Chester-Upland SD

District Level Plan

07/01/2019 - 06/30/2022
District Profile

Demographics
Attn: Administration Suite
232 West 9th Street
Chester, PA 19013-4288
610-447-3600
Superintendent: Juan Baughn
Director of Special Education: Tracy Ocacio

Planning Process
Comprehensive Planning is a continuous process used to ensure that all students are achieving at high levels. All schools can create better environments so that more students are successful. Continuous Comprehensive Planning of all schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in schools that demonstrate continuous growth. JoAnn Perotti, Director of Strategic Services with the Bucks County Intermediate Unit served as the External Facilitator of this process.

High performing schools with varied demographic conditions have shown they share common characteristics.

These Nine Characteristics are strongly correlated to consistently high performing schools. As school teams go through the process of Comprehensive planning, they will look for the presence of these characteristics. The characteristics are:

1. Clear and Shared Focus

   Everybody knows where they are going and why. The vision is shared—everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

2. High Standards and Expectations

   Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. Effective School Leadership
Effective leadership is required to implement change processes within the school. This leadership takes many forms. Superintendents often play this role, but so do teachers and other staff, including those in the school community. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

5. Curriculum, Instruction and Assessment Aligned with Standards

Curriculum is aligned with local, state and national standards. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

6. Frequent Monitoring of Teaching and Learning

Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.

7. Focused Professional Development

Professional development for all educators is aligned with the school’s common focus, objectives, and high expectations. It is ongoing and based on high need areas.

8. Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. High Levels of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community all play a vital role in this effort.

In accordance with Chapter 4 regulations, the Chester - Upland School District’s Comprehensive Plan was developed through active participation by parents, school directors, teachers, school administrators, other school personnel, business, and community representatives.
The new CUSD comprehensive plan is a continuation of previous plans and is an ongoing process designed to ensure appropriate programs and services for all students within the district. It has been a collaborative process involving representatives from all stakeholder groups. At the beginning of this process, collaborative meetings were held intermittently, and continued throughout the 13-14, 14-15, 16-17, 17-18 SY at various locations, including each of the district's schools, in an attempt to maximize participation of all stakeholders. Since the beginning of the 15-16 SY, these efforts have improved and increased tremendously, mostly due to a more consistent vision and mission for the district, increased efforts in targeted staff development, program growth, and an adopted PLC model to improve institutional capacity, across the district. The services of consultants from partners like: PaTTAN, PDE, GAP International, DCIU, American Reading Company, and Performance Fact ensures the realization of the Board of Education's vision and meets the compliance requirement of the Pennsylvania Department of Education.

The plan includes goals:

- Related to a standards aligned curriculum
- Differentiated instructional strategies
- Use of data to inform instruction and
- Effective professional development aligned to the goals

**Mission Statement**

The Chester Upland School District is Committed to Providing All Students the opportunity to Achieve Excellence in the four A’s: Academics, Athletics, the Arts, and Activities.

**Vision Statement**

The Vision of the Chester Upland School District is for every student to graduate from high school ready for college and/or a career in spite of any and all challenges.

**Shared Values**

Every student and adult feels cared for, valued, and supported every minute of every day...

Every student completes middle school ready for high school...
Every student completes elementary school ready for middle school...

**Educational Community**

CUSD is a small urban community of 33,972, 75% of whom identify as African American. This small urban community faces all of the same challenges as its big city counterparts, without the same resources. Chester is part of the First Congressional District, which, according to the Philadelphia Inquirer, is the second hungriest in the United States and the poorest place in Pennsylvania. Chester is listed as one of America’s 100 most dangerous cities, with the highest murder rate in the state and a violent crime rate more than seven times the state average. Citing Chester as a “bottomless hole of need,” the Inquirer reports its median household income at $24,978, 50% lower than the state average. Low paying jobs coupled with an unemployment rate consistently double the statewide average has left 36% of Chester’s residents living in poverty, 24% higher than the state’s poverty rate. 82.6% of students in CUSD qualify for free or reduced school lunch. Nearly one in four residents lacks a high school diploma and only 10% of the population holds a college degree. Results for youth are equally troubling. In 2010, less than 45% of CUSD students graduated from high school on time and 18% fail to graduate altogether. The percentage of district students who tested at proficient or advanced levels on the PSSA have held steady, with tragically low scores—32.5% in literacy, 12.91% in mathematics, and 13.36% in science on the 2016 PSSA—below half the state average.

The Chester Upland School District serves a small urban community of approximately 33,972, 75% of whom identify as African Americans. Chester Upland has a long, proud history, but since the 1960’s has faced significant challenges, many stemming from a greatly eroded economic base resulting in financial distress for the District and many of its residents. As poverty and crime increased, the City of Chester was designated as a financially distressed municipality by the Commonwealth of Pennsylvania and the state has maintained an active presence in the school district for over twenty years. Over 80% of the students in the District qualify for free and/or reduced lunches. The percentage of district students who score in the proficient or advanced range on state assessments (PSSA tests and Keystone Exams) remains considerably below the state average, and the financial situation of the District has remained tenuous at best, impacted greatly by the exodus of students to charter schools and the concomitant loss of state funding. The feeling of C-Pride long associated with the District’s highly successful sports and cheerleading programs remains alive and well. Recently, there has also been a renewed spirit of optimism with the appointment of a new Superintendent who brings with him both a track record of success and a long history of familiarity and involvement with the District. The challenges are daunting, but the hope remains that with some long overdue changes in the state funding system and inspired leadership within the District, a dramatic turnaround in terms of both student achievement and District finances can be realized, resulting in much greater stability and a return of full, local control.
## Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Pearl Cameron</td>
<td>Administrator : Professional Education</td>
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<tr>
<td>Tracy Ocasio</td>
<td>Administrator : Special Education</td>
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<tr>
<td>Jala Olds-Pearson</td>
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<td>Carlena Parker</td>
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<tr>
<td>Anthony Johnson</td>
<td>Board Member : Special Education</td>
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<td>Tyra Quail</td>
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<td>Julani Ghaner</td>
<td>Business Representative : Professional Education</td>
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<td>Rick Jacobs</td>
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<tr>
<td>Marcine Pickron-Davis</td>
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<td>Julani Ghana</td>
<td>Community Representative : Professional Education</td>
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<td>Pastor Washford</td>
<td>Community Representative : Professional Education</td>
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<tr>
<td>Tammy Strand-Yarbray</td>
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<td>Joshua Culbertson</td>
<td>Ed Specialist - Instructional Technology :</td>
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<td>Tamiko Barber</td>
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<td>Kimberly Malinowski</td>
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<td>J'Me McLaughlin</td>
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<td>JoAnn Perotti-External Facilitator</td>
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<td>Frances Santoleri</td>
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<td>Valerie Grant</td>
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<td>Marsha T. Robertson</td>
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<td>Philana Tyler</td>
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# Core Foundations

## Standards

### Mapping and Alignment

**Elementary Education-Primary Level**

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<tr>
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<th>Alignment</th>
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Explanation for standard areas checked "Needs Improvement" or "Non Existent":

All standards are accomplished or developing.

**Elementary Education-Intermediate Level**

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All standards are developing.

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Explanation for standard areas checked "Needs Improvement" or "Non Existent":

All standards are developing.

**Adaptations**

**Elementary Education-Primary Level**

*Checked answers*

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

*Unchecked answers*

None.
Elementary Education-Intermediate Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers
None.

Middle Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- History
- Science and Technology and Engineering Education

Unchecked answers
None.

High School Level

Checked answers

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- History
- Science and Technology and Engineering Education

Unchecked answers
None.

Explanation for any standards checked:

Chester Upland School District has improved its use of PA Academic Standards by ensuring that students are taught to recognize standards that are relevant to multiple subject areas. Hence, students are expected to transfer relevant skills and knowledge across subject areas. In addition, as per Chapter 339, PA Career and Work standards have been integrated into the K-12 grade curriculum.

Curriculum
**Planned Instruction**

**Elementary Education-Primary Level**

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<th>Curriculum Characteristics</th>
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<tr>
<td>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</td>
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<td>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</td>
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<td>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</td>
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Processes used to ensure Accomplishment:

Chester Upland School District’s literacy and math instructional schedules enable teachers in the elementary education-primary level to facilitate a gradual release model of teaching that includes: whole and small group instruction, independent learning, conferencing, and progress monitoring.

A continuous curriculum review cycle is facilitated by the Office of Curriculum & Instruction and includes: development, implementation, monitoring, evaluation, auditing and stakeholder collaboration. This iterative process is guided by PA Common Core Standards, PA Standards Aligned System (SAS), Chester Upland School District’s Academic Recovery Plan, student performance, as well as research-based teaching practices. The curriculum development and review process includes all school stakeholders.

The District has written curriculum for literacy and mathematics. During the 2017-2018 school year the district adopted an ELA program aligned to PA English Language Arts Standards. The current math program is under review for its effectiveness in supporting facilitation of teaching and improving student performance. Science and social studies curriculum will be completed during the 2018-2019 school year.

The district recently adopted an early literacy prevention program for students who are at the elementary-primary level. The program emphasizes foundational skills for: reading, spelling, phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, and handwriting. An early literacy prevention period is included in the daily instructional schedule. The goal of the early literacy prevention initiative is to ensure that all elementary-primary level students acquire essential foundational reading skills that will limit or eliminate the need for English Language Arts intervention in the future.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All standards are developing and/or accomplished.

**Elementary Education-Intermediate Level**

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| Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified. | Accomplished |

Processes used to ensure Accomplishment:

Chester Upland School District’s English Language Arts, math, science, social studies instructional schedules enable teachers in the elementary education-intermediate level to facilitate a gradual release model of teaching that includes: whole and small group instruction, independent learning, conferencing, and progress monitoring. A continuous curriculum review cycle is facilitated by the Office of Curriculum & Instruction and includes: development, implementation, monitoring, evaluation, auditing and stakeholder collaboration. This iterative process is guided by PA Common Core Standards, PA Standards Aligned System (SAS), Chester Upland School District’s Academic Recovery Plan, student performance, as well as research-based teaching practices. The curriculum development and review process includes all school stakeholders. The District has written curriculum for literacy and mathematics. The curriculum includes, but is not limited to: pacing guidelines, pedagogical strategies, estimated instructional time, activities, PA Academic Standards, assessment. Curriculum is in the development stage for science and social studies and will be completed during the 2018-2019 school year.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All standards are developing and/or accomplished.

Middle Level

<table>
<thead>
<tr>
<th>Curriculum Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</td>
<td>Developing</td>
</tr>
<tr>
<td>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</td>
<td>Accomplished</td>
</tr>
<tr>
<td>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</td>
<td>Accomplished</td>
</tr>
</tbody>
</table>

Processes used to ensure Accomplishment:

Planned courses exist for all core content subjects. Middle level curriculum maps and unit guides are under review for relevance and effectiveness. During the 2017-2018 school year the district adopted a new English Language Arts program for grade six. Following the curriculum review process conducted this school year, the district, with input from
stakeholders, will research and adopt the best PA Standards Aligned English Language Arts and math programs will best serve teachers and students in grades seven and eight. A continuous curriculum review cycle is facilitated by the Office of Curriculum & Instruction and includes: development, implementation, monitoring, evaluation, auditing and stakeholder collaboration. This iterative process is guided by PA Common Core Standards, PA Standards Aligned System (SAS), Chester Upland School District’s Academic Recovery Plan, student performance, as well as research-based teaching practices. The curriculum development and review process includes all school stakeholders.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All standards are developing and/or accomplished.

**High School Level**

<table>
<thead>
<tr>
<th>Curriculum Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</td>
<td>Developing</td>
</tr>
<tr>
<td>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</td>
<td>Developing</td>
</tr>
<tr>
<td>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</td>
<td>Developing</td>
</tr>
<tr>
<td>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</td>
<td>Developing</td>
</tr>
</tbody>
</table>

Processes used to ensure Accomplishment:

Planned courses exist for all core content subjects. Curriculum and materials are aligned to PA Academic Standards. All subjects have pacing guides. Instructional schedules at the high school level include intervention periods in addition to mandatory course minutes for all core content subjects as per Chapter 4 guidelines. A continuous curriculum review cycle is facilitated by the Office of Curriculum & Instruction and includes: development, implementation, monitoring, evaluation, auditing and stakeholder collaboration. This iterative process is guided by PA Common Core Standards, PA Standards Aligned System (SAS), Chester Upland School District’s Academic Recovery Plan, student performance, as well as research-based teaching practices. The curriculum development and review process includes all school stakeholders.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All standards are developing and/or accomplished.

**Modification and Accommodations**
Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Please refer to Chester Upland School District’s special education plan located in the Core Foundations section of this plan.

**Instruction**

**Instructional Strategies**

*Checked Answers*
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

**Regular Lesson Plan Review**

*Checked Answers*
- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Data gathered by district level supervisors, principals, and instructional teacher leaders during teacher informal walkthroughs and formal observations are used to develop relevant, data-informed teacher coaching and professional development. Hence, informal walkthroughs and formal observations are a part of an overall cyclical teacher support process that includes, but is not limited to: observation, data collection, data analysis, planning, coaching, reflection, and team collaboration.

The Chester Upland School District’s teacher coaching protocols include: modeling, teaching observation, topic exploration, targeted support and reflection of teaching practices. Tenured teachers are evaluated annually and non-tenured teachers are evaluated biannually. The district implements a teacher evaluation process that includes: pre-conference, observation, and post-conference facilitated by the school principal and/or assistant principal. Teachers who are rated unsatisfactory following a formal observation are provided additional guidance as per support outlined within a performance improvement plan that aligns with Charlotte Danielson’s Framework for Teaching.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

All strategies were selected.
### Responsiveness to Student Needs

#### Elementary Education-Primary Level

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured grouping practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Flexible instructional time or other schedule-related practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Differentiated instruction is used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

If necessary, provide further explanation. (Required explanation if column selected was No further explanation needed.

#### Elementary Education-Intermediate Level

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured grouping practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Flexible instructional time or other schedule-related practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Differentiated instruction is used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
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<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

If necessary, provide further explanation. (Required explanation if column selected was No further explanation needed.

#### Middle Level
### Instructional Practices

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured grouping practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Flexible instructional time or other schedule-related practices are used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Differentiated instruction is used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
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<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

If necessary, provide further explanation. (Required explanation if column selected was No further explanation needed.

#### High School Level

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured grouping practices are used to meet student needs.</td>
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<tr>
<td>Flexible instructional time or other schedule-related practices are used to meet student needs.</td>
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<tr>
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<tr>
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<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

If necessary, provide further explanation. (Required explanation if column selected was No further explanation needed.

