School Plan – Template

I. Ready- Prepare for Planning

A. Profile and Plan Essentials

School	STEM Academy @ Showalter			School/Branch	Chester Upland School District
Address 1	1100 W. 10th Street				
Address 2					
City	Chester	State	PA	Zip Code	19013
Principal Name	Dr. Jason V. Hamer				
Principal Email	jhamer@chesteruplandsd.org				
Principal Phone Number	610-447-3650			Ext	3650
Superintendent/CEO/Executive Director Name	Dr. Juan R. Baughn				
Superintendent/CEO/Executive Director Email	jbaughn@chesteruplandsd.org				
School Improvement Facilitator Name	Portia Slaughter				
School Improvement Facilitator Email	Portia_Slaughter@iu13.org				

B. Steering Committee

Committee Members and Positions in LEA/Community:

Name	Position/Role	Building/Group/Organization	Email
Dr. Jason V. Hamer	STEM Principal	STEM - CUSD	jhamer@chesteruplandsd.org
Mr. Brendan Bell	STEM Assistant Principal	STEM - CUSD	bbell@chesteruplandsd.org
Ms. Stephanie Donofry	STEM CSI Instructional Coach	STEM - CUSD	sdonofry@chesteruplandsd.org
Dr. Eric Pugh	CUSD Supervisor of Pupil Services	Central Office - CUSD	epugh@chesteruplandsd.org
Ms. Chanel Turner-Wright	STEM - Guidance Counselor	STEM - CUSD	cturnerwright@chesteruplandsd.org
Ms. Casey Hargadon	STEM - Guidance Counselor	STEM - CUSD	chargadon@chesteruplandsd.org
Ms. Tammy Cox-Cottman	CUSD - Social Worker	STEM - CUSA - CUSD	tcoxcottman@chesteruplandsd.org
Ms. Stephanie Scappa-Hall	Community Member	Chester Education Foundation -CEF	sscappa@yahoo.com
Ms. Claudia Averette	Community Member	Local Consultant	caverette@chesteruplandsd.org
Ms. Philana Tyler	STEM Parent	PTSA Member	lolat33@gmail.com
Mr. Mike Freeman	STEM Parent	PTSA Member	mnmfreeman728@yahoo.com

Ms. Julanne Labrum	STEM MS Teacher	STEM - CUSD	jlabrum@chesteruplandsd.org
Ms. Caitlin Merto	STEM HS Teacher	STEM - CUSD	cmerto@chesteruplandsd.org

C. Vision for Learning

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

We envision STEM Academy as an example of excellence in academic achievement for the CUSD community. We strive to provide a high-quality education designed to assist students in developing 21st Century skills by becoming problem solvers, critical thinkers, and lifelong learners. STEM's rigorous academic and extracurricular programs will prepare our students for a global society by developing an appreciation for cultural differences and teaching them how to become responsible citizens.

We see our students as highly motivated, creative and having a wealth of opportunities. We envision the staff, students, parents, and community actively working together to respectfully and cooperatively accomplish our mission and to make our vision a reality.

II. Set- Complete a Needs Assessment

A. Future Ready PA Index:

Review of the School Level Performance

Strengths

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

Indicator	Comments/Notable Observations
2019 English/Literature PVAAS Academic Growth Score for All Student Group	The All Student Group met the 2019 PVAAS Academic Growth Standard in English/Literature.
2019 Math/Algebra PVAAS Academic Growth Score for All Student Group	The All Student Group met the 2019 PVAAS Academic Growth Standard in Math/Algebra.

Challenges

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

Indicator	Comments/Notable Observations
2019 Regular Attendance for All Student Group	Regular Attendance was reported as 37.2% for the All Student Group.
2019 Career Standards Benchmark for All Student Group	Career Standards Benchmark was reported as 0% for the All Student Group.
2019 Four Year Cohort Graduation Rate	The Four Year Cohort Graduation Rate was reported as 49% for the All Student Group.
Percent Proficient or Advanced on the 2019 ELA PSSA/Literature Keystone for the All Student Group	31.8% of the All Student Group scored Proficient or Advanced on the 2019 ELA PSSA/Literature Keystone.
Percent Proficient or Advanced on the 2019 Math PSSA/Algebra Keystone for the All Student Group	12% of the All Student Group scored Proficient or Advanced on the 2019 Math PSSA/Algebra Keystone.
Percent Proficient or Advanced on the 2019 Spring Keystone Algebra Exam	9.6% of All Testers scored Proficient or Advanced on the 2019 Spring Keystone Algebra Exam.
Percent Proficient or Advanced on the 2019 Spring Keystone Biology Exam	16.7% of All Testers scored Proficient or Advanced on the 2019 Spring Keystone Biology Exam.
2017-2019 Math PSSA Proficiency Comparison	The percent of students scoring Proficient or Advanced decreased from 17.5% in 2017, 12.0% in 2018 to 7.7% in 2019.

