and create six-week action plans intended to ensure continual reflection and strategizing of the instructional improvement process.

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

### ***Implementation Steps:***

#### *Data Analysis - Professional Development*

**Description:**

Data Analysis will occur during weekly grade level common planning meetings to collaboratively analyze student data in Reading, Writing, & Math. This common planning time will identify effective instructional practices and assessments to improve areas of need. Additionally, members of the Data Analysis Team will lead common planning time or professional development that will be on going throughout the year. Administrators and Educators will have access to data through a variety of sites including E-Metrics, PVAAS, and Insight as a means of making instructional decisions for professional development.

Evidence: Professional Development Calendar, Flexible Schedule which has common planning time built in

**Start Date:** 9/5/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Partnership with Performance Fact

### *Data Analysis Teams - Evaluation*

**Description:**

The school leadership team will meet every six weeks to evaluate student data and assess instructional areas of concerns to be addressed in future professional development sessions led by building administrators and/or the STEM Instructional Specialist . Building administration will be responsible for scheduling and agenda of Data Summit agendas.

Evidence: Schedule, Team Sign-in Sheet, Meeting Minutes

**Start Date:** 8/1/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Partnership with Performance Fact

### *Data Analysis - Monitoring*

**Description:**

Building Administrators will meet with teachers to review their data analysis, completion of data protocol sheets, and notes from instructional conversations with students regarding the progress of lessons and adaptations based upon data review.

Teachers will monitor data through a variety of warehousing sites including OnHand Schools

Student Data Monitoring will be implemented with their own 'Self-Monitoring' protocol sheet. This 'Self-Monitoring' protocol will address student progress for their classes, on-line programs, and content portfolios.

Evidence: Data folders, data protocol sheets, student work

**Start Date:** 9/5/2017    **End Date:** 6/15/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Partnership with Performance Fact

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for STEM at Showalter.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for STEM at Showalter 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 STEM at Showalter in the Chester-Upland SD for the 2014-2019 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 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.**

In the 2016-2017 academic year, the school experienced a few successes:

- The percent of students scoring proficient or better on all PSSA content area assessments increased.
- There was a 13% increase in the number of students scoring proficient or better on the 2016 Algebra I Keystone Assessment
- 90% of 10th and 11th grade students took the PSAT
- 100% of 11th and 12th grade students were enrolled in a PSAT prep course.
- 15 new courses were added to the school's course catalog
- The percentage of students enrolling in four-year colleges or universities increased by more than 7%.

### **Describe the continuing areas of concern from the past year.**

We have identified the continuing areas of concern:

- Students still score under 20% proficient on all Keystone Assessments
- Students still drastically under-perform on math PSSA Assessments
- There are only a few students who score higher than 1000 on the SAT Assessment

- More than 65% of students who enrolled in post-secondary education had to take remedial courses

**Describe the initiatives that have been revised.**

1. All ninth and tenth grade students will take a mandatory writing composition course to improve writing based on the Six Trait Writing Model.
2. An additional math intervention class will be offered for students who are not ready for Algebra I
3. STEM will convert from a modified block schedule to a 4x4 instructional block

## 2015-2016 Improvement Evaluation

**Describe the success from the past year.**

In accordance with last year's school improvement plan, the administration and leadership team at STEM Academy at Showalter was able to implement several of the steps outlined. In Fall 2015, professional development was centered around the PA Core Standards. The school administration in conjunction with a representative from Houghton Mifflin Harcourt provided ongoing professional development on the PA Core Standards and worked with teachers in each content area to better understand the state curriculum that was to be delivered in each classroom. Another success from the previous year was a school-wide focus on data to make instructional and programmatic decisions. Spring 2015 assessment data was used to identify students who would be scheduled into intervention courses and be re-tested. Additionally, teachers used benchmark testing data to identify standards that students did not master as well as identify students who had the potential of scoring proficient with additional assistance.

Other successful initiatives include the implementation of a block schedule that was used to increase instructional time in each class. Teachers were provided on-going professional development on the utilization of time in an extended period and continually improved the maximization of their time with students. Additionally, organizational management systems (admissions policy, academic probation system, student assistance program, interventions, etc.) were modified and drastically improved the climate of the school. Suspensions were reduced from more than 400 in the 2014-2015 school year to less than 100 in the 2015-2016 school year. The use of a new attendance protocol also reduced the number of students who were truant from class.

**Describe the continuing areas of concern from the past year.**

The primary concerns that continue to prevail at STEM Academy are the low student data points. The following outlines state assessment data in Spring 2015:

- 7th Grade Math - 9% Proficient
- 7th Grade ELA - 34% Proficient

- 8th Grade Math - 1% Proficient
- 8th Grade ELA - 14% Proficient
- Algebra I - 4% Proficient
- Literature - 28.9% Proficient
- Biology - 5% Proficient

The aforementioned performance percentages underscore the need to continue the active monitoring of standards-based instruction in all classes as well as the instructional strategies used to deliver content in each class. We are hopeful that by continuing to deeply focus on core content standards, content-specific instructional strategies, and instructional planning, we will notice improvement on student performance on state and national assessments.

#### **Describe the initiatives that have been revised.**

When the leadership team met to discuss revisions for the 2016-2017 school improvement plan, we answered all questions from the needs assessment provided by the Pennsylvania Department of Education. Where an action plan was made for school climate and safety during the 2015-2016 school year, members of the leadership team felt like the school could answer "yes" to all questions posed in the needs assessment regarding school climate and safety. As such, a goal and action plan for school safety was removed from the new plan.

As such, the focus for the 2016-2017 school improvement plan is strongly reliant on instructional initiatives. While continuing to provide professional development on PA Core Curriculum Standards, we will focus on research-based instructional approaches (Classroom Instruction That Works), content-specific instructional strategies that align with the common core instructional shifts, and rubric-based writing in every classroom. We are confident that a laser-like focus on instruction and data will allow us to realize gains in student achievement at our school.

### **2014-2015 Improvement Evaluation**

#### **Describe the success from the first year plan.**

District Administration, Building Administration, Educators, and Community Leaders increased offerings for Dual Enrollment with Widener University and Delaware County Community College; increased AP Course Offering in History & Literature; increased data monitoring for reading scores of 7-10 grade students.

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

The implementation and teacher training of Understanding by Design; access to relevant data for all teachers, administrators, and community within all contents.

#### **Describe the initiatives that have been revised.**

In partnership with HMH an annual professional development calendar will be developed and implemented on July 1, 2015 to improve instruction, data monitoring for all content areas, and curriculum implementation.