### Recruitment
Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

In order to recruit and assign the most effective and highly qualified teachers the Human Resources department uses its limited budget to advertise in the most cost-effective services. We utilize job postings, mass e-mails to employees, and campus career center and trade industry sites.

Senior administrators and building principals review applications of potential candidates to evaluate whether they can meet the needs of building vacancies.

Assessments

**Local Graduation Requirements**

<table>
<thead>
<tr>
<th>Course Completion</th>
<th>SY 19/20</th>
<th>SY 20/21</th>
<th>SY 21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Courses</td>
<td>17.00</td>
<td>17.00</td>
<td>17.00</td>
</tr>
<tr>
<td>English</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Science</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.00</td>
<td>0.50</td>
<td>0.50</td>
</tr>
<tr>
<td>Health</td>
<td>1.00</td>
<td>0.50</td>
<td>0.50</td>
</tr>
<tr>
<td>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Electives</td>
<td>7.00</td>
<td>7.50</td>
<td>7.50</td>
</tr>
<tr>
<td>Minimum % Grade Required for Credit (Numerical Answer)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graduation Requirement Specifics**

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: Checked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers
Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in § 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in § 16.32 (relating to GIEP).

IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in § 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
• Not Applicable. Our LEA does not offer High School courses.

**Local Assessments**

<table>
<thead>
<tr>
<th>Standards</th>
<th>WA</th>
<th>TD</th>
<th>NAT</th>
<th>DA</th>
<th>PSW</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics and Government</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Methods and Measures**

### Summative Assessments

<table>
<thead>
<tr>
<th>Summative Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSA</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Keystone</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Benchmark Assessments

<table>
<thead>
<tr>
<th>Benchmark Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Diagnostic Tests</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PA Standards Aligned Curriculum Benchmark Assessments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Formative Assessments

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dibels Assessments</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provide brief explanation of your process for reviewing assessments.

Selection of assessments involves a collaborative process that includes school and district level staff.

**Development and Validation of Local Assessments**

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

All assessments are aligned to PA Academic Standards.

**Collection and Dissemination**

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Throughout the school year, Instructional Teacher Leaders facilitate professional development on how to analyze and use assessment data. Educators develop performance-based assessments with established scoring guides. Data from student’s performance is collected by the Central Office staff for review, consistency, and analysis of learned skills. Instructional Teacher Leaders collect, score, and disaggregate Benchmark assessments. The
district’s staff has access to all schools’ data. School leaders have access to every class and student’s data. Each teacher has access to his/her class data.

**Data Informed Instruction**

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Assessments are used to guide and inform future planning and classroom instruction. Teachers facilitate a formative assessment process that includes: error analysis of student work, use of constructive feedback, strategic lesson planning, and progress monitoring.

**Assessment Data Uses**

<table>
<thead>
<tr>
<th>Assessment Data Uses</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional practices modified or adapted to increase student mastery.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Provide brief explanation of the process for incorporating selected strategies.

- Instructional Protocols
- Intervention Schedules/periods
- Small Group Instruction
- Multi-Tiered Systems of Support
- SPP Plan
- Various supplemental curriculum based on students' needs
- The Pre NOCTI is utilized as a benchmark assessment to measure progress within our CTE programs and to help identify areas that need attention prior to the NOCTI assessment. Success on the NOCTI assessment is critical in a student’s post-secondary plans.
A score of Competent or Advanced on the NOCTI allows a student to qualify for post secondary credits at participating colleges or universities.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

**Distribution of Summative Assessment Results**

<table>
<thead>
<tr>
<th>Distribution Methods</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Planning Guides</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Directing Public to the PDE &amp; other Test-related Websites</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Letters to Parents/Guardians</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Local Media Reports</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Website</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Meetings with Community, Families and School Board</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mass Phone Calls/Emails/Letters</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Newsletters</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Press Releases</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School Calendar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Provide brief explanation of the process for incorporating selected strategies.

All distribution methods are utilized.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

All distribution methods are utilized.

**Safe and Supportive Schools**

**Assisting Struggling Schools**
Describe your entity’s process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The Chester Upland School District has made a commitment to providing staff with training on Cultural Proficiency, social/emotional responsiveness, trauma sensitive instruction, as well as Positive Behavior Supports. In addition, the district engages parents in district strategic planning, collaborating with community partners, workshops on how to access a variety of resources provided at the school district, city, state, and federal levels.

**Programs, Strategies and Actions**

<table>
<thead>
<tr>
<th>Programs, Strategies and Actions</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School-wide Positive Behavioral Programs</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution or Dispute Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Peer Helper Programs</td>
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<tr>
<td>Safety and Violence Prevention Curricula</td>
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<tr>
<td>Student Codes of Conduct</td>
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<tr>
<td>Comprehensive School Safety and Violence Prevention Plans</td>
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<td>Purchase of Security-related Technology</td>
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<td>Student, Staff and Visitor Identification Systems</td>
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<tr>
<td>Placement of School Resource Officers</td>
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<tr>
<td>Student Assistance Program Teams and Training</td>
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</tr>
<tr>
<td>Counseling Services Available for all Students</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Internet Web-based System for the Management of Student Discipline</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

Explanation of strategies not selected and how the LEA plans to address their incorporation:

There have been great strides in developing and implementing the foundational resources and programs necessary to provide safe and supportive schools. Ongoing development and implementation of curriculum and programs is necessary. School Wide Positive Behavior Support Programs are currently developing in two schools, with plans to add 1-2 each year until district wide. Safety and Violence prevention curricula currently implemented sporadically need to be district wide and made a formalized strategy in each building. Continuing peer helper programs such as Youth Court currently in three schools need to be formalized in each building.

**Screening, Evaluating and Programming for Gifted Students**
Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Currently awareness activities include an annual notice in the newspaper, as well as the District's website. To further inform the public, notices will be added to the student/parent handbook.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Developing a screening tool and a process is a need. A tool was identified and a process developed on paper, but was hindered by financial considerations as well as resignation of staff involved in the planning. Financial stability will support the development and implementation of a universal screening process. Currently students can be identified for evaluation through an ongoing process that is facilitated by the Gifted Teacher. Students may be referred for evaluation to determine eligibility through a variety of pathways: test scores, teacher nominations, alternate pathways (consisting of parent nominations, peer nominations, tests of creativity, self-nominations, product evaluations and virtually any other procedure that might lead to initial consideration by a screening committee). In our review, the District uses both formal and informal data and requires the collection of a body of evidence over time to substantiate a student's talent in specific areas. Multiple sources such as: parents, student, educational staff, community members, and a variety of assessment tools and documentation sources such as student work, formal and informal assessments allow children to reveal their exceptionalities or potential. Based on the research of Renzulli, 1986, The District understands that gifted students are characterized by three interlocking clusters of ability, these clusters being above average (though not necessarily superior) ability, task commitment, and creativity.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Mentally gifted children, meaning they have been identified as possessing outstanding intellectual and creative ability, as defined by the School Code, is done through the examination of multiple criteria. Chapter 16 defines the term mentally gifted as "including a person who has an IQ of 130 or higher and when multiple criteria indicate gifted ability." A person with an IQ lower than 130 may be gifted when other educational criteria in the child's profile strongly indicate gifted ability. The District considers the following criteria as part of a multidisciplinary evaluation:

A year or more above grade achievement level in one or more subjects as measured by nationally normed and validated achievement tests.

An observed or measured rate of acquisition/retention of new academic content or skills. Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio, or research, as well as criterion-referenced team judgment.

Early and measured use of high level thinking skills (Guilford/Bloom's Taxonomy), academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.

Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability,
gender or race bias, or socio/cultural deprivation are masking gifted abilities.

**Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.**

At the elementary level, gifted programming seeks to develop the student’s talents through acceleration and enrichment in a variety of curricular and creative areas, as well as the exposure of students to challenging curriculum and developing their higher level thinking skills. Access to both academic enrichment as well as options for creative arts, music and sports are available. At the high school level, student needs are met through the same types of supports, as well as options to study a variety of topics in STEM, participate in extra-curricular activities such as the Annenberg Science Symposium, Health Care Career Academy (both offered in partnership with Lakenau Hospital), Summer enrichment in partnership with West Chester University, vocational programs and dual enrollment programs with local colleges/universities.

**Developmental Services**

<table>
<thead>
<tr>
<th>Developmental Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counseling</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Attendance Monitoring</td>
<td>X</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Behavior Management Programs</td>
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<td>X</td>
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<tr>
<td>Bullying Prevention</td>
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<tr>
<td>Career Awareness</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Career Development/Planning</td>
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<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Coaching/Mentoring</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Compliance with Health Requirements –i.e., Immunization</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Emergency and Disaster Preparedness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Guidance Curriculum</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Health and Wellness Curriculum</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Health Screenings</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Individual Student Planning</td>
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</tr>
<tr>
<td>Nutrition</td>
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<td></td>
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<tr>
<td>Orientation/Transition</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>RTII/MTSS</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Wellness/Health Appraisal</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation of developmental services:**

An area of great need identified by the current administration is developmental services. In the past, a lack of resources and staff led to a loss in services and fidelity. Currently the District has rebuilt and re-staffed many of the services necessary to support students. Academic and other counseling is completed by 7 guidance counselors and 6 social workers as well as an in district partnership with Crozer to provide mental health counseling and
psychiatric services. Attendance is monitored by building secretaries, a home and school office and the use of the Student Assistance Program (SAP) to intervene with student and family.

Career Awareness is a joint effort, with many activities being provided at the building level, including a variety of vocational offerings both in district and out of district through a partnership with the Intermediate Unit. Through the development of the 339 plan, the District will better identify and target the guidance curriculum and career and vocational planning K-12.

Implementing a standardized Health and Wellness program is another area of need. Currently all grades participate in Health class, and topics of health and wellness, as well as nutrition are addressed. Through a planned assessment of the implementation of the District’s health and wellness policy, it is anticipated that this need will be addressed. Special education is supported by a transition coordinator and partnerships with outside agencies such as the Chester Education Foundation and Workforce also serve to support career counseling. Mentoring is similarly provided by an array of staff, from internal building staff, to conflict resolution specialists and community liaisons. Health requirements and screenings are overseen by the building nurses. Individual student planning is provided through SAP, Special education and locally by building staff.

RTII/MTSS are a district priority, overseen by the C&I department and carried out by building leadership teams and instructional support staff. A point of pride is revitalizing the relationship with Crozer to provide mental health services to our students in need in an outpatient clinic housed in the high school.

**Diagnostic, Intervention and Referral Services**

<table>
<thead>
<tr>
<th>Diagnostic, Intervention and Referral Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations and Modifications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Administration of Medication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment of Academic Skills/Aptitude for Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assessment/Progress Monitoring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Casework</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Crisis Response/Management/Intervention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Intervention for Actual or Potential Health Problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Placement into Appropriate Programs</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Small Group Counseling-Coping with life situations</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Small Group Counseling-Educational planning</td>
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<tr>
<td>Small Group Counseling-Personal and Social Development</td>
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<td>X</td>
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<tr>
<td>Special Education Evaluation</td>
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<td>X</td>
</tr>
<tr>
<td>Student Assistance Program</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Access to mental health outpatient clinic for evaluation and services</td>
<td></td>
<td></td>
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<td>X</td>
</tr>
</tbody>
</table>

Explanation of diagnostic, intervention and referral services:

CUSD provides a tiered level of support to all students through the implementation of RTII/MTSS, SAP, Nursing and Special Education/504 Service Plans. Universal supports are
provided to all students through the provision of a rigorous common core aligned curriculum and quality targeted remedial interventions. A second tier of supports are provided in intervention periods that are scheduled daily in each building. Accommodations and Modification are done informally through differentiation in the classroom and more formally through SAP plans, 504 Service Plans for students with disabilities and IEPs for eligible students. Students who do not make progress in the tiered levels of MTSS and/or SAP may be evaluated for special education services by one of our three psychologists. Each SAP team also has as a member a liaison from Community Hospital, the local mental health provider, allowing for direct access to services and referrals for mental health and drug and alcohol needs. If found eligible, students are placed according to their needs and the legal mandate of least restrictive environment. For some this may mean placement in an alternative setting.

Assessment of Academic Skills as well as assessments and progress monitoring are similarly completed across an array of instructional directives. Student reading levels are tracked K-10 through the use of the Independent Reading Level Assessment (IRLA). Progress in steps is tracked daily, and progress through levels is documented as students’ skills grow. This data is also used to make determinations about additional supports for struggling students. 4sight is used for benchmark testing and CDT’s are used for diagnostics. Individual and Group Counseling is provided by five District social workers and through a partnership at the Chester High School to provide mental health services/counseling. Topics raised in counseling can address any topic, personal trauma, personal/social development, social needs or difficulties, academic/behavioral support, etc.

Interventions for actual or potential health problems can be handled by the school nurse, sometimes in conjunction with outside medical providers depending on the seriousness of the condition. We also provide health screenings, physicals, and eye exams. Medications are administered by the nurses assigned to each building. Crisis Response, management, and intervention of student crises are dealt with in very incident specific ways. In addition to the five social workers, we employ safety officers and crisis managers in each building. All staff that deal with crises undergo safety cares training to learn how to deescalate a crisis situation and if necessary how to restrain a student that is a danger to self or others. Crises of a more universal nature – such as building wide lock down, and fire are addressed in each building’s safety plans.

**Consultation and Coordination Services**

<table>
<thead>
<tr>
<th>Consultation and Coordination Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Case and Care Management</td>
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<tr>
<td>Community Liaison</td>
<td>X</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Community Services Coordination (Internal or External)</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Coordinate Plans</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Coordination with Families (Learning or Behavioral)</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Home/Family Communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Managing Chronic Health Problems</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Managing IEP and 504 Plans</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Referral to Community Agencies</td>
<td>X</td>
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</table>
Explanation of consultation and coordination services:

CUSD provides alternative education for disruptive youth via a partnership with Camelot schools for students in grades 6-12. Camelot’s philosophy is to operate small facilities which allow our staff, at all levels, to build a relationship with each student and the families, school districts, and state agencies we serve. This partnership-oriented approach provides a high degree of accountability and accessibility, tracks and reports results, incorporates feedback, and shares success every step of the way. Our experience with Camelot is a program that provides a setting where positive change, personal responsibility and achievement are recognized and rewarded, and change is visibly seen. Partnering the AEDY with the option of an accelerated program for students that are over-age and under-credited, has allowed students to graduate that would not have otherwise, and has brought drop outs back to complete their K-12 education.