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

Strengths

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

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
2019 PVAAS Growth Standard for ELA/Literature	Black Student Group	The Black Student Group met the 2019 PVAAS Growth Standard for ELA/Literature.
2019 PVAAS Growth Standard for Math/Algebra	Black Student Group	The Black Student Group met the 2019 PVAAS Growth Standard for Math/Algebra.
2019 PVAAS Growth Standard for Math/Algebra	Economically Disadvantaged Group	The Economically Disadvantaged Group met the 2019 PVAAS Growth Standard for Math/Algebra.

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

Indicator	Grade level (s) and/or Student Group(s)	Comments/Notable Observations
Percent Proficient or Advanced on 2019 English PSSA/Literature Keystone	Black Student Group	The Black Student Group did not meet the Proficient or Advanced interim target for the 2019 English PSSA/Literature Keystone.
Percent Proficient or Advanced on 2019 Math PSSA/Algebra Keystone	Black Student Group	The Black Student Group did not meet the Proficient or Advanced interim target for the 2019 Math PSSA/Algebra Keystone.
Percent Proficient or Advanced on 2019 Math PSSA/Algebra Keystone	Economically Disadvantaged Group	The Economically Disadvantaged Group did not meet the Proficient or Advanced interim target for the 2019 Math PSSA/Algebra Keystone.
Percent Proficient or Advanced on 2019 English PSSA/Literature Keystone	Economically Disadvantaged Group	The Economically Disadvantaged Group did not meet the Proficient or Advanced interim target for the 2019 English PSSA/Literature Keystone.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement your Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
The All Student Group met the 2019 statewide PVAAS standard for growth in English.
The All Student Group met the 2019 statewide PVAAS standard for growth in Math.
The Black Student Group met the 2019 PVAAS Growth Standard for English.
The Economically Disadvantaged Student Group met the 2019 PVAAS Growth Standard for English.

Challenges - Which of the identified challenges are most pressing and, if improved, would greatly impact your progress in achieving your Future Ready PA Index interim targets? Please enter one challenge per line.
31.8% of the All Student Group scored proficient or Advanced on the 2019 English/PSSA/ Keystone.
The Black Student Group did not meet the Proficient or Advanced interim target for the 2019 Math

PSSA/Algebra Keystone.

B. Future Ready PA Academics

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

Data	Comments/Notable Observations
2019/2020 SAT Evidence-Based Reading Scores	Seniors had a mean score of 437 on the Evidence-Based Reading section of the SAT.
2019 PVAAS Literature Keystone Academic Growth Scores	Students met PVAAS growth benchmarks in all quintiles on the 2019 Literature Keystone.
2019 Grade 7 PVAAS ELA Academic Growth Scores	The 7th grade All Student Group met the PVAAS Academic Growth Standard on the 2019 English Language Arts PSSA.
2019 Grade 7 ELA PSSA Reporting Categories	7th grade students averaged 4.8 out of possible 8 points in Vocabulary Acquisition and Use Reporting Category on the 2019 ELA PSSA.
2019 Grade 8 ELA PSSA Reporting Categories	8th grade students averaged 3.6 out of possible 9 points in Vocabulary Acquisition and Use Reporting Category on the 2019 ELA PSSA.
ELA CDT - 2nd Administration	9.2% of 6th grade students demonstrated significant growth in ELA from 1st to 2nd administration of 2019-2020 CDT.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
Students met PVAAS growth benchmarks in all quintiles on the 2019 Literature Keystone.	
The 7th grade All Student Group met the PVAAS Academic Growth Standard on the 2019 English Language Arts PSSA .	
Challenges - Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	
Seniors had a mean score 437 on the Evidence-Based Reading section of the SAT.	

Mathematics (Please enter one Data source per line)

Data	Comments/Notable Observations
2019/2020 SAT Mathematics Scores	Seniors had a mean score 405 on the Mathematics section of the SAT.
2019 Grade 7 PVAAS Math Academic Growth Scores	7th grade students met the PVAAS Academic Growth Standard on the 2019 Math PSSA.
2019 Grade 8 PVAAS Math Academic Growth Scores	8th grade students met the PVAAS Academic Growth Standard on the 2019 Math PSSA.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
7th grade students met the PVAAS Academic Growth Standard on the 2019 Math PSSA.	
8th grade students met the PVAAS Academic Growth Standard on the 2019 Math PSSA.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	
Seniors had a mean score 405 on the Mathematics section of the SAT.	