CUSD collaborates with a variety of community partners, and many of our partners provide liaisons. The City of Chester provides two liaisons that serve to keep their finger on the pulse of the community and issues brewing in the community. They regularly communicate and come into our schools to mediate social conflicts and run social skills groups. SAP teams in each building have a liaison from Community hospital that helps support students and their families with any support needed in the mental health and substance abuse realm. Chester Education Foundation provides staff to support credit recovery, employment skills/opportunities. All of these services are coordinated by departments that work most closely with the subject. Similarly, referrals to community agencies can be done by anyone, but are more likely to be done through SAP or if eligible for special education or a 504 service plan through the team meeting process. The CUSD Home and School office coordinates with the local magistrates and law enforcement to enforce compulsory attendance and also to work with families who are struggling for a variety of reasons to get their children to school.

Managing Chronic Health problems is a collaborative effort, headed by the building nurse. We regularly partner with healthcare providers, counselors, special education teachers and all building staff.

Managing IEPs and 504 plans falls within the department of student services, which oversees the compliance and quality review of documents. Collaboration is required between all the parties responsible to provide services to students: teachers, related services providers, sometimes outside agencies.

Staff Development is overseen by Curriculum and Instruction, providing the necessary connection between staff teaching skills and student learning. Other departments also collaborate to ensure that the needs of all students are met, so for example, special education may provide staff development to ensure students are included to the maximum extent appropriate.

**Communication of Educational Opportunities**
## Communication of Educational Opportunities

<table>
<thead>
<tr>
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<tr>
<td>Course Planning Guides</td>
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<tr>
<td>Directing Public to the PDE &amp; Test-related Websites</td>
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<td>X</td>
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<tr>
<td>Individual Meetings</td>
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<td>X</td>
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<tr>
<td>Letters to Parents/Guardians</td>
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<td>X</td>
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<tr>
<td>Local Media Reports</td>
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<tr>
<td>Website</td>
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<tr>
<td>Meetings with Community, Families and Board of Directors</td>
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<tr>
<td>Mass Phone Calls/Emails/Letters</td>
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<td>Press Releases</td>
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<tr>
<td>School Calendar</td>
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<tr>
<td>Student Handbook</td>
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## Communication of Student Health Needs

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</thead>
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<td>Individual Meetings</td>
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</tr>
<tr>
<td>Individual Screening Results</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Letters to Parents/Guardians</td>
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<td>X</td>
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<tr>
<td>Website</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Meetings with Community, Families and Board of Directors</td>
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<tr>
<td>Newsletters</td>
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<tr>
<td>School Calendar</td>
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<td>X</td>
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<tr>
<td>Student Handbook</td>
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</table>

## Frequency of Communication

**Elementary Education - Primary Level**

- Quarterly

**Elementary Education - Intermediate Level**

- Quarterly

**Middle Level**

- Quarterly

**High School Level**

- Quarterly
**Collaboration for Interventions**

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The Chester Upland School District has a plethora of interventions and services underway, as well as strong relationships with community based and local service agencies, education companies and local universities that support the comprehensive response to this narrative. Chester Upland, in its work with teachers, and the above mentioned entities, have employed a structure of academic and social support systems that reach every student in the school community. The below list will highlight some of the many interventions underway:

- Implementation of a district-wide MTSS (multi-tiered system of support, formerly RTii) in each building. Each building assists students in Academics, Behavior and attendance. Universal screeners are utilized in every school, and interventions are targeted in a tier 1, 2, 3 approach. Tier 1 = Whole school (universal), 3 Tertiary (most extreme)

- Each school submitted and implemented a SPP (School Performance Profile) plan to improve the academic performance of the schools in CUSD. Teachers collaborated in the development and execution of these plans.

- CUSD has revamped the Student Assistance Program (SAP) in its buildings. Each year this system has become more effective. The team is staffed by a variety of position, including teachers, who serve on these school based teams, collaborate in providing targeted interventions for the students of CUSD.

- Full time mental health clinic in Chester High School and the Toby Farms School providing mental health and counseling services.

- CUSD utilized grant funding to hire three “conflict resolution specialists” for the district to provide meaningful interventions for challenging behavior, as well as provide a structure for peaceful conflict resolution. Teachers now have a mechanism to identify students for this process.

- CUSD has a standing partnership with Camelot © Schools for a re-engagement/second chance program aimed at over aged, under-credited students who otherwise would drop out of high school

- Principals have a bi-weekly data meeting, focused on student outcomes and data from assessments, used to drive instruction. These results are reviewed and analyzed with teacher teams, following each meeting.

- CUSD employed 6 Instructional Support Teacher Leaders (ISTL) positions. These positions are solely to improve teacher practice, and ensure fidelity with academic programming, data collection, and effective teaching. These ISTL teachers model and support the instructional program on “the ground level,” each day.
• CUSD has partnered with "Youth Court" to bring their program to the District
• Teachers in the Chester Upland School District have been asked to totally transform their teaching practices since the start of the new administrative team. Teachers have collaborated in all aspects of the new instructional program and implemented various core and supplemental curricula for students in all subgroups.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

CUSD works closely with the pre-school early intervention MAWA holder, Elwyn seeds, particularly at the time a student reaches transition age, typically at five years old. CUSD staff attend transition meetings that are held all year long to ensure parents are met, contacts are established, developing trust and rapport with our new set of incoming parents. The School District is supportive of students attending after school care, and regularly buses students to day care locations within the District. CUSD provides after school activities for students in all grades. In the elementary grades, after school programs focus on both academic tutoring and leisure activities, while in the high school grades, the focus is generally on credit recovery. CUSD participates with the City's Workready program; a paid internship program that runs each summer and provides paid internships for students 16-21. The District also partners with Chester Education Foundation (CEF) which provides paid internships in the summer and a year round school to work program after school hours. CUSD refers students to the Blueprint program through CEF, primarily working with graduates who participate in a 3 month customer service program that leads to competitive employment. CUSD students also participate in a paid training to full time employment program at Maris Grove, a retirement home. For eligible students, the District provides work experiences both in District and in the community.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.
1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

CUSD works closely with the early intervention MAWA holder, Elwyn seeds, particularly at the time a student reaches transition age, typically at five years old. CUSD staff attend transition meetings that are held all year long to ensure parents are met, contacts are established, developing trust and rapport with our new set of incoming parents. Through good preplanning, and collaboration the District is better able to plan for the supports and accommodations required to deliver programs for incoming students as they become school age. The District runs five pre-K classrooms within its schools funded by the Pre-K counts grant. Students with disabilities that attend those classes are serviced in District buildings by Elwyn staff.

**Materials and Resources**

*Description of Materials and Resources*

**Elementary Education-Primary Level**

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
<td>Accomplished</td>
</tr>
<tr>
<td>A robust supply of high quality aligned instructional materials and resources available</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Accessibility for students and teachers is effective and efficient</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</td>
<td>Accomplished</td>
</tr>
</tbody>
</table>

Provide explanation for processes used to ensure Accomplishment.

Materials and resources are equitably allocated to accommodate the needs of all students. Evaluation of instructional resources as well as ancillary tools are representative of one aspect of an on-going curriculum review cycle in Chester Upland School District.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The status for each material and resource characteristic is accomplished.

**Elementary Education-Intermediate Level**
<table>
<thead>
<tr>
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Provide explanation for processes used to ensure Accomplishment.

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Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The status for each material and resource characteristic is accomplished.

**Middle Level**

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Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

The status for each material and resource characteristic is accomplished.

**High School Level**

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Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | Accomplished

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The status for each material and resource characteristic is accomplished.

**SAS Incorporation**

**Elementary Education-Primary Level**

<table>
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<tr>
<th>Standards</th>
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</tr>
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<tbody>
<tr>
<td>Arts and Humanities</td>
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</tr>
<tr>
<td>Career Education and Work</td>
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</tr>
<tr>
<td>Civics and Government</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
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</tr>
<tr>
<td>Economics</td>
<td>Not Applicable</td>
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<tr>
<td>Environment and Ecology</td>
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<tr>
<td>Family and Consumer Sciences</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Health, Safety and Physical Education</td>
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</tr>
<tr>
<td>History</td>
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</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Standards</td>
<td>Status</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Early Childhood Education: Infant-Toddler&amp;Second Grade</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Full Implementation</td>
</tr>
<tr>
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Further explanation for columns selected "
No further explanation is needed.

**Elementary Education-Intermediate Level**

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<td>Health, Safety and Physical Education</td>
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### Science and Technology and Engineering Education
- Implemented in 50% or more of district classrooms

### Alternate Academic Content Standards for Math
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### Alternate Academic Content Standards for Reading
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### American School Counselor Association for Students
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### English Language Proficiency
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### Interpersonal Skills
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### School Climate
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Further explanation for columns selected "

No further explanation is needed.

**Early Warning System**

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

**Professional Education**
### Characteristics

<table>
<thead>
<tr>
<th>District's Professional Education Characteristics</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Empowers educators to work effectively with parents and community partners.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</table>

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<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides leaders with the ability to access and use appropriate data to inform decision making.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructs the leader in managing resources for effective results.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Provide brief explanation of your process for ensuring these selected characteristics.

The District has performed a needs assessment for educators by school, grade configuration, and years of experience. Based upon those surveys, professional development has been planned and full implementation is in progress. Professional development is provided at grade group, content area, school configuration, and district level. Professional development is provided by experts within the district as well as educational consultants. All teachers are engaged in monthly professional development sessions aligned to school and district-wide improvement goals.
Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Research has proven that when families are actively involved in their child’s academic experience, their child excels academically and socially. The district’s leadership spent time initially in repairing and developing existing and new relationships with local partners that had been fractured over the years: civic, higher education and social agencies. Parents actively participate in district activities throughout the year. They attend workshops, board/receiver meetings, focus groups, etc.

*Educator Discipline Act 126, 71*

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The LEA has conducted the required training on:</td>
</tr>
<tr>
<td>9/10/2018</td>
</tr>
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</table>

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<table>
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</table>

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

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</tr>
</tbody>
</table>

*Strategies Ensuring Fidelity*

*Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators’ learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
• Clear expectations in terms of teacher practice are identified for staff implementation.
• An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
• The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
• Administrators participate fully in all professional development sessions targeted for their faculties.
• Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
• The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
• Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers
None.

Provide brief explanation of your process for ensuring these selected characteristics.

The Chester Upland School District conducts needs assessments with students at the beginning of each school year to determine students' current levels. Special attention is paid to Literacy and Mathematics aptitude and achievement. The expectation of the LEA is that all teachers regularly analyze and utilize student data to create homogenous grouping to implement Small Group Instruction (SGI). This is monitored by school based administration. School based administration is required to demonstrate that SGI is taking place daily and accurately recorded via informal and formal observations that they submit weekly. Professional development in targeted areas are planned during the school day and during mandated full-day professional development district wide. The LEA conducts instructional walkthroughs and quarterly reviews each report card period for a total of at least 4 per school year. All instructional and administrative staff in all schools are evaluated using the Educator Effectiveness Model.

Teachers are engaged in professional development sessions every month. All teachers are required to engage in collaborative work in order to establish Professional Communities of Practice. During collaborative, professional development sessions, teachers are provided with an opportunity to: further enhance teaching skills and knowledge; explore problems of practice; analyze student work and other forms of data.

Professional development represents one aspect of the district's overall continuous Teacher Quality Improvement Cycle. Components of the Teacher Quality Improvement Cycle include:
1. Professional Development: Face-to-Face, Blended, Self-Guided
2. Collegial Collaboration
3. Coaching
4. Monitoring
5. Timely Feedback

Provide brief explanation for strategies not selected and how you plan to address their incorporation.
All strategies were selected.

**Induction Program**

*Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA’s curricula.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will know and understand the Educator Effectiveness Model.

*Unchecked answers*

- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

Provide brief explanation of your process for ensuring these selected characteristics.

The LEA has scheduled two induction sessions per month to achieve the goals, objectives, and competencies of the Induction Session. The second session in each month is a repeat of the first to ensure that all inductees have an opportunity to participate in all sessions.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Navigation of the Standards Aligned System and Student Crisis Training are mandated and ongoing sessions that are offered to all employees, new and veteran.

**Needs of Inductees**

*Checked answers*
• Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

• Frequent observations of inductee instructional practice by supervisor to identify needs.

• Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

• Student PSSA data.

• Standardized student assessment data other than the PSSA.

• Classroom assessment data (Formative & Summative).

• Inductee survey (local, intermediate units and national level).

• Review of inductee lesson plans.

• Knowledge of successful research-based instructional models.

• Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

• Review of written reports summarizing instructional activity.
• Submission of inductee portfolio.

Provide brief explanation of your process for ensuring these selected characteristics.

All of the aforementioned tools are documented in the Inductee's Workbook that is maintained by all participants and frequently reviewed by Mentors. The workbook is submitted as a part of the requirement to receive credit for completion of induction.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

At this time, written reports summarizing instructional activities are not required. Mentors and school administrators review lesson plans, instructional delivery, and reflections with inductees. The LEA uses an inductee workbook that contains many similar elements and characteristics that one would expect from a portfolio.

Mentor Characteristics

Checked answers

• Pool of possible mentors is comprised of teachers with outstanding work performance.
• Potential mentors have similar certifications and assignments.
• Potential mentors must model continuous learning and reflection.
• Potential mentors must have knowledge of LEA policies, procedures and resources.
• Potential mentors must have demonstrated ability to work effectively with students and other adults.
• Potential mentors must be willing to accept additional responsibility.
• Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
• Mentors and inductees must have compatible schedules so that they can meet regularly.
• Mentors and inductees are assigned to the same school building.

Unchecked answers
None.

Provide brief explanation of your process for ensuring these selected characteristics.

All potential mentors are required to receive a letter of recommendation from their principal or assistant principal. All mentors receive training at the district level to prepare them to support colleagues new to teaching, new to a content area/grade, and new to the district. Mentors are assigned to inductees prior to the first professional development session in October.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

All characteristics were selected.

**Induction Program Timeline**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Aug-Sep</th>
<th>Oct-Nov</th>
<th>Dec-Jan</th>
<th>Feb-Mar</th>
<th>Apr-May</th>
<th>Jun-Jul</th>
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<tbody>
<tr>
<td>Code of Professional Practice and Conduct for Educators</td>
<td></td>
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<td>X</td>
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<td>Best Instructional Practices</td>
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<tr>
<td>Instruction</td>
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<td>Accommodations and Adaptations for diverse learners</td>
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<td>Data informed decision making</td>
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<td>Materials and Resources for Instruction</td>
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If necessary, provide further explanation.
The topics listed here are interwoven throughout the entire induction program. Some topics are addressed in greater detail on the dates listed in the above timeline.

**Monitoring and Evaluating the Induction Program**

Identify the procedures for monitoring and evaluating the Induction program.

Mentors and school based administrators review inductees' workbooks as they progress through the program. Inductees submit evaluations and feedback at the conclusion of each professional development session.

**Recording Process**

Identify the recording process for inductee participation and program completion. (Check all that apply)

*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

None.

**Special Education**

**Special Education Students**

Total students identified: 862

**Identification Method**

Identify the District's method for identifying students with specific learning disabilities.

The Chester Upland School District is committed to working with parents to provide our students with quality educational experiences that will encourage them to be successful learners. In some cases, a student with a disability may require special education services in order to maximize their educational experience. The Chester Upland School District
currently educates approximately 688 exceptional students within the district, in a full continuum of services offered in its six schools, AEDY program and accelerated learning program.

The Student Assistance Program (SAP) is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

There are four phases to the student assistance process:

**Referral**
- Anyone can refer a student to SAP when they are concerned about someone's behavior. This can be any school staff, a student's friend, a family member, or community member. The students themselves can even go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed with the SAP process.

**Team Planning**
- The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.

**Intervention and Recommendations**
- The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or a mental health assessment.

**Support and Follow-Up**
- The SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating the student for academic success.

Under the applicable state and federal laws and regulations, it is the parent's right to be involved in the process and to have full access to all school records. Involvement of parents in all phases of the student assistance program underscores the parents' role and responsibility in the decision-making process affecting their children's education. It is a key component to the successful resolution of problems.

The student assistance process is based upon state guidelines, professional standards and policies, and procedures adopted by the local school board of directors. Professional training for team members in all phases of the student assistance process, which is consistent with state guidelines and conducted by a Commonwealth approved training provider, is required to ensure the appropriateness of the recommended services. It is
necessary to have effective interagency collaboration and compliance with state and federal laws protecting the privacy rights of parents and students.

The training of team members, by a Commonwealth approved training provider, ensures the board of school directors, school administrators, parents, students, and the public that team members have received up-to-date professional training consistent with accountable standards and appropriate procedures. Guidelines for the Commonwealth Student Assistance Program training system contain training standards and competencies for SAP team professionals. The CUSD has sent at least 14 members for additional SAP certification, thus far, in SY17.

For those students receiving treatment through a community agency, the student assistance team, in collaboration with parents and the agency, can assist in helping plan in-school support services during and after treatment. The team’s effectiveness in helping the student and the parent remove the barriers to learning and improve student performance. The training of the individual team members, maintenance of the student assistance process, level of administrative commitment and board support, active parent and student involvement and the available resources both in school and the community, also help the student achieve success.

Students who may require special education services are referred by the SAP Team for a multidisciplinary evaluation of their educational needs. This evaluation gathers pertinent information on the child’s performance from teachers, counselors, behavior health liaisons, psychologists, and parents. When necessary, information is compiled into a comprehensive evaluation report that includes recommendations on the child’s eligibility for Special Education Services. All information collected is protected in accordance with State and Federal law and by the District’s policy on confidentiality of student records. The initial involvement of SAP Team however, is recommended to be an important first step in assessing a student’s educational strengths and needs.

Once a student is referred for evaluation, one of our certified school psychologists completes a thorough psycho-educational evaluation, including measures of IQ and academic achievement, developmental history observation, teacher and parent input, record review and any other pertinent assessment(s). The District utilizes both the discrepancy model and the comprehensive review of the student’s performance, in particular the student’s response to intervention, to determine the existence of a specific learning disability. In addition, the District reviews whether or not the student has had access to appropriate education in the relevant area, reading or math, in the past, and whether or not the student is learning English as a second language. If a learning disability is identified, along with any other disabling condition, the team meets to review the Evaluation Report, agree or disagree to the findings, and from there, the team develops an appropriate IEP.

During the 2018-2019 school year, the team will work to implement a more consistent Response to Instruction and Intervention approach. This will be supported with targeted professional development at all levels and a multi-year action plan to assure ongoing progress and refinement in order to move towards an effective multi-tiered system of support. The Response to Instruction and Intervention framework with encompass the
work that has been started with the SAP process to incorporate a focus on tiered support for academic achievement and behavior.

**Enrollment**

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: https://penndata.hbg.psu.edu/PublicReporting/DataGlance/tabid/2523/Default.aspx

Out of 12 categories identified in the Enrollment Status, ten categories are not disproportionate (an improvement of two categories from the previous plan submission), and the District is under the state average in the areas of identification in Autism, Other Health Impaired, and Speech and Language. The total percentage of special education students across the state is 15.9%. The percentage of students eligible in Chester Upland is 21.3%. While the total percentage in prior years is higher than the state average, we are making efforts to assure that students are identified accurately and to improve the quality of our special education programs by working with teachers and administrators to articulate the services provided by each and to provide additional professional to administrators, teachers and assistants as well as contracted staff identified to support our special education programming using a three-year plan for professional development. The District is striving to improve its SAP and PBIS programs as we attempt to fold them into the Response to Instruction and Intervention framework as we evolve to incorporating a multi-tiered system of support. Chester Upland is now 2% below State average in the identification of students with Autism, at 8.3%, which is down 2% from the last plan revision; however, we are partnering with the team at PaTTAN to improve our program using the applied behavior analysis techniques as well as restructuring our internal staffing model to improve programming and to facilitate the return of out-of-district students. Although Chester Upland and State are discrepant in the identification of students with an intellectual disability, at 13.2% and 6.5%. The District is taking initiative to address the needs of lower functioning students with intensive research-based programming, particularly in the early grades, to enable students to receive educational services in the least restrictive environment. In addition, the District has created “intensive” learning support classrooms for students, who require more academic support and redesigning our Life Skills Support programs to align with alternate eligible content. Furthermore, intensive training with PaTTAN and State Consultants with expertise in verbal behavior and programming for students on the spectrum as well as those that are non-verbal has allowed the district to support students in our home schools, while repairing poor relationships with families, and establishing trust with our local community. In emotional support, the District has developed a full continuum of services geared towards supporting students in the LRE, through a variety of means, including a partnership for mental health services within the school day, which we will look to expand in ways that allow students more
frequent opportunities for mainstreaming. During the upcoming year, these programs will be restructured with opportunities for internal support with the appropriate staffing in-district. The District is taking initiative to address the needs of students with emotional/behavioral concerns with intensive research-based programming, particularly in the early grades, to enable students to remain in the least restrictive environment.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1) Ensuring FAPE to Nonresidential Students on Institutions BEC (24 P.S. 13-1306) is achieved by the Chester Upland School District through our commitment to utilize resources such as Child Find which assists us in seeking out and identifying all children between the age of 5 and 21 years of age who may need special education and/or related services to address issues that might interfere with their future development and learning. There is no longer a 1306 Facility in the District.
2) There is no longer an identified 1306 facility within the CUSD.
3) There are no problems or barriers that exist which limit the District's ability to meet its obligation under Section 1306.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

In order to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and when deemed eligible, are offered FAPE, the District relies upon our special education supervisors and previously an out of district liaison to monitor and communicate with the placements where students are incarcerated. Most of these students are in local facilities, but some have been placed farther away at times. Most of our incarcerated students are in local facilities and their needs are met through services provided by the Alternative Education Programs of the Delaware County Intermediate Unit. DCIU provides educational programs in two local correctional institutions, the Delaware County Juvenile Detention Center and the Delaware County Prison, performing all special education functions. Very close communication is maintained with DCIU's Alternative Education Programs. Information is faxed to the District about entry and exit, as well as grades earned during
incarceration, for all special education students. The District provides special education records to the Alternative Education Programs through access to IEP Writer, which is our source, a web-based site for Special Education documents to monitor and track student IEP data. When Special Education students who are inmates of the Delaware County Prison become eligible for graduation, representatives from the district meet with representatives from the DCIU Alternative Education Programs to confirm graduations requirements are met. If the incarcerated student has completed graduation requirements and is released from prison in time, he/she is eligible to participate in all District graduation activities.

Formerly incarcerated students who have not earned enough credits for graduation are transitioned back into district placement through a formal IEP team meeting process, or the Solutions/SAP Team and appropriate District Staff. Students placed in facilities farther away can be more difficult to monitor. The District has provided contact information for our staff to the agencies including Juvenile Probation, Children Youth and Families, and Mental Health providers in order to facilitate communication with facilities of incarceration. This has started to improve services at those facilities as well as to support appropriate services at the time of discharge.

**Least Restrictive Environment**

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district’s percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Refer to and discuss the SPP targets and the district’s percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

To further bolster transition services in CUSD, the district continues to employ one full time transition coordinators that service all special education students age 14+ within the district. In collaboration with district administration, the transition team has created individual portfolios for each IEP student, complete with newly developed interest inventories, resume packets, assessments and meeting logs, which are available to IEP case
managers, when developing yearly transition plans. Further, the team has worked to create a checklist and roadmap, unique from each grade 7-12, with specific benchmarks and checkpoints relative to age and outcome. At a minimum, each special education student will meet with a transition coordinator two times per year and as needed for related tasks. To date, a large number of CHS students who also have IEPs have gone on college visits, taken the SAT test and enrolled in college and post-secondary education programs as a result of this service. Transition improvements also include new partnerships with the Philadelphia Union, Riddle Hospital, boys & Girls Club, and others.

CUSD continues to utilize an in-district AEDY component to its scope of programming. Pennsylvania’s Alternative Education for Disruptive Youth Program (AEDY) provides a combination of intense, individual academic instruction and behavior modification counseling in an alternative setting to assist students in returning successfully to their regular classroom. CUSD is working with Camelot Schools to provide an AEDY program for students who meet criteria in grades 7-12+. Camelot utilizes researched based best practices such as the normative classroom and Polsky’s Diamond, for insights into youth sub-cultures, thus creating a safe and positive school climate. In addition to the AEDY component of the Camelot program, they are also providing an intensive credit recovery intervention program to 75 students at Chester High School who have been identified as being over-aged and under credited. The Camelot Excel Academy provides an accelerated program where students can earn high school credits in half the time. This program has provided a platform for students to reclaim their education and become motivated to succeed, once again. Refer to and discuss the SPP targets and the district’s percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

3) For the 2015-16 school year, the SPP targets were 61.8% of eligible students in the regular education class for 80% or more of the day, 9.5% of students in the regular education class less than 40% of the day, and 4.9% in other settings. Chester Upland data reported 34.1% of eligible students in the regular education class for 80% or more of the day, 27% of students in the regular education class less than 40% of the day, and 13.5% in other settings. For the same period of time, the state average reported was 61.0% of eligible students in the regular education class for 80% or more of the day, 9.6% of students in the regular education class less than 40% of the day, and 4.3% in other settings.

View Indicator 5A - Least restrictive environment means that to the maximum extent appropriate, students with disabilities, including students in public or private institutions, are educated with students who are nondisabled and that special classes, separate schooling, or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The SPP Indicator 5A is the percent of students with disabilities, ages 6-21, who are in the regular education class 80% or more a day. As discussed above, Chester Upland demonstrated a discrepancy in state average in this area. This is likely attributed to increased bring back students to the district, creating supplemental and full-time programs within the district, to eliminate out of
district tuition costs, and realigning the district’s philosophy of inclusion. To continue to address this area, Chester Upland is expanding the use of the inclusive model throughout the district by identifying model co-teaching situations and providing co-teaching and LRE training, as well as training around meeting the needs of eligible students in the regular education classroom as well as differentiation. The District will also continue district wide initiative to include more students in the general education environment. The district is also investigating the use of the optimum inclusion framework to further address this need. The District is working with the state point of contact to assure that LRE is being calculated correctly and the staff from PaTTAN provided additional professional development to teachers to understand how to do so. In addition to our efforts for having fewer out of district placements in the upcoming year, goals have been established to assure that students receive opportunities to learn in environments with non-disabled peers. Our professional development plan was designed to support these efforts.

View Indicator 5B - Least restrictive environment means that, to the maximum extent appropriate, students with IEPs, including students in public or private institutions, are educated with students who are nondisabled and that special classes, separate schooling, or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The SPP Indicator 5B is the percent of students with IEPs, ages 6-21, who are in the regular education less than 40% of the day. As discussed above, Chester Upland demonstrated a discrepancy with state averages. To continue to address this area, Chester Upland is expanding the use of the inclusive model throughout the district by identifying model co-teaching situations and providing co-teaching and LRE training, as well as training around meeting the needs of eligible students in the regular education classroom as well as differentiation. The District will also continue district wide initiative to include more students in the general education environment. This initiative is, however, impacted with direction from PDE to create in-house supplemental and full-time programming that will impact indicators 5A-5C.

View Indicator 5C - Least restrictive environment means that, to the maximum extent appropriate, students with IEPs, including students in public or private institutions, are educated with students who are nondisabled and that special classes, separate schooling, or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The SPP Indicator 5C is the percent of students with IEPs, ages 6-21, served in other settings. As discussed above, Chester Upland demonstrated a discrepancy with state averages. To address the need to reduce out of district placements for eligible students, Chester Upland School District is replicating successful programs, evidence-based models, and PDE sponsored initiatives aggressively in the scope and sequence of its new k-12+ educational platform. Two major focal points in this reformation effort, are the mindfulness of LRE, as well as providing high quality options for a wide range of students within the CUSD. Further, CUSD has been working closely with PDE, PaTTAN, and the DCIU to strengthen and grow existing special education programming. To this end, CUSD has had a steady growth in overall enrollment,
as well as a continual flow of newly enrolled special education students, coming from local charter and online schools. Additionally, the District is studying IEP team decision making and local practices to identify all contributing factors. As expected, numbers in this category will trend upward, with the creation of new, intensive programs for students in-district.

**Behavior Support Services**

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

1) The Chester Upland School District works to assure the IDEA's mandate that students with disabilities be educated to the maximum extent appropriate with peers without disabilities, be integrated in all buildings within the district. The LRE mandate ensures that schools educate students with disabilities in integrated settings, alongside students with and without disabilities, to the maximum extent appropriate. Additionally, related services are addressed and implemented, if and when needed, during the intervention period of the SAP process, and ongoing, through the duration of a student's IEP.

The District provides a diverse variety of services in its buildings, in order to facilitate the integration of children with disabilities. We operate many of our own low incidence programs including: Life Skills Support, Autistic Support and Emotional Support while maximizing the amount of time for students in the regular education setting. Many students with disabilities participate fully with their non-disabled peers in district-wide initiatives such as: the balanced literacy model, content area inclusion, community involvement, athletics and extracurricular activities.

CUSD staff, both Special Education and General Education, receive ongoing professional development on providing appropriate adaptations and accommodations for exceptional students. These professional growth opportunities are provided by District, IU, PATTAN and State personnel, as well as private service providers. The Special Education budget provides for all necessary aides and services to facilitate the needed instruction.

An LEA attends all IEP meetings both in and out of the District to ensure children with disabilities are educated with non-disabled peers to the maximum extent possible.