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

Data	Comments/Notable Observations
Master Schedule	STEM offers 10 higher level math and science courses.
Master Schedule	STEM offers 3 Engineering courses.
Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.	
STEM offers 10 higher level math and science courses.	
STEM offers 3 Engineering courses.	
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.	

C. Related Academics

Career Readiness (Please enter one Data source per line)

Data	Comments/Notable Observations
2019 Career Standards Benchmark	Career Standards Benchmark was reported as 0% for the All Student Group.

Career and Technical Education Programs (Required if School offers CTE programs)
(Please enter one Data source per line)

Data	Comments/Notable Observations
Master Schedule	STEM added an introduction to Engineering course this school year
Master Schedule	STEM added an introduction to Communications Technology course this school year
Master Schedule	52 students participated in CTE courses in the 2019/2020 school year

Arts and Humanities (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Environment and Ecology (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Family and Consumer Sciences (Optional)
(Please enter one Data source per line)

Data	Comments/Notable Observations

Health, Safety and Physical Education (Optional)

(Please enter one Data source per line)

Data	Comments/Notable Observations

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

Data	Comments/Notable Observations

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
Career Standards Benchmark was reported as 0% for the all student group

D. Equity Considerations

English Learners (Please enter one Data source per line)

Data	Comments/Notable Observations
English Language Growth/Attainment	This student group has Insufficient Evidence.

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

Data	Comments/Notable Observations
	Check your PSSA and growth data for grades 7 and 8.

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

Data	Comments/Notable Observations
Percent Proficient or Advanced on 2019 English PSSA/Literature Keystone	The Economically Disadvantaged Group did not meet the Proficient or Advanced interim target for the 2019 English PSSA/Literature Keystone.
Percent Proficient or Advanced on 2019 Math PSSA/Algebra Keystone	The Economically Disadvantaged Group did not meet the Proficient or Advanced interim target for the 2019 Math PSSA/Algebra Keystone.
2019 PVAAS English Language Arts/Literature Academic Growth Scores	The Economically Disadvantaged Group met the 2019 PVAAS Academic Growth Standard in English Language Arts/ Literature.
2019 PVAAS Math/Algebra Academic Growth Scores	The Economically Disadvantaged Group met the 2019 PVAAS Academic Growth Standard in Math/Algebra.

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

Student Groups	Comments/Notable Observations
Black	The Black Student Group did not meet the state benchmark for Proficient or Advanced for the 2019 PVAAS English.
Black	The Black Student Group did not meet the Proficient or Advanced interim target for the 2019 Math PSSA/Algebra Keystone.
Black	The Black Student Group met the 2019 PVAAS Growth Standard for Math/Algebra.
Black	The Black Student Group met the 2019 PVAAS Growth Standard for ELA/Literature.

Summary

Strengths- Which of the identified strengths are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
The Black Student Group met the 2019 PVAAS Growth Standard for ELA/Literature.
The Black Student Group met the 2019 PVAAS Growth Standard for Math/Algebra.

The Economically Disadvantaged Group met the Annual Academic Growth Expectations in English Language Arts/ Literature.
The Economically Disadvantaged Group met the Annual Academics Growth Expectations in Math/ Algebra.
Challenges- Thinking about the most pressing challenges identified in the Future Ready PA Index, which of the identified concerns highlighted here, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
The Black Student Group did not meet the state benchmark for Proficient or Advanced for the 2019 PVAAS English
The Black Student Group did not meet the state benchmark for Proficient or Advanced for the 2019 PVAAS Math
The Economically Disadvantaged Group met the 2019 PVAAS Academic Growth Standard in Math/Algebra.
The Economically Disadvantaged Group met the 2019 PVAAS Academic Growth Standard in English Language Arts Literature.

E. Conditions for Leadership, Teaching and Learning

PA Essential Practices for Schools

Focus on Continuous Improvement of Instruction				
	Not Yet Evident	Emerging	Operational	Exemplary
Align curricular materials and lesson plans to the PA Standards			X	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		X		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		X		
identify and address individual student learning needs		X		
Provide frequent, timely, and systematic feedback and support on instructional practices			X	
Empower Leadership				
	Not Yet Evident	Emerging	Operational	Exemplary
Foster a culture of high expectations for success for all students, educators, families, and community members		X		
Collectively shape the vision for continuous improvement of teaching and learning		X		
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school			X	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community		X		
Continuously monitor implementation of the school improvement plan and adjust as needed		X		
Provide Student-Centered Support Systems				
	Not Yet Evident	Emerging	Operational	Exemplary
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school:			X	

socially, emotionally, intellectually, and physically				
Implement an evidence-based system of schoolwide positive behavior interventions and supports		X		
Implement a multi-tiered system of supports for academics and behavior		X		
Implement evidence-based strategies to engage families to support learning			X	
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA			X	
Foster Quality Professional Learning				
	Not Yet Evident	Emerging	Operational	Exemplary
Identify professional learning needs through analysis of a variety of data		X		
Use multiple professional learning designs to support the learning needs of staff			X	
Monitor and evaluate the impact of professional learning on staff practices and student learning			X	