Particular attention is paid to those students in out of district placements to ensure they are transitioned back to less restrictive placements as soon as possible. CUSD has successfully integrated many out of district students back into less restrictive, district run programs, touting over 30 "bring-backs" in the summer of 2016. While there has been an increase in recent years, a strategic plan for assuring that students remain in the district by assuring high-quality special education programming has been created with goals for one year out, two years out and three years out.

**Supplementary Aids and Services**
Libraries
- Chester Upland School district features a web-based student friendly library system called Destiny in all district schools. The Destiny System is designed to strengthen the library/classroom connection: match titles to students' reading levels, align collection materials to standards, provide safe web searching, and streamline cataloging of non-print materials. Many teachers are also utilizing the web-based library resources from the Library of Congress to access materials, and provide access to audio books.

Adult Basic Education and GED
- The district seeks to provide extended learning opportunities for adults who wish to continue their education and improve their basic academic skills while attaining a high school diploma and workforce readiness.

Alternative Education (AEDY)
- Pennsylvania's Alternative Education for Disruptive Youth Program (AEDY) provides a combination of intense, individual academic instruction and behavior modification counseling in an alternative setting to assist students in returning successfully to their regular classroom. The mission of the Alternative Education Program is to provide a high quality educational program in a learning environment that provides emotional, social, and intellectual support to challenging learners in a supportive atmosphere. Instruction is designed to enhance the quality of life for students who are high risk for potential exclusion from mainstream traditional educational programs. CUSD provides AEDY services in-district, to avoid additional expenditures for AEDY placements.

Anti-Bullying Policy- "Value Yourself, Value Others"
- It is the policy of the Chester Upland School District to maintain learning environments that are free from harassment or bullying based on an individual's real or perceived race, color, sex, religion, creed, political belief, age, national origin, linguistic or language differences, sexual orientation, gender identity/expression (this includes gay, lesbian, bisexial, and transgendered students), socioeconomic status, neighborhood or public housing affiliation or status, special education designation, parental status or physical, mental, or sensory disability. Select schools within the CUSD are participating in targeted interventions with SWPBS, and Olweus bullying prevention.

The Chester Upland School District Board prohibits any and all forms of harassment or bullying on School District property or School District-sanctioned events. This policy also covers any actions that occur while a student is traveling to and from school, and any bullying activity that occurs through any electronic means - even though it may not take place in a school setting.

Bullying is prohibited under Rule 19 of the Chester Upland School District Code of Student Conduct. These acts include, but are not limited to:

Direct Bullying
- Physical- hitting, kicking, punching, shoving, spitting. Verbal- using a racial or sexual comment, name-calling, teasing, taunting, threatening. Non-verbal- obscene gestures, stalking.

Indirect Bullying
- Physical- getting another person to assault someone. Verbal- spreading rumors, gossip. Non-verbal- cyber- bullying; bullying that occurs by use of electronic devices through means of email, instant messaging, text messages, blogs, mobile phones, telephones, pagers, websites, two-way pagers, or through use of you- tube and other electronic means.

**Athletics expansion to middle years students**
- Middle years students have the opportunity to participate in football, soccer, volleyball, basketball, cheerleading, baseball, and track. These programs will create increased opportunities for students to participate in extracurricular sports activities. In addition, it will do the following: raise the academic and behavior expectations of student athletes; increase good behavior by using high standards for participation in athletics; and improve social emotional and physical development of student athletes. To participate students must have: good grades, good behavior, and desire. High school sports will be expanded to include Volleyball Clinics and camps will be offered to interested students.

**Career and Technical Education**

- **CTE Background Information:**

Career and Technical Education programs offer students the opportunity to participate in hands-on training in their chosen program and gain real-world experience through job shadows and cooperative education positions. CTE programs also offer students the opportunity to earn nationally recognized certifications, which will enable them to get a job that will help pay for college or begin their career directly out of high school. CTE provides students with viable and authentic entry-level career skills, as well as academic knowledge and life skills necessary for employment and/or post-secondary education. The CTE programs at Chester Upland School District and Delaware County Technical High School (DCTS) are also part of Pennsylvania's [SOAR (Students Occupationally and Academically Ready)](https://www.penncan.org/sor) program. The SOAR Program allows qualified high school students enrolled in a CTE program to receive college credit towards a diploma, certificate or degree in a similar program at a postsecondary institution.

**CTE Program Grade Levels:**
There are three levels of CTE programs. These programs are designed for students to begin upon entering their 10th grade year and continue through graduation (10th-12th grade) in order complete all three levels. Students are allowed to enroll at the beginning of their 11th grade year and continue through graduation (11th-12th grade), but they will only participate in level I and level II. Students with IEPs are allowed to delay their graduation in order to complete all three levels, if they should decide to begin a CTE program in 11th grade and need additional years. The IEP team, for that student, determines if delaying graduation is appropriate in order to complete all three levels. Below is a list of grades and program levels.

- Level I – 10th or 11th grade
- Level II – 11th or 12th grade
- Level III – 12th grade or delayed graduation (IEP students only)
Clubs
- Chester Upland School District seeks to help our students develop new skills and interest in a unique learning environment that will stimulate curiosity while reinforcing essential academic learning experiences that are culturally and socially enriching. Extracurricular programs like clubs are designed to provide opportunities not typically experienced during the school day. These are some of the clubs offered in the district: arts & crafts, cheerleading, dance, drum line, fine arts, gardening, Hi Q, knitting, Reading Olympics, robotics, mural arts, newspaper, and more.

College Access Centers
- College Access Centers - Chester Upland has doubled (increased) its college access opportunities for all high school students. College Access Programs are designed to promote awareness and provide readiness services while creating and maintaining a college-going culture among our students and families. These services include, but are not limited to, postsecondary support through career and workforce development opportunities, individualized academic advising (including transcript review and class scheduling), college tours and visits, SAT/ACT preparation and registration, and information, support, and guidance in navigating the financial aid process.

The district will offer additional support in the instructional programs. Literacy will be taught by a college/university faculty member and Academic Seminar and Power Mathematics 2 classes will be taught by high school instructors.

Community Partnerships
- Chester Upland School District partners with approximately 40 entities that provide various supports to our students. Staff, community, education, spiritually, recreation and pride are all provided from our community, for our student’s wellbeing.

Credit Recovery Program
- The Credit Recovery Program allows high school students to attend 2 18-week programs per year, in order to obtain two additional credits in “core content areas” per year.

Early Childhood (Pre-Kindergarten)
- The Chester Upland School District is committed to providing the youngest members of our community with a pre-kindergarten program of the highest quality. It is our belief all children can and will be successful today and, in the future, if provided with an engaging, active, learning environment. CUSD participates in the pre-K counts program, providing 5 pre-k classrooms throughout the district.

English Language Learners (ELL)
- The District is committed to providing academic and social emotional support to its Limited English Learners [ELL] and Proficient (LEP) students. Through this commitment, the District will foster an educational environment whereby, LEP students develop skills using the native language as necessary to support the acquisition of academic content, while they are developing their English language proficiency. Interpreters are available for translation services. During the 16-17 SY, the CUSD implemented a "newcomers" program for students new to the USA, located in Chester High School, serving students from grades 7-
12.

**Extended School Year (ESY)**
- The District ESY program encompasses special education students who have received programming within the CUSD during the regular school year and who have qualified for ESY as per State Regulation Chapter 14.132. These students are in need of supports beyond those provided within the school year. Students may be mentally retarded, autistic, serious emotionally disturbed, or multiply disabled.

**Home Study**
- The CUSD has worked hard to create programs in-house to eliminate the need to expel or move students into home study. The creation of the AEDY program has helped with this matter, tremendously. To that end, the CUSD has not expelled a student in the last 4 school years but will provide a description of the proposed use of home study. Tutoring in the home is designed to assist students who have been expelled from school. Parents have a 30-day period to request educational assistance from the school district. Requests are made to central office. Expelled student will be tutored in their home or in a public place such as a local library, college library or community center. Central administration will assign a teacher to a student. Teachers will have identification. Students who are expelled for the school year will be pre and post tested. To determine a student's eligibility for promotion, attendance must be 95%, grades must be C or better, and progress/growth will be determined by district assessments. These indicators will be submitted to the coordinator of alternative education.

**Homebound Instruction**
- Homebound Instruction is an extended learning opportunity offered to students who have a medical condition that necessitates instruction in the home. A request for homebound instruction must be signed by licensed medical practitioner (doctor) showing evidence that a student is unable to attend school. Parents must request homebound instruction from the school where their child attends school.

**Homeless Support**
- Children and youth (age 21 and under) who lack a "fixed, regular, and adequate nighttime residence" are considered homeless. Students have the right to remain in the school of origin for the duration of homelessness. Feasible transportation is provided as well as clothing allowance, food allowance and school supplies with discretion may be provided if resources are unavailable.

**Mentoring for 1st Year Teachers**
- Mentors with documented successful teaching experience of three years or more within the Chester Upland School District are selected to mentor new teachers. Mentors meet with their assigned new teacher at least two times per month for coaching and support. Mentors are required to attend training sessions to enhance their and skill in coaching. During SY 17 all new special education teachers will participate in new teacher training every Wednesday, with special education administration.

**Mobile Teaching Carts / Technology**
- CUSD schools have mobile technology carts and Promethean Boards designed to increase opportunities for teachers to integrate technology into their instruction and for students to
have access to multiple web-based instructional resources and aids.

**New Teacher Induction**
- CUSD provides a series of six sessions for first-year teachers and those teachers who need to complete the PDE induction requirement. Topics include Classroom Management, Effective Teaching of African American Children and Children of Poverty, Teaching with the Brain in Mind and Active Teaching Strategies.

**Parent Summit**
- Chester Upland School District offers two Parent Summits (Fall and Spring) per school year. The purpose of the summits is to highlight all of the services and resources the district has to offer. Keynote speakers, workshops, giveaways/door prizes, community programs and vendor information, moon bounces, face painting, student performances, free refreshments are just some of the highlights of the summit. All members of the community are invited to attend.

**Physical Supports**
- To address students who are deaf, blind or visually impaired, or in need of physical support, have multiple disabilities, or autism spectrum disorders, students are provided with furniture arrangement, specific seating arrangements, individualized desk, chair, adaptive equipment, adjustments to sensory input (light, sound), environmental aids (classroom acoustics, heating, ventilation), structural aids (wheelchair accessibility, trays, grab bars), occupational and physical therapy, orientation and mobility services, and assistive technology services. We currently have two elementary schools and one high school that are accessible.

**Project Elect (Education Leading to Employment and Career Training)**
- Sponsored by the Delaware County Intermediate Unit, Project ELECT is a program available to CUSD students that assists eligible pregnant and parenting teens in breaking the cycle of welfare dependency by remaining in school, obtaining a GED or high school diploma, transitioning into employment, job training, or post-secondary education and parenting healthy children.

**Services for Students with Disabilities**
- Programs and services are available to students with disabilities that are in a:
  - Regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom
  - Part-time special education class in a regular public school or alternative setting
  - Regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom
  - Regular class placement with supplementary aids and services provided as need in that environment
  - Special education class receiving special education services outside the regular class for most or all of the school day, either in a regular public school or alternative setting

**Social and Behavioral**
- Designed to address the needs of students who need assistance with social and or emotional development (emotional support), support is provided in the following areas: social skills instruction, counseling supports, peer supports (facilitating friendships),
individualized behavior support plans, modification of rules and expectations, cooperative learning strategies. Group and individual counseling, social workers, counselors, and mental health teams are in place to facilitate this process.

**Summer Programs**

- The purpose of summer school is to provide meaningful engagement time and extended learning opportunity for all students who attend Chester Upland schools. First time kindergarten students, special needs ESY students, regular education enrichment students, and high school students with failing grades, all benefit from the district’s summer school.

**Supplemental Education Services (SES)** - Chester Upland School District is an SES provider and will provide tutoring support for our students district wide. Parents have an opportunity to choose from over 25 educational providers at no additional cost.

**Tutoring Support**

- Chester Upland provides tutoring support to students in elementary, middle and high school 9th graders during the school day. Students receive reading and mathematics support to improve their academic achievement levels. CUSD also capitalized on these efforts within our after-school program initiative in each of the six district schools.

2) Chester Upland School District is replicating successful programs, evidence-based models, and PDE sponsored initiatives aggressively in the scope and sequence of its new k-12+ educational platform. Two major focal points in this reformation effort, are the mindfulness of LRE, as well as providing high quality options for a wide range of students within the CUSD. Further, CUSD has been working closely with PDE, PaTTAN, DCIU and local mental health agencies to strengthen and grow existing special education programming. To this end, CUSD has had a steady growth in overall enrollment, as well as a continual flow of newly enrolled special education students, coming from local charter and online schools.

A major highlight of Chester Upland School District’s continuing program development in Special Education continues to be a strong emphasis on ensuring that a free appropriate public education in the Least Restrictive Environment is provided to all students consistent with federal and state legislation, as well as with such judicial milestones as Oberti and Gaskin. With the assistance of the Delaware County Intermediate Unit (DCIU), the Pennsylvania Training & Technical Assistance Network (PaTTAN), lecturers whose specialties are special education, special education law, and behavior, the District has focused programs and staff developments on Least Restrictive Environment, inclusionary practices, RtI, compliance and the use of supplementary aids and services.

A related strength of this Special Education program continues to be a clear commitment to resolving any dispute at an early stage in the resolution process. All concerned stress the importance and necessity of conjoint decision making, productive compromise, and exploration of creative solutions, in the best interests of the student. This year the District has elicited parent involvement through normal IEP meetings as well as PTAs, Parent University, and cooperative Parent Summits with Title One and a series of informational parent workshops.

Related services continue to be a clear strength of this Special Education program. It is not uncommon for students to require additional support services on the road to learning,
growing, socializing and becoming contributing members of society. These supportive services are currently provided by a team of psychologists, social workers; speech and language therapists; and contracted occupational and physical therapists working seamlessly with the District. They are proactive in their philosophy in meeting the needs of all students. Counselors, psychologists, social workers and nurses provide a network of highly trained professionals to counsel students and their families, connect students and care givers to program services, assess levels of learning, support the physical and mental health of students, provide training to staff throughout the District to better interact and benefit students and their families.

In an effort to reduce the number of students placed out of district who have a diagnosis of Autistic Spectrum Disorder, the CUSD Autistic Support Program consists of four classrooms at the Elementary level, three at the intermediate level and two at the secondary level. This is double the number of classes from the previous plan, suggesting that programs were strengthened, and students returned to the district. At the elementary level, CUSD currently has three Verbal Behavior classes focusing on the communication needs of non-verbal Autistic students, an increase of two classrooms from the previous plan. With current trends, it is possible to expand this program in the near future, with the increases CUSD has seen with enrollment. The PaTTAN Autism Initiative, Applied Behavior Analysis Supports is committed to applying the theoretical constructs of B. F. Skinner’s model of verbal behavior and current verbal behavior research to design language interventions across participating sites. The Project seeks to expand provision of effective science-based interventions for children with autism in the PA Public Education/Special Education system, and to establish a core set of classrooms incorporating Applied Behavior Analytic-based treatments. These programs are committed to working with families to provide a program that best meets the student’s individual needs and working towards placement in the least restrictive environment. We offer our students a variety of support opportunities designed to assist students as they age out of the primary program to move into the Intermediate level. The PaTTAN consultants visit the classrooms weekly, to assess the program and train teachers and support staff.

CUSD has expanded our Life Skills Support programs, as well. CUSD has elementary, intermediate and high school LSS classes, which will also likely grow if the current enrollment trends continue. These programs emphasize functional academic, self-help, social and community living skills at the elementary level. The secondary level emphasizes training that prepares the student for transition to employment and adult community living. Instruction increasingly progresses from classroom to community, as the student approaches graduation in order to facilitate a transfer of skills from theory to practice. Each LSS program is committed to growing the service learning component of individual programs, as well as working to master adaptive skills and orientation and mobility. Partnerships are being sought with the DCIU as well as the Office of Vocational Rehabilitation (OVR) to assist in these growing programs. These relationships will coexist with the already established partnerships LSS is currently using with the local boys and girls club, food market, and local housing authority (for community living practice). In January 2013 the District reinstituted a home living component of the Life Skills program by
opening a simulated apartment setting at the Chester High School. This is a life-skills initiative specially designed to provide a natural environment where students can develop daily routines, express individuality, and share a sense of ownership in the community. As a result, the students in the program will learn the necessary skills, habits, aptitudes, and attitudes for employment, everyday living, and community access before and after graduation from high school. During the spring of 2013 this was be expanded to include a kitchen and the Life Skills affiliated with activities relevant to that setting. Additionally, during SY 16 CUSD implemented a PAES Lab for transition skills and simulated work experiences for LSS and learning support classrooms in grades 6-12+. Furthermore, the Life Skills Support program in grades k-12 have been aligned to alternate eligible content for SY17.

Transition- to - Adulthood services have long been a highlight of Special Education in the Chester Upland School District going well beyond basic compliance with federal and state law. CUSD Transition services are child-centered and outcome-based programs that focus on students who will experience barriers as they move from high school to adulthood. The continuums of Transition services include the following:

Grades 6th – 8th

- Foster career and workplace awareness
- Promote career exploration
- Promote volunteerism and job mentoring and/or job shadowing

Grades 9th – 10th

- Deepen career and workplace knowledge
- Develop personal qualities and workplace readiness skills
- Impart beginning professional skills
- Promote work-based learning experiences such as internships and volunteer learning

Grades 11th - 12th

- Develop technical knowledge and skills necessary for entry into specific occupations or postsecondary education/training programs
- Develop career preparation beyond work-based learning experiences to on the job training and competitive employment
- Strengthen career awareness through career field apprenticeships
- Increase personal development by exploring opportunities beyond high school into the community
Chester Upland School District’s objective is to provide Transition services that will prepare students to become productive citizens in the global workforce by providing students with viable and authentic entry level career skills as well as academic knowledge and the life skills necessary for employment and/or postsecondary education.

Behavior Support Services

The Chester Upland School District promotes the cognitive, social, and emotional development of its students. Its goal is to proactively provide students with opportunities to successfully access an appropriate education and develop social skills that will allow them to successfully integrate into any setting. Teachers are expected to utilize classroom management strategies that provide the necessary structure and predictability that are necessary in creating positive school environment. Each teacher is expected to create a classroom management plan with student input so that rules and expectations are not only posted, but meaningful to them. Each school’s plan is comprehensive in nature and demonstrates the initial stages of viewing behavioral infractions as teachable moments that can be used to educate students. The elementary schools within the district provide character education to students to teach them empathy, respect, cooperation, trustworthiness, integrity, personal responsibility and respect for themselves and others. Further, the Elementary and Middle Schools in CUSD have active SWPBSP (School Wide Positive Behavior Support Plans) in place or developing. With each school’s plan, norms are taught and reinforced by rewarding students for their positive behavior. For example, Toby Farms School has instituted a school wide incentive called “Caught you being good, or Toby tickets.” These tickets get submitted for prize drawings, each Friday. Chester Upland School of the Arts (CUSA) has a “peace path” that students navigate in the halls, promoting an expectation of safety and calm, within the building.

Social skills instruction is incorporated with character education to teach students how to behave appropriately and provide opportunities to celebrate each other for making good choices. Several additional layers of support are available for students who require more intensive interventions to help them remain in the least restrictive environment. These include: opportunities to problem solve issues with the guidance of social workers, counselors and behavior health liaisons as well as positive solutions identified by the school’s SAP Team to help each student remain in the least restrictive environment. In addition, the district has in place Climate Managers at each school to lend positive support to the learning environment. In the more challenging school settings, CUSD has created conflict resolution specialist positions that serve as preventative liaisons between the school and community. Additionally, a weekly “conference call” occurs every Monday morning, with district safety representatives, representatives from all local police departments, juvenile probation officers, and mental health providers, to discuss the events of the previous weekend in relation to what may impact the school day. CUSD has also implemented several social skills and social-emotional education curricula, in its various programs. These include: Skillstreaming, ART, second chance, check and connect, and
Student achievement is celebrated within the character education and district programs. The character education program encourages students to build relationships with each other, and repair and restore relationships that are damaged. Students are provided with the necessary tools to build character, problem solve appropriately, increase self-esteem, increase citizenship, and create a sense of belonging. These opportunities allow students to set, monitor and achieve individual and class goals. Further, CUSD report cards also have citizenship grades alongside each academic score, to emphasize the importance of school norms and meeting positive behavior support expectations.

Behavioral management strategies and tools, such as Functional Behavioral Assessments, Behavior Intervention Plans and Positive Behavior Support Plans, self-monitoring strategies, conflict resolution, youth court, and behavior contracts are utilized when students require individualized behavior plans. These plans serve as a mechanism to support students who have disabilities and require specific interventions to address behaviors that interfere with learning by utilizing positive reinforcements and techniques. Explicit training and professional development was given to each teacher, during the opening to the school year 13-14, 14-15, 15-16, and 16-17. Each teacher was given a Special Education policies and procedures binder, complete with annotated and sample behavior plans, FBA, and data collection forms.

For all students within the CUSD, the district has been proactive in providing therapeutic supports for all behaviors. In SY17, the CUSD is training internal staff in the safety cares physical support model, to grow internal capacity, and have the ability to annually train all security, climate and necessary school staff.

CUSD continues to utilize an in-house AEDY component to its in-district scope of programming. Pennsylvania’s Alternative Education for Disruptive Youth Program (AEDY) provides a combination of intense, individual academic instruction and behavior modification counseling in an alternative setting to assist students in returning successfully to their regular classroom. CUSD is working with Camelot Schools to provide an AEDY program for students who meet criteria in grades 7-12+. Camelot utilizes researched based best practices such as the normative classroom and Polsky’s Diamond, for insights into youth sub-cultures, thus creating a safe and positive school climate. In addition to the AEDY component of the Camelot program, they are also providing an intensive intervention program to 75 students at Chester High School who have been identified as being over-aged and under credited. The Camelot Excel Academy provides an accelerated program where students can earn high school credits in half the time. This program has provided a platform for students to reclaim their education and become motivated to succeed, once again.

The district believes measurable behavioral outcomes are an actual component of high-quality education. To that end, the district requires all teachers, where appropriate, to identify outcomes, chart behavior and utilize data in teaching. Professional development has been offered to assure all IEPs and behavior plans will have measurable outcomes. The Delaware County Intermediate Unit, PaTTAN and attorneys representing the school district have assisted with this objective.

The school district has partnered with The Delaware County Intermediate Unit #25 (DCIU)
for behavioral support in the areas of FBA, observation and team planning, training was also offered to all regular education, special education and support staff for safety cares (safe crisis management training). PaTTAN is utilized for behavior modification programs and FBA in our Autistic Support classrooms. PaTTAN also provides verbal behavior training and support for writing effective behavior plans. These individuals play an integral part in creating positive, school wide culture and climate. They provide individual and group support to students who need services as designated in their IEPs, serve as support to classroom teachers, and participate in SAP Team meetings to offer their professional expertise in determining therapeutic plans to promote student success.

Some of the techniques that are used by teachers to de-escalate problematic behavior and inappropriate choices include: verbal redirection, teacher-student conferences and completion of behavior management sheets (SODAS, Think it Through, Peace Path, and Problem Solving Forms) to allow students to process their problems and conflicts. Town Hall Meetings, which are incorporated into the Camelot School and Clipper Enlightenment Academy's morning routine, as well as the district wide "SWPBS initiative" to allow students to resolve problems with and seek solutions from their peers in a structured, teacher-directed format. When these school wide positive behavioral strategies prove to be ineffective with some students, additional interventions are provided for them. They may include the following techniques: use of self-regulating charts, deep breathing exercises, mental exercises, mental exercises to reduce frustration, Relaxation, meditation, mindfulness, yoga, restorative practices, norm-based classroom protocols, and time with the school social worker, counselor, and psychologist to reflect on situations and role play expected student behavior. Behavior Intervention Plans are developed for students who have chronic behavior problems whose behavior impedes their learning or the learning of classmates.

Training our staff in addressing the behavioral needs of our students is a priority and is represented in our three-year training plan. Staff are trained in Safety Cares, which is student centered escalation and restraint procedures, and are re-certified each year. Positive behavior support, in the form of completing a FBA and writing and implementing BIP plans is reviewed several times a year during IEP trainings. The IU is brought in to support FBA and BIP development for specific children, as well as the PaTTAN Autism Initiative.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements.
not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

1) Chester Upland School District ensures FAPE for an individual student or a particular disability category by identifying the needs and then by pulling an IEP team of experts together to discuss supports and services to address the needs. The IEP team consists of team members who have a full understanding of the continuum of special education supports, services and education placement options available within the district or out of district. Providing services and aids in the regular educational environment is always the first placement considered. In years past many students were sent to out of district programs because of the district’s many gaps in special education supports, services and programs primarily autistic support and emotional support. CUSD has made major strides in replicating more solid programming, in-district, for these students, and have brought back many students to the district.

2) Chester Upland School District has recently development an emotional support and Autistic support program that both span from K to 12. Our autistic support classrooms are partnered with PaTTAN’s Autism Initiative. Our classrooms that are supported have grown from 4 classrooms to 9 classrooms spanning grades from k - 12+.

3) When the School District encounters difficulty ensuring FAPE for the particular disability category of Emotional Disturbance, that disturbance typically presents as a complex of multiple psychiatric diagnoses, serious aggression against self and others, chronic elopement/truancy, and non-compliance with treatment being offered by any medical, social, or educational resource.

The District provides a great deal of support for students, their families, and their teachers via its Mental Health Teams of counselors, social workers, and psychologists, who offer individual and group counseling, consultation with parents and teachers, and referral to and ongoing collaboration with outside providers of service, while remaining in the home school district.

Additionally, the District offers a variety of non-traditional educational placements and schedules. The District has established Solutions/SAP teams in each of its buildings to provide interventions to support any of its struggling students. Accommodations are also provided using 504 Plans for students as required. Newly formed outpatient mental health clinics in CHS and Toby Farms support the whole community approach in dealing with challenging behaviors, and pervasive trauma, which plagues our school community.

The district has enhanced its Emotional Support Programs by providing training to its staff in the areas of social skills instruction, de-escalating the conflict cycle, and positive behavioral strategies to support students.

The district provides services to Regular and Special Education students who require a smaller, less complicated setting that minimizes transitions. This program is available for students in K – 12th grade in our Alternative Education program offerings.

Ongoing training has been provided to the district’s school safety personnel to provide them with appropriate behavioral management strategies that can be used to prevent or de-
escalate acting out behaviors amongst students.
The district has frequent inter-agency meetings to provide timely services to students.

**Strengths and Highlights**

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Chester Upland School District is immersed in replicating successful programs, evidence based models, and PDE sponsored initiatives aggressively in the scope and sequence of its k-12+ educational platform. Two major focal points in this reformation effort, are the mindfulness of LRE, as well as providing high quality options for a wide range of students within the CUSD. Further, CUSD has been working closely with PDE, PaTTAN, DCIU and Crozer Keystone, to strengthen and grow existing special education programming. To this end, CUSD has had a steady growth in overall enrollment, as well as a continual flow of newly enrolled special education students, coming from local charter and online schools.

A major highlight of Chester Upland School District’s continuing program development in Special Education is the emergence of high-quality Autistic Support programming. CUSD has grown from 4 classrooms in the district, to 9 in SY17. It is proposed that by SY 19, CUSD will have 11 district classrooms supported by the PaTTAN Autism Initiative. This budding partnership is also a highlight of the work of the special education department of CUSD. The collaboration between CUSD and PaTTAN has resulted in many students returning to CUSD from APS locations, solidified intensive teaching protocols throughout the district, created a targeted professional development network, and will ultimately aspire to become a model for developing programs around the commonwealth. Parental engagement around this group has increased tremendously in recent years, as well. In SY17, the district has its first ever parents ABA thanksgiving feast, complete with a parent training session from PaTTAN. The parents engaged around strategies and best practices around the home, to better align with their students programs at school. The response for this event was so strong, that parents requested ongoing parent trainings around engaging with their children.

Additionally, CUSD was asked to present at the National Autism Conference in the summer of 16, on the tremendous growth in this area of CUSD’s programming.

An additional strength of this Special Education program continues to be a clear commitment to resolving any dispute at an early stage in the resolution process. All concerned stress the importance and necessity of conjoint decision making, productive compromise, and exploration of creative solutions, in the best interests of the student. This year the District has elicited parent involvement through normal IEP meetings as well as PTAs, Parent University, and cooperative Parent Summits with Title One and a series of informational parent workshops.

Related services continue to be a clear strength of this Special Education program. It is not uncommon for students to require additional support services on the road to learning, growing, socializing and becoming contributing members of society. These supportive services are currently provided by a team of psychologists, social workers; speech and
language therapists; and contracted occupational and physical therapists working seamlessly with the District. They are proactive in their philosophy in meeting the needs of all students. Counselors, psychologists, social workers and nurses provide a network of highly trained professionals to counsel students and their families, connect students and care givers to program services, assess levels of learning, support the physical and mental health of students, provide training to staff throughout the District to better interact and benefit students and their families.