Summary

Strengths- Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing concerns? Please enter one strength statement in each line.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Use multiple professional learning designs to support the learning needs of staff
Monitor and evaluate the impact of professional learning on staff practices and student learning
Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior
Identify and address individual student learning needs
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

F. Summary of Strengths and Challenges from the Needs Assessments

Strengths- Which of the identified strengths are most positively contributing to achievement of

	your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges and concerns? Please enter one strength statement in each line.
	The All Student met the 2019 statewide PVAAS standard for growth in English.
	The All Student met the 2019 statewide PVAAS standard for growth in Math.
	Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.
	Challenges- Thinking about all of the most pressing challenges and concerns identified in the previous sections, which of the identified concerns, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures? Please enter one challenge per line.
	31.8% of the All Student Group scored Proficient or Advanced on the 2019 ELA PSSA/Literature Keystone.
	12% of the All Student Group scored Proficient or Advanced on the 2019 Math PSSA/Algebra Keystone.
	The Black Student Group did not meet the Proficient or Advanced interim target for the 2019 English PSSA/Literature Keystone.
	The Black Student Group did not meet the Proficient or Advanced interim target for the 2019 Math PSSA/Algebra Keystone.
	Seniors had a mean score 437 on the Evidence-Based Reading section of the SAT.
	Career Standards Benchmark was reported as 0% for the all student group.
	Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Most Notable Observations/Patterns- Reflecting back on your comments and observations throughout the needs assessment process, what stands out? Are there consistent patterns or trends as you move from Future Ready PA Index to Additional Student Performance Data to Conditions for Leadership, Teaching and Learning that you think are important to keep in mind as you move through the planning process?

As we move through the planning process, an important trend to keep in mind is that while the "Black Student Group" met the 2019 statewide PVAAS standard for growth in both Math and English, the "Black Student Group" did not meet the state benchmark for Proficient or Advanced in English or Math on the 2019 PVAAS data. Further, STEM seniors had a mean score of 437 on the Evidence-Based Reading section of the SAT demonstrating the need for an intensive focus on vocabulary acquisition throughout all grade levels and courses of study.

III. Go – Develop the Plan

A. Analyzing (Strengths and Concerns)

Challenges (Please enter one challenge per line.)		
Challenges	**Discussion Points**	**Priority (Y/N)**
Academic Vocabulary	Based on our needs assessment we focused our attention on Academic Vocabulary. In our root cause analysis, we noted that while students can use academic vocabulary while speaking, they struggle with reading and writing vocabulary. While we teach vocabulary, there is a need to be systematic in our approach in every classroom.	Y
Number Systems	By implementing a multi-system of support for students struggling with number systems in Algebra I, we can accelerate their pre-algebra skills to increase their probability of success in Algebra and higher math courses because of a framework that provides explicit and systematic instruction and interventions.	Y
Teacher Collaboration, PLCs and job-embedded coaching	By giving teachers opportunities to collaborate and receive support through job-embedded coaching and professional learning, students will meet or exceed growth expectations in ELA and Math because teachers will collectively plan and be provided in-class coaching support to implement evidence-based instructional strategies.	Y

Strengths (Please enter one strength statement in each line.)	
Strengths	**Discussion Points**
Vocab	The students can use academic vocabulary while speaking,
Teacher Collaboration, PLCs and job-embedded coaching	Teachers are eager to participate in PLCs and job embedded coaching
Number Systems	Students are making some growth in math

Priority Challenges (Please enter one challenge per line.)	
Analyzing Priority Challenges	**Priority Statements**
Academic Vocabulary	By giving students explicit and systematic content specific vocabulary instruction, our students' ability to learn and utilize new vocabulary

	will improve because students will have opportunities to effectively communicate both receptively and expressively.
Number Systems	By implementing a multi-system of support for students struggling with number systems in Algebra I, we can accelerate their pre-algebra skills to increase their probability of success in Algebra and higher math courses because of a framework that provides explicit and systematic instruction and interventions.
Teacher Collaboration, PLCs and job-embedded coaching	By giving teachers opportunities to collaborate and receive support through job-embedded coaching and professional learning, students will meet or exceed growth expectations in ELA and Math because teachers will collectively plan and be provided in-class coaching support to implement evidence-based instructional strategies.