CUSD has expanded our Life Skills Support programs, as well. CUSD has elementary, intermediate and high school LSS classes, which will also likely grow if the current enrollment trends continue. These programs emphasize functional academic, self-help, social and community living skills at the elementary level. The secondary level emphasizes training that prepares the student for transition to employment and adult community living, and are based on alternative eligible content standards. Instruction increasingly progresses from classroom to community, as the student approaches graduation in order to facilitate a transfer of skills from theory to practice. Each LSS program is committed to growing the service learning component of individual programs, as well as working to master adaptive skills and orientation and mobility. Partnerships exist with the DCIU as well as the Office of Vocational Rehabilitation (OVR) to assist in these growing programs. These relationships will coexist with the already established partnerships LSS is currently using with the local boys and girls club, food market, Local hospitals, businesses, community living establishments, and partnerships. The District is still utilizing the home living component of the Life Skills program by utilizing a simulated apartment setting at the Chester High School. This is a life-skills initiative specially designed to provide a natural environment where students can develop daily routines, practice Activities of Daily Living (ADL), express individuality, and share a sense of ownership in the community. As a result, the students in the program will learn the necessary skills, habits, aptitudes, and attitudes for employment, everyday living, and community access before and after graduation from high school. CUSD is currently negotiating with a major corporation to remodel and outfit the CUSD apartment setting to improve equipment, and allow our LSS population do begin to develop businesses within the school that allow for the continued practice of functional skills.

Transition Services have long been a highlight of Special Education in Chester Upland School District, going well beyond basic compliance with federal and state law. An outcome-based program, Transition Services offer options for each student above age 14, who experience barriers moving smoothly into employment and other post-high school situations. To further bolster transition services in CUSD, the one remaining transition coordinator has made tremendous strides with engaging students in WBLES (Work Based Learning Experiences). Students in grades 6-12+ engage in a wide range of experiences from interest inventories or community based trips to practice skills, up to and including paid work experiences, and full time employment post graduation. Transition experiences also exist in our middle and high schools in the form of "businesses" or work teams that receive "work orders" from staff for jobs that need to be done around school. These range in complexity and include jobs like "coffee cart" or "paper shredding company." CUSD is also working with OVR to support these initiatives with increased support staff to reach more
students. Transition services now include travel training and associated orientation and mobility training in our low-incidence programs. CUSD was also asked to present at the annual transition conference on the growth of our district. CUSD sent a student and parent representative to participate in this event. CUSD is currently only one of two districts in Delaware County who have students participating in Work Based Learning Experiences training from the DCIU at this time. CUSD transition services have become much more comprehensive since the last plan, with students placed in part-time, full-time, assisted living and 2-4 year universities based on the work of the remaining CUSD transition coordinator. It is noteworthy that to meet the needs of all students around transition, CUSD will need to investigate ways to increase transition staff throughout the district.

CUSD, since the last plan submission, has successfully doubled the amount of social workers throughout the district. Presently, CUSD has one social worker present in every district building.

CUSD continues to run an AEDY component to its in-district scope of programming. Pennsylvania’s Alternative Education for Disruptive Youth Program (AEDY) provides a combination of intense, individual academic instruction and behavior modification counseling in an alternative setting to assist students in returning successfully to their regular classroom. CUSD is working with Camelot Schools to provide an AEDY program for students who meet criteria in grades 7-12+. Camelot utilizes researched based best practices such as the normative classroom and Polsky's Diamond, for insights into youth sub-cultures, thus creating a safe and positive school climate. In addition to the AEDY component of the Camelot program, they are also providing an intensive intervention program to 75 students at Chester High School who have been identified as being over-aged and under credited. The Camelot Excel Academy provides an accelerated program where students can earn high school credits in half the time. This program has provided a platform for students to reclaim their education and become motivated to succeed, once again. The District also has its own accelerated learning program that serves students needing credit recovery in addition to its digital learning center that offers blended learning and virtual learning opportunities.

How CUSD trains staff, parents:
The special education team has begun to outline with teachers a calendar of educational events for parents on topics of interest that pertain to special education programming. This calendar of events will also serve as the conduit to gain feedback from parents to inform the work of the special education team.

The District provides trainings during the time devoted to professional development, EVERY Wednesday for 2 hours, and a full or half days throughout the year, as well as trainings during the school day, supported by a grant that provides substitutes. Trainings are also provided off-site, for example at the Intermediate Unit and PaTTAN. The IU and PaTTAN also provide training on-site. PD is also provided after school hours, for example induction as well as other workshops like those provided on the topic of literacy by American Reading Company. Professional development also happens during the summer. Examples of PD for summer programming are: Autism Boot Camp (PaTTAN), specific
curriculum-based trainings such as SRA corrective reading and reading mastery. Trainings provided for parents are provided in the evenings and weekends to allow for participation. Parent University, which provides parent targeted PD provides seminars on topics such including literacy skills, behavior modification, understanding IDEA, and ESY, organizational and study skills, transition planning, as well as allowing Parents to obtain college degrees with University Partners. During SY17, CUSD special education conducted parent trainings on the following topics: Autistic Support parent nights; transition night; meet next year’s teacher; FAFSA night; NCAA parent night; and various others which are kept on file in the Professional development binder for the office of pupil services. The office of Pupil Services has detailed records of weekly professional developments conducted in SY17 for all employment groups, parents, and regular education teachers. A monthly schedule of future parent involvement activities is being designed for the upcoming school year. Activities will be similar to those described here.

**Implementation of a standards-aligned curriculum and instructional protocols**

Chester Upland School District has improved its use of PA Academic Standards by ensuring that students are taught to recognize standards that are relevant to multiple subject areas. Hence, students are expected to transfer relevant skills and knowledge across subject areas. In addition, as per Chapter 339, PA Career and Work standards have been integrated into the K-12 grade curriculum. Most of the curriculum for regular education classes is at the developing level particularly for secondary education. The special education team is working on helping teachers better understand how to supplement the core curriculum particularly in itinerant classrooms, supplemental classrooms and as appropriate where students are mainstreamed. As a part of the focus on implementing Response to Instruction and Intervention as we push to evolve towards a multi-tiered system of support, we are focusing on assuring a strong connection between assessment, IEP goals and instruction. We have identified resources for both supplemental instruction and intervention as well as refined our use of progress monitoring assessments.

**Professional Development**

Prior professional development has been aligned to the district professional development plan. The special education team is developing a three-year professional development plan that is target by special education programs and will be focused on further developing the quality of those programs in the service of student learning. Data analysis will be an integral component of the program as the special education team refines its use of progress monitoring and diagnostic assessments.
Assurances

Safe and Supportive Schools Assurances
The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)
• Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

• Acceptable Use Policy for Technology Resources

• Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances
The Local Education Agency (District) has verified the following Assurances:

• Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

• Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district’s jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

• Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

• Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

• Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

• Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities
There are no facilities.
<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Type of Facility</th>
<th>Type of Service</th>
<th>Number of Students Placed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraxas</td>
<td>Neighboring School Districts</td>
<td>ES</td>
<td>2</td>
</tr>
<tr>
<td>Concept School</td>
<td>Other</td>
<td>Alternative Placement</td>
<td>1</td>
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<tr>
<td>The County Alternative School</td>
<td>Special Education Centers</td>
<td>ES</td>
<td>8</td>
</tr>
<tr>
<td>Delaware County Technical High School</td>
<td>Other</td>
<td>Career and Technical</td>
<td>1</td>
</tr>
<tr>
<td>Devereux Day School</td>
<td>Approved Private Schools</td>
<td>AS/PDD, NI, SED</td>
<td>1</td>
</tr>
<tr>
<td>Elwyn-Davidson</td>
<td>Approved Private Schools</td>
<td>AS/PDD, NI, SED, BVIS, DHIS, ID</td>
<td>23</td>
</tr>
<tr>
<td>George Crothers</td>
<td>Approved Private Schools</td>
<td>CP, ID, NI</td>
<td>20</td>
</tr>
<tr>
<td>George Hill Correctional Institute</td>
<td>Neighboring School Districts</td>
<td>LS</td>
<td>14</td>
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<td>Glen Mills School</td>
<td>Neighboring School Districts</td>
<td>LS</td>
<td>1</td>
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<tr>
<td>Haverford High School</td>
<td>Neighboring School Districts</td>
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<td>2</td>
</tr>
<tr>
<td>Kids Peace</td>
<td>Other</td>
<td>LS</td>
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<tr>
<td>Marple Education Center</td>
<td>Special Education Centers</td>
<td>AS</td>
<td>6</td>
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<tr>
<td>Overbrook School for the Blind</td>
<td>Approved Private Schools</td>
<td>BVIS</td>
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<tr>
<td>PA School for the Deaf</td>
<td>Approved Private Schools</td>
<td>DHIS</td>
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</tr>
<tr>
<td>Pathway School</td>
<td>Approved Private Schools</td>
<td>AS/PDD, NI, SED</td>
<td>2</td>
</tr>
<tr>
<td>Penncrest High School</td>
<td>Neighboring School Districts</td>
<td>LS</td>
<td>6</td>
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<tr>
<td>Pennington</td>
<td>Special Education Centers</td>
<td>MDS</td>
<td>4</td>
</tr>
<tr>
<td>Royer-Greaves School for the Blind</td>
<td>Approved Private Schools</td>
<td>BVIS, DHIS</td>
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<tr>
<td>The Woods School</td>
<td>Approved Private Schools</td>
<td>NI</td>
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</tr>
<tr>
<td>Vanguard School</td>
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<tr>
<td>Wordsworth Academy</td>
<td>Approved Private Schools</td>
<td>AS/PDD, NI, SED</td>
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<td>The Pilot School</td>
<td>Out-of-State Schools</td>
<td>LS</td>
<td>1</td>
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<td>Lima Detention Center</td>
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<td>LS</td>
<td>1</td>
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<td>-------------------------------</td>
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</tr>
<tr>
<td>Strathaven High</td>
<td>Neighboring School Districts</td>
<td>Hearing Impaired</td>
<td>1</td>
</tr>
</tbody>
</table>

**Special Education Program Profile**

**Program Position #1 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: Class*

*Implementation Date: September 1, 2018*

*Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Emotional Support</td>
<td>15 to 20</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

*Justification: Although the age range exceeds the expectation, in actually, during specific class time the range in age is never out of compliance.*

*Locations:*

Chester High School

A Senior High School Building

A building in which General Education programs are operated

**Program Position #2 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: Class*

*Implementation Date: September 1, 2018*

*Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Emotional Support</td>
<td>16 to 20</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

*Justification: Although the age range exceeds the expectation, in actually, during specific class time the range in age is never out of compliance.*

*Locations:*

Chester High School

A Senior High School Building

A building in which General Education programs are operated

**Program Position #3 - Proposed Program**

*Operator: School District*
**PROPOSED PROGRAM INFORMATION**

*Type:* Class  
*Implementation Date:* September 1, 2018  
*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

### PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Emotional Support</td>
<td>15 to 20</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

Justification: Although the age range exceeds the expectation, in actually, during specific class time the range in age is never out of compliance.

**Locations:**
- Chester High School
- A Senior High School Building
- A building in which General Education programs are operated

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**Program Position #4 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class  
*Implementation Date:* September 1, 2018  
*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

### PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Emotional Support</td>
<td>15 to 20</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

Justification: Although the age range exceeds the expectation, in actually, during specific class time the range in age is never out of compliance.

**Locations:**
- Chester High School
- A Senior High School Building
- A building in which General Education programs are operated

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**Program Position #5 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class  
*Implementation Date:* September 1, 2018  
*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

### PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
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<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
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<td>15 to 20</td>
<td>15</td>
<td>0.75</td>
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</table>

Justification: Although the age range exceeds the expectation, in actuality, during specific class time the range in age is never out of compliance.

**Locations:**
- Chester High School
- A Senior High School Building
- A building in which General Education programs are operated
### Program Position #6 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

*Type: Class*

*Implementation Date: September 1, 2018*

*Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>15 to 20</td>
<td>12</td>
<td>0.25</td>
</tr>
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</table>

Justification: Although the age range exceeds the expectation, in actually, during specific class time the range in age is never out of compliance.

Locations:
- Chester High School
  - A Senior High School Building
  - A building in which General Education programs are operated

### Program Position #7 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

*Type: Position*

*Implementation Date: September 1, 2018*

*Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Life Skills Support</td>
<td>15 to 19</td>
<td>20</td>
<td>1</td>
</tr>
</tbody>
</table>

Justification: Having a age range great than 4 is indicated with in their IEPs

Locations:
- Chester High School
  - A Senior High School Building
  - A building in which General Education programs are operated

### Type of Support

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>15 to 20</td>
<td>35</td>
<td>0.75</td>
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Justification: Although the age range exceeds the expectation, in actually, during specific class time the range in age is never out of compliance.
<table>
<thead>
<tr>
<th>Locations:</th>
<th>Chester High School</th>
<th>A Senior High School Building</th>
<th>A building in which General Education programs are operated</th>
</tr>
</thead>
</table>

**Program Position #8 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: Class*

*Implementation Date: September 1, 2018*

*Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Life Skills Support</td>
<td>15 to 20</td>
<td>20</td>
<td>1</td>
</tr>
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</table>

*Justification: The age range variance is agreed and approved through the IEP process.*

<table>
<thead>
<tr>
<th>Locations:</th>
<th>Chester High School</th>
<th>A Senior High School Building</th>
<th>A building in which General Education programs are operated</th>
</tr>
</thead>
</table>

**Program Position #9 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: Class*

*Implementation Date: September 1, 2018*

*Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>15 to 19</td>
<td>20</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Locations:</th>
<th>Chester High School</th>
<th>A Senior High School Building</th>
<th>A building in which General Education programs are operated</th>
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</table>

**Program Position #10 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: Class*

*Implementation Date: September 1, 2018*

*Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>15 to 19</td>
<td>20</td>
<td>1</td>
</tr>
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<td>Locations:</td>
<td>Program Position #11 - Proposed Program</td>
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<tr>
<td>Chester High School</td>
<td><strong>Operator:</strong> School District</td>
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<tr>
<td>A Senior High School Building</td>
<td><strong>PROPOSED PROGRAM INFORMATION</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A building in which General Education programs are operated</td>
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<tr>
<td>Type of Support</td>
<td>Level of Support</td>
<td>Age Range</td>
<td>Caseload</td>
<td>FTE</td>
</tr>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Life Skills Support</td>
<td>17 to 21</td>
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<table>
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<th>Program Position #12 - Proposed Program</th>
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<td>Chester High School</td>
<td><strong>Operator:</strong> School District</td>
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<tr>
<td>A Senior High School Building</td>
<td><strong>PROPOSED PROGRAM INFORMATION</strong></td>
</tr>
<tr>
<td>A building in which General Education programs are operated</td>
<td><strong>Type:</strong> Class</td>
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<td><strong>Implementation Date:</strong> September 1, 2018</td>
<td><strong>Justification:</strong> Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.</td>
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<tr>
<td><strong>PROGRAM SEGMENTS</strong></td>
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<tr>
<td>Type of Support</td>
<td>Level of Support</td>
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<td>Supplemental (Less Than 80% but More Than 20%)</td>
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<table>
<thead>
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<th>Locations:</th>
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</thead>
<tbody>
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<td>Chester High School</td>
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</tr>
<tr>
<td>A Senior High School Building</td>
<td><strong>PROPOSED PROGRAM INFORMATION</strong></td>
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<td>A building in which General Education programs are operated</td>
<td><strong>Type:</strong> Class</td>
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<tr>
<td><strong>Implementation Date:</strong> September 1, 2018</td>
<td><strong>Justification:</strong> Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.</td>
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<tr>
<td><strong>PROGRAM SEGMENTS</strong></td>
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<tr>
<td>Type of Support</td>
<td>Level of Support</td>
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<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
</tr>
<tr>
<td>Chester High School</td>
<td>A Senior High School Building</td>
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<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>15 to 19</td>
<td>12</td>
<td>0.25</td>
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Locations: Chester High School A Senior High School Building A building in which General Education programs are operated

**Program Position #14 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

_Type: Class_

_Implementation Date: September 1, 2018_

_Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate._

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>14 to 16</td>
<td>20</td>
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</table>

Locations: Chester High School A Senior High School Building A building in which General Education programs are operated

**Program Position #15 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

_Type: Position_

_Implementation Date: September 1, 2018_

_Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate._

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>14 to 17</td>
<td>35</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Locations: Chester High School A Senior High School Building A building in which General Education programs are operated

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>14 to 17</td>
<td>5</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Locations: Chester High School A Senior High School Building A building in which General Education programs are operated
Program Position #16 - Proposed Program
Operator: School District

PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: September 1, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>15 to 20</td>
<td>35</td>
<td>0.75</td>
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</tbody>
</table>

Justification: Although the age range exceeds the expectation, in actually, during specific class time the range in age is never out of compliance.

Locations:
- Chester High School

Type of Support | Level of Support | Age Range | Caseload | FTE |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Supplemental</td>
<td>Learning Support</td>
<td>15 to 20</td>
<td>5</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Justification: Although the age range exceeds the expectation, in actually, during specific class time the range in age is never out of compliance.

Locations:
- Chester High School

Program Position #17 - Proposed Program
Operator: School District

PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 1, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Life Skills Support</td>
<td>14 to 19</td>
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Justification: The age range variance is approved and agreed upon through the IEP process.

Locations:
- Chester High School

Program Position #18 - Proposed Program
Operator: School District

PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: September 1, 2018
**Program Position #19 - Proposed Program**  
*Operator:* School District  

**PROPOSED PROGRAM INFORMATION**  
*Type:* Class  
*Implementation Date:* September 1, 2018  

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>15 to 20</td>
<td>35</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Justification: Although the age range exceeds the expectation, in actually, during specific class time the range in age is never out of compliance.

**Locations:**

- Chester High School  
  - A Senior High School Building  
  - A building in which General Education programs are operated

**Program Position #20 - Proposed Program**  
*Operator:* School District  

**PROPOSED PROGRAM INFORMATION**  
*Type:* Class  
*Implementation Date:* September 1, 2018  

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

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<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
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<td>14 to 16</td>
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**Locations:**

- Chester High School  
  - A Senior High School Building  
  - A building in which General Education programs are operated

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Emotional Support</td>
<td>14 to 18</td>
<td>20</td>
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</table>
Program Position #21 - Proposed Program  
*Operator:* School District  
**PROPOSED PROGRAM INFORMATION**  
*Type:* Class  
*Implementation Date:* September 1, 2018  
*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
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<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Emotional Support</td>
<td>12 to 15</td>
<td>20</td>
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Locations: Chester High School  
A Senior High School Building  
A building in which General Education programs are operated

Program Position #22 - Proposed Program  
*Operator:* School District  
**PROPOSED PROGRAM INFORMATION**  
*Type:* Position  
*Implementation Date:* September 1, 2018  
*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
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<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>14 to 18</td>
<td>30</td>
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</table>

Locations: Chester High School  
A Senior High School Building  
A building in which General Education programs are operated

Program Position #23 - Proposed Program  
*Operator:* School District  
**PROPOSED PROGRAM INFORMATION**  
*Type:* Position  
*Implementation Date:* September 1, 2018  
*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>14 to 18</td>
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</table>

Locations: Chester High School  
A Senior High School Building  
A building in which General Education programs are operated
### Program Position #24 - Proposed Program

**Operator:** School District  

**PROPOSED PROGRAM INFORMATION**  

Type: Position  

*Implementation Date:* September 1, 2018  

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>14 to 18</td>
<td>30</td>
<td>1</td>
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<td>Locations:</td>
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<tr>
<td>STEM</td>
<td>A Senior High School Building</td>
<td>A building in which General Education programs are operated</td>
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</table>

### Program Position #25 - Proposed Program

**Operator:** School District  

**PROPOSED PROGRAM INFORMATION**  

Type: Position  

*Implementation Date:* September 1, 2018  

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
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<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>14 to 18</td>
<td>30</td>
<td>1</td>
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<td>Locations:</td>
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<tr>
<td>STEM</td>
<td>A Senior High School Building</td>
<td>A building in which General Education programs are operated</td>
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</table>

### Program Position #26 - Proposed Program

**Operator:** School District  

**PROPOSED PROGRAM INFORMATION**  

Type: Position  

*Implementation Date:* September 1, 2018  

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>14 to 18</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>Locations:</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>STEM</td>
<td>A Senior High School Building</td>
<td>A building in which General Education programs are operated</td>
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</table>
Program Position #27 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

*Implementation Date:* September 1, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Special Education Class</td>
<td>Emotional Support</td>
<td>8 to 12</td>
<td>12</td>
<td>1</td>
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</tbody>
</table>

Locations:

- Toby Farms: A Middle School Building: A building in which General Education programs are operated

Program Position #28 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

*Implementation Date:* September 1, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Special Education Class</td>
<td>Emotional Support</td>
<td>5 to 9</td>
<td>12</td>
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</table>

Locations:

- Toby Farms: A Middle School Building: A building in which General Education programs are operated

Program Position #29 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

*Implementation Date:* September 1, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Full-Time Special Education Class</td>
<td>Emotional Support</td>
<td>7 to 11</td>
<td>12</td>
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</table>

Locations:

- Toby Farms: A Middle School Building: A building in which General Education programs are operated
Program Position #30 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 1, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Special Education Class</td>
<td>Emotional Support</td>
<td>6 to 10</td>
<td>12</td>
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</table>

Locations:

Toby

Program Position #31 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 1, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Life Skills Support</td>
<td>8 to 12</td>
<td>20</td>
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</table>

Locations:

Toby Farms

A Middle School Building
A building in which General Education programs are operated

Program Position #32 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 1, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
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<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Autistic Support</td>
<td>12 to 15</td>
<td>8</td>
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Locations:

Toby

A Middle School
A building in which General
Program Position #33 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 1, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
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<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Autistic Support</td>
<td>9 to 13</td>
<td>8</td>
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<td>A Middle School Building</td>
<td>A building in which General Education programs are operated</td>
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Program Position #34 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 1, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>10 to 14</td>
<td>20</td>
<td>1</td>
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<td>Toby</td>
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<td>A building in which General Education programs are operated</td>
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Program Position #35 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: September 1, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
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<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>10 to 14</td>
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<td>A building in which General Education programs are operated</td>
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<table>
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<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Itinerant</td>
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<td>10 to 14</td>
<td>35</td>
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<td>A building in which General Education programs are operated</td>
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</table>

**Program Position #36 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 1, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
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<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>10 to 14</td>
<td>10</td>
<td>0.5</td>
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<td>A building in which General Education programs are operated</td>
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</table>

<table>
<thead>
<tr>
<th>Locations:</th>
<th>Toby</th>
<th>A Middle School Building</th>
<th>A building in which General Education programs are operated</th>
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</thead>
</table>

**Program Position #37 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 1, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
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<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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<td>10</td>
<td>0.5</td>
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<td>Toby</td>
<td>A Middle School Building</td>
<td>A building in which General Education programs are operated</td>
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</table>
Building  Education programs are operated

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<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>10 to 14</td>
<td>25</td>
<td>0.5</td>
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<td>Locations:</td>
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</tr>
<tr>
<td>Toby</td>
<td>A Middle School Building</td>
<td>A building in which General Education programs are operated</td>
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</table>

**Program Position #38 - Proposed Program**  
**Operator:** School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
**Implementation Date:** September 1, 2018  
**Justification:** Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
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<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
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<tbody>
<tr>
<td>Suppemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>10 to 14</td>
<td>15</td>
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</tr>
<tr>
<td>Toby</td>
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<td>A building in which General Education programs are operated</td>
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</table>

**Program Position #39 - Proposed Program**  
**Operator:** School District

**PROPOSED PROGRAM INFORMATION**

Type: Position  
**Implementation Date:** September 1, 2018  
**Justification:** Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>10 to 14</td>
<td>12</td>
<td>0.25</td>
</tr>
<tr>
<td>Locations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toby</td>
<td>A Middle School Building</td>
<td>A building in which General Education programs are operated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suppemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>10 to 14</td>
<td>16</td>
<td>0.8</td>
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<tr>
<td>Locations:</td>
<td></td>
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</tr>
<tr>
<td>Toby</td>
<td>A Middle School Building</td>
<td>A building in which General Education programs are operated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Support</td>
<td>Level of Support</td>
<td>Age Range</td>
<td>Caseload</td>
<td>FTE</td>
</tr>
<tr>
<td>-----------------</td>
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<tr>
<td>Itinerant</td>
<td>Learning Support</td>
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<td>0.2</td>
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</tbody>
</table>

Locations:

Toby

A Middle School Building

A building in which General Education programs are operated

**Program Position #40 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Suppimental (Less Than 80% but More Than 20%)</td>
<td>8 to 11</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Locations:

CUSA

An Elementary School Building

A building in which General Education programs are operated

**Program Position #41 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>7 to 10</td>
<td>20</td>
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</table>

Locations:

CUSA

An Elementary School Building

A building in which General Education programs are operated

**Program Position #42 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: September 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**
<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>7 to 10</td>
<td>20</td>
<td>1</td>
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</table>

Locations:

CUSA

An Elementary School Building

A building in which General Education programs are operated

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Autistic Support</td>
<td>6 to 9</td>
<td>8</td>
<td>1</td>
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</tbody>
</table>

Locations:

Stetser

An Elementary School Building

A building in which General Education programs are operated

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Life Skills Support</td>
<td>6 to 9</td>
<td>20</td>
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</tr>
</tbody>
</table>

Locations:

Stetser

An Elementary School Building

A building in which General Education programs are operated

Program Position #45 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2018

PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>7 to 10</td>
<td>20</td>
<td>1</td>
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</tbody>
</table>

Locations:

CUSA

An Elementary School Building

A building in which General Education programs are operated
### Program Position #46 - Proposed Program

**Operator:** School District  
**PROPOSED PROGRAM INFORMATION**  
**Type:** Class  
**Implementation Date:** September 1, 2018

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Life Skills Support</td>
<td>7 to 10</td>
<td>20</td>
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</tbody>
</table>

**Locations:**  
Stetser: An Elementary School Building — A building in which General Education programs are operated

### Program Position #47 - Proposed Program

**Operator:** School District  
**PROPOSED PROGRAM INFORMATION**  
**Type:** Class  
**Implementation Date:** September 1, 2018

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
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<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>6 to 9</td>
<td>20</td>
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</tbody>
</table>

**Locations:**  
Stetser: An Elementary School Building — A building in which General Education programs are operated

### Program Position #48 - Proposed Program

**Operator:** School District  
**PROPOSED PROGRAM INFORMATION**  
**Type:** Class  
**Implementation Date:** September 1, 2018

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>9 to 12</td>
<td>20</td>
<td>1</td>
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</table>

**Locations:**  
Stetser: An Elementary School Building — A building in which General Education programs are operated

### Program Position #49 - Proposed Program

**Operator:** School District  
**PROPOSED PROGRAM INFORMATION**  
**Type:** Class  
**Implementation Date:** September 1, 2018

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>9 to 12</td>
<td>20</td>
<td>1</td>
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</tbody>
</table>

**Locations:**  
Stetser: An Elementary School Building — A building in which General Education programs are operated
<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Autistic Support</td>
<td>5 to 8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Locations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Street</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Position #50 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: Class*

*Implementation Date: September 1, 2018*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>7 to 10</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Locations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Street</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Position #51 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: Class*

*Implementation Date: September 1, 2018*

**PROGRAM SEGMENTS**

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>6 to 8</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Locations:</td>
<td></td>
<td></td>
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<tr>
<td>Main Street</td>
<td>An Elementary School Building</td>
<td>A building in which General Education programs are operated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Position #53 - Proposed Program**

*Operator: School District*

**PROPOSED PROGRAM INFORMATION**

*Type: Class*
**Implementation Date:** September 1, 2018

### PROGRAM SEGMENTS

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental (Less Than 80% but More Than 20%)</td>
<td>Learning Support</td>
<td>8 to 11</td>
<td>15</td>
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**Locations:**

- **Main Street**
  - An Elementary School Building
  - A building in which General Education programs are operated

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Level of Support</th>
<th>Age Range</th>
<th>Caseload</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant</td>
<td>Learning Support</td>
<td>8 to 11</td>
<td>12</td>
<td>0.25</td>
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**Locations:**

- **Main Street**
  - An Elementary School Building
  - A building in which General Education programs are operated

### Special Education Support Services

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Location</th>
<th>Teacher FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Special Education and Pupil Services</td>
<td>Administration Building</td>
<td>1</td>
</tr>
<tr>
<td>Special Education Supervisor</td>
<td>District</td>
<td>2</td>
</tr>
<tr>
<td>Psychologists</td>
<td>Various Buildings</td>
<td>3</td>
</tr>
<tr>
<td>Social Workers</td>
<td>Various Buildings</td>
<td>5</td>
</tr>
<tr>
<td>ACCESS Secretary</td>
<td>Administration Building</td>
<td>1</td>
</tr>
<tr>
<td>File Clerk</td>
<td>Administration Building</td>
<td>0.5</td>
</tr>
<tr>
<td>Counselors</td>
<td>Various Buildings</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teaching Assistants</td>
<td>Various Buildings</td>
<td>14</td>
</tr>
<tr