B. Goal Setting

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

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

Outcome Category

English Language Arts

Measurable Goal Statement (Smart Goal)

As a result of targeted instruction in vocabulary, 41% (aligns to 2020/2021 interim Target) of students in grades 7-11 will meet the Spring Benchmark on AimsWebPlus Vocabulary benchmark.

Measurable Goal Nickname (35 Character Max)

Vocabulary

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
95% students in grades 7-11 will complete the first Aimsweb vocabulary benchmark assessment by September 20, 2020.	15% of students will reach the Aimsweb Vocabulary Fall Benchmark by December 30, 2020	25% of students will reach the Aimsweb Vocabulary Winter Benchmark by March 30, 2021.	As a result of targeted instruction in vocabulary instruction, 41% of students in grades 7-11 will reach the Aimsweb Vocabulary spring benchmark by June 30,

			2021.

Outcome Category

Mathematics

Measurable Goal Statement (Smart Goal)

As a result of targeted instruction in math problem solving, 40% of students in grades 7-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Number Systems Diagnostic Category between Benchmark #1 and Benchmark #3 by June 30, 2021.

Measurable Goal Nickname (35 Character Max)

Math Growth in Number Systems

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of students in grades 7 and 8 will take the CDT Number Systems Diagnostic Assessment by September 30, 2020.	CDT data will reflect a statistically significant increase in scores (two times the standard error) by 10 % of students from the baseline proficiency rate by December 30, 2020.	CDT data will reflect a statistically significant increase in scores (two times the standard error) by 25 % of students from the baseline proficiency rate by March 30, 2021.	As a result of targeted instruction in math problem solving, 40% of students in grades 7-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Number Systems between Benchmark #1 and Benchmark #3.

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

Outcome Category

English Language Arts

Measurable Goal Statement (Smart Goal)

As a result of systematic and collaborative planning during PLC and job embedded coaching, 90% of ELA and content area teachers will implement 100% of the designated evidence based vocabulary strategies as measured by walkthroughs and informal observations

Measurable Goal Nickname (35 Character Max)

Vocabulary Strategies

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
40% of ELA and content teachers will implement 100% of the designated evidence based vocabulary strategies as measured by walkthroughs and informal observations by September 30, 2020	**60% of ELA and content teachers will implement 100% of the designated evidence based vocabulary strategies as measured by walkthroughs and informal observations by December 30, 2020**	**80% of of ELA and content teachers will implement 100% of the designated evidence based vocabulary strategies as measured by walkthroughs and informal observations by March 30, 2021**	**90% of ELA and content teachers will implement 100% of the designated evidence based vocabulary strategies as measured by walkthroughs and informal observations by June 30, 2021**

Outcome Category

Mathematics

Measurable Goal Statement (Smart Goal)

As a result of systematic and collaborative planning during PLC and job embedded coaching, 90% of teachers will implement 100% of the designated evidence based math strategies as measured by walkthroughs and informal observations

Measurable Goal Nickname (35 Character Max)

Math Strategies

Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
40% of math teachers will implement 100% of the designated evidence based math strategies as measured by walkthroughs and informal observations by September 30, 2020	**60% of math teachers will implement 100% of the designated evidence based math strategies as measured by walkthroughs and informal observations by December 30, 2020**	**80% of math teachers will implement 100% of the designated evidence based math strategies as measured by walkthroughs and informal observations by March 30, 2021**	**90% of math teachers will implement 100% of the designated evidence based math strategies as measured by walkthroughs and informal observations by June 30, 2021**

C. Action Plan

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

Evidence-Based Strategy	Measurable Goals
Vocabulary EB Strategy - Tier 1- Strong Teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content-area classes such as science and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text. *Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C.,*	As a result of targeted instruction in vocabulary, 40% of students in grades 7-11 will demonstrate growth on the AimsWebPlus benchmark between the Fall and Spring Benchmarks

Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc. This report is available on the IES Web site at http://ies.ed.gov/ncee/wwc. *https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf*	
Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Ensure that instructional materials are systematic and explicit. In particular, they should include numerous clear models of easy and difficult problems, with accompanying teacher think-alouds. Provide students with opportunities to solve problems in a group and communicate problem-solving strategies. Ensure that instructional materials include cumulative review in each session. (Tier 1) Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Interven-tion (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.	As a result of targeted instruction in math problem solving, 40% of students in grades 7-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Number Systems Diagnostic Category between Benchmark #1 and Benchmark #3 by June 30, 2021.
The data showed that teacher-centered collaborative learning activities on mathematics teaching and learning (teacher collaboration and informal communication) seem to be more effective in improving student achievement than learning activities that do not necessarily involve such communications (professional development programs, university courses, individual learning activities). **Tier 3**	90% of math teachers will teach all of the evidence-based math problem-solving strategies by June 30, 2021 based on non-evaluative walkthroughs.

Akiba, M., Liang, G. (2016). Effects Of Teacher Professional Learning Activities On Student Achievement Growth. The Journal of Educational Research, vol. 21(1), 1-12. Retrieved May 9, 2020 from https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/9.	
Explicitly teach the following problem-solving strategies: Assist students in monitoring and reflecting on the problem-solving process. Tier 1 (pp. 17-22); Teach students how to use visual representations. Tier 1 (pp. 23-31); Expose students to multiple problem-solving strategies. Tier 2 or 3 (pp. 32-38); and Help students recognize and articulate mathematical concepts and notation. Tier 1 or 2 (pp. 39-46). Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2012). *Improving mathematical problem solving in grades 4 through 8: A practice guide* (NCEE 2012-4055). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch/.	As a result of targeted instruction in math problem solving, 40% of students in grades 7-8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Number Systems Diagnostic Category between Benchmark #1 and Benchmark #3 by June 30, 2021.
Instructional Coaching (Tier 2) The evidence indicated that instructional coaching improves both instructional practice and student achievement. Coaching was characterized as an observation and feedback cycle in which coaches model research-based practices and work with teachers to incorporate these practices into their classrooms. Understanding good teaching practices, and knowing how to use data are some of the skills associated with effective coaches. Tier 2 Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet]. 2018;88 (4) :547-588. https://scholar.harvard.edu/mkraft/publications/effect-teacher-coaching-instruction-and-achievement-meta-analysis-causal	90% of math teachers will teach all of the evidence-based math problem-solving strategies by June 30, 2021 based on non-evaluative walkthroughs. As a result of systematic and collaborative planning during PLC and job embedded coaching, 90% of ELA and content area teachers will implement 100% of the designated evidence based vocabulary strategies as measured by walkthroughs and informal observations

D. Action Plan

Create an Action Plan for each Evidenced-based Strategy

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

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

Evidence-based Strategy Name	Measurable Goals #1
Provide explicit vocabulary instruction	As a result of targeted instruction in vocabulary, 41% of students in grades 7-11 will meet the Spring Benchmark on AimsWebPlus Vocabulary benchmark.

Action Step	Anticipated Start	Completion Date
Purchase AIMS web to provide benchmark assessments, progress monitoring and intervention to students in literacy (vocabulary)	May 20, 2020	July 30, 2020
Lead Person/Position	**Material/Resources/Supports Needed**	
Dr. Hamer	AimsWebPlus	
Prof Development Step **No**		

Action Step	Anticipated Start	Completion Date
Develop vocabulary instruction protocol including instructional strategies; Decide on expectations for classroom vocabulary instruction. Create walk-through documents that identify vocabulary look-fors	June 30, 2020	September 30, 2020
Lead Person/Position	**Material/Resources/Supports Needed**	

S. Donofry/ B. Bell	Walkthrough Protocols
Prof Development Step **Yes**	

Action Step	**Anticipated Start**	**Completion Date**
Schedule to assess students in grades 7-11 on AIMS web vocabulary benchmark Develop schedule to progress monitor students using AIMS web progress monitoring tools	August 24, 2020	September 30, 2020.
Lead Person/Position	**Material/Resources/Supports Needed**	
S. Donofry	AimswebPlus	
Prof Development Step **No**		

Action Step	Anticipated Start	Completion Date
Provide Training to teachers on assessment (AIMS web)	virtual summer In person fall	September 30, 2020
Lead Person/Position	Material/Resources/Supports Needed	
S Donofry	AimswebPlus Training Materials DCIU/AimswebPlus Trainer	
Prof Development Step **Yes**		

Action Step	Anticipated Start	Completion Date

Use PLCs to discuss AIMS web data and plan instruction using vocabulary strategies for including Tier II and III academic vocabulary in lesson planning	September 1, 2020	June 30, 2021 .
Lead Person/Position	Material/Resources/Supports Needed	
S. Donofry/ B. Bell		
Prof Development Step **No**		

Action Step	Anticipated Start	Completion Date
Provide ongoing professional development (on site or virtual) On-going Coaching support for Instructional Planning that includes consistent vocabulary instruction	August 24, 2020	June 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Hamer		
Prof Development Step **Yes**		

Action Step	Anticipated Start	Completion Date
Provide students with strategies to make them independent vocabulary learners. Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction (across content areas)	September 7, 2020	June 30, 2021

Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading. (across content areas)		
Lead Person/Position	Material/Resources/Supports Needed	
S. Donofry		
Prof Development Step **No**		

Anticipated Output	**Monitoring/Evaluation**
• Schedules for: benchmarking, progress monitoring, PLCs • Vocabulary instruction protocol • Walkthrough documents	• Progress Monitoring • Administrative Walkthroughs • Non Evaluative Walkthroughs • Regional Improvement Team will Monitor Quarterly

Evidence-based Strategy Name	Measurable Goals #2
Explicit and Systematic Math Instruction and Interventions	As a result of targeted instruction and interventions, 41% of students in grades 7 and 8 will demonstrate statistically significant growth in Classroom Diagnostic Tool (CDT) Overall Scores between Benchmark #1 and Benchmark #3.

Action Step	Anticipated Start	
Develop schedule for CDT administration	August 24, 2020	September 30, 2020
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Hamer	CDT	
Prof Development Step **No**		

Action Step	**Anticipated Start**	
Plan and implement explicit and systematic instruction and interventions. Specific strategies include: (1) providing models of proficient problem solving; (2) verbalization of thought processes; (3) guided practice, corrective feedback, and frequent cumulative review; (4) instructional materials that include numerous clear models of	September 30, 2020	June 30, 2021

easy and difficult problems, with accompanying teacher think-alouds; and (5) student opportunities to solve problems in a group and communicate problem-solving strategies		
Lead Person/Position	**Material/Resources/Supports Needed**	
B. Bell/ S. Donofry	CDT	
Prof Development Step **Yes**		

Action Step	**Anticipated Start**	
Provide professional learning and modeling through job-embedded coaching for teachers and the teacher coach on the evidence-based instruction and intervention strategies.	September 2020	June 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Hamer		
Prof Development Step **Yes**		

Action Step	**Anticipated Start**	**Completion Date**

Screen students using CDT Number Systems Diagnostic to plan interventions that address individual needs. Regularly assess students to inform progress monitoring to determine the effectiveness of the interventions.	September 7, 2020	September 30, 2020
Lead Person/Position	**Material/Resources/Supports Needed**	
S. Donofry	CDT Diagnostic	
Prof Development Step **No**		

Action Step	**Anticipated Start**	
Utilize Data Wise Protocols during PLC meetings to maximize opportunities for collaboration around data-informed instructional decisions and analyze progress monitoring and benchmark data to evaluate the impact of classroom instruction on student learning.	September 7, 2020	Jun 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Hamer		
Prof Development Step **Yes**		

Anticipated Output	**Monitoring/Evaluation**

• CDT Schedule • PLC Schedule	• Administrative Walkthroughs • Non Evaluative Walkthroughs • Regional Improvement Team will Monitor Quarterly

Evidence-based Strategy Name	Measurable Goals #3
Teacher-centered collaborative learning activities and job-embedded coaching support	90% of math teachers will teach all of the evidence-based math problem-solving strategies by June 30, 2021 based on non-evaluative walkthroughs As a result of systematic and collaborative planning during PLC and job embedded coaching, 90% of ELA and content area teachers will implement 100% of the designated evidence based vocabulary strategies as measured by walkthroughs and informal observations

Action Step	Anticipated Start	
Create rubric for non-evaluative walkthroughs	July 30, 2020	August 24, 2020
Lead Person/Position	Material/Resources/Supports Needed	
B. Bell/ Dr. Hamer		
Prof Development Step **No**		

Action Step	Anticipated Start	
Provide professional learning and modeling through job-embedded coaching for teachers and the teacher coach on the evidence-based instruction and intervention strategies.	September 7, 2020	June 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	

S. Donofry	
Prof Development Step **No**	

Action Step	**Anticipated Start**	
Utilize Data Wise Protocols during PLC meetings to maximize opportunities for collaboration around data-informed instructional decisions and analyze progress monitoring and benchmark data to evaluate the impact of classroom instruction on student learning.	September 30, 2020	June 30, 2021
Lead Person/Position	Material/Resources/Supports Needed	
Dr. Hamer	Data Wise Protocol	
Prof Development Step **Yes**		

Anticipated Output	**Monitoring/Evaluation**
• Walkthrough Rubric • Coaching Schedule	• Administrative Walkthroughs • Non Evaluative Walkthroughs • Regional Improvement Team will Monitor Quarterly

E. Professional Development Steps

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

Professional Development Activity Name:		
Action Step	Provide Training to teachers on assessment (Aimsweb Plus Vocabulary)	
Audience	All teachers	
Topics to be Included	Components and Protocol for Aimsweb Plus	
Evidence of Learning	Use of Aimsweb Plus	
Material/Resources/Supports Needed	Aimsweb Plus/ DCIU Trainer	
Lead Person/Position	S Donofry	
Anticipated Timeline	Start: August 24, 2020	Completion: September 30, 2020

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)			
Types of Activities	Explanation of program Demonstration of assessment Demonstration of available data	Frequency	Once, more if needed
Danielson Framework Component Met in this Plan	4a, Reflecting on Teaching 3d, Using Assessment in Instruction 4d, Participating in a Professional Community 4e, Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to		

	select more than 2.

Professional Development Activity Name: PLC using DataWise Protocol		
Action Step	Use PLCs to discuss AIMS web data and plan instruction using vocabulary strategies for including Tier II and III academic vocabulary in lesson planning Utilize Data Wise Protocols during PLC meetings to maximize opportunities for collaboration around data-informed instructional decisions and analyze progress monitoring and benchmark data to evaluate the impact of classroom instruction on student learning.	
Audience	All teachers	
Topics to be Included	Aimsweb Plus Benchmark Analysis CDT Diagnostic Analysis Vocabulary instruction	
Evidence of Learning	Data Analysis Intervention Lesson Planning Classroom Instruction Observation	
Material/Resources/Supports Needed	DataWise Protocol Aimsweb Plus CDT	
Lead Person/Position	B. Bell/ S. Donofry	
Anticipated Timeline	Start: September 30, 2020	Completion: June 30, 2021.

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)			
Types of Activities	Data Walk Data Analysis Root Cause Analysis	Frequency	Bi-Weekly
Danielson Framework Component Met in this Plan	4a, Reflecting on Teaching 3d, Using Assessment in Instruction 4d, Participating in a Professional Community 4e, Growing and Developing Professionally Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name:		
Action Step	Provide professional learning and modeling through job-embedded coaching for teachers and the teacher coach on the evidence-based instruction and intervention strategies	
Audience	Teachers/Teacher Coach	
Topics to be Included	Evidence-Based Instruction	
Evidence of Learning	Classroom Instruction Implementation of Evidence-Based Strategies	
Material/Resources/Supports Needed	DCIU/TLS?	
Lead Person/Position	Dr. Hamer	
Anticipated Timeline	Start: August 24, 2020	Completion: June 30, 2021

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)			
Types of Activities	Job Embedded Coaching Strategy Focused Coaching	Frequency	Bi-Weekly
Danielson Framework Component Met in this Plan	4a, Reflecting on Teaching 4d, Participating in a Professional Community 4e, Growing and Developing Professionally 3c, Engaging Students in Learning Once the Comprehensive Portal Opens you will be able to select more than 2.		

Professional Development Activity Name:		
Action Step	Plan and implement explicit and systematic instruction and interventions	
Audience	Math Teachers	
Topics to be Included	Math strategies: (1) providing models of proficient problem solving; (2) verbalization of thought processes; (3) guided practice, corrective feedback, and frequent cumulative review; (4) instructional materials that include numerous clear models of easy and difficult problems, with accompanying teacher think-alouds; (5) student opportunities to solve problems in a group and communicate problem-solving strategies	
Evidence of Learning	Classroom instruction Lesson Planning Non Evaluative Walkthroughs	
Material/Resources/Supports Needed		
Lead Person/Position	Dr. Hamer	
Anticipated Timeline	Start: August 24, 2020	Completion: September 30, 2020

Learning Format (If you need additional Learning Format tables for this Professional Development Activity please copy and paste more into the document)			
Types of Activities	Demonstration of strategies	Frequency	Once, more as needed in PLC format
Danielson Framework Component Met in this Plan	Choose an item. 3c, Engaging Students in Learning 3d, Using Assessment in Instruction 4d, Participating in a Professional Community 4e, Growing and Developing Professionally 1e, Designing Coherent Instruction . Once the Comprehensive Portal Opens you will be able to select more than 2.		

Plan Communications

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

Communication Step	**Mode**
Summer Communication	**Robo Call**
	Audience
Topics of Message	**All Parents**
Welcome Back to School	**Anticipated Timeline: August, 2020**

Communication Step	**Mode**
Title 1 Back to School Night	**In Person**
	Audience
Topics of Message	**Parents and Community Members**
Title 1 Introduction **School Year Updates**	**Anticipated Timeline:** **September 2020**

Communication Step	**Mode**
Continue to communicate with SCSC on progress of School Improvement Plan	**Email**
	Audience
Topics of Message	**SCSC**
Where we stand with our plan	**Anticipated Timeline: Continuing**

Communication Step	Mode
Continuous Communication of Plan with Faculty/Staff	**In Person**
	Audience
Topics of Message	**Faculty/Staff**
Initial Overview of Plan; Review of Plan Progress	**Anticipated Timeline: Continuing**

Communication Step	Mode
Posting Plan on District Website for Public Review	**District Website/Board Agenda**
	Audience
Topics of Message	**CUSD Community Stakeholders**
Introduce School Plan to CUSD Community	**Anticipated Timeline: June 2020**

Communication Step	Mode
	Audience
Topics of Message	
	Anticipated Timeline

Plan Submission

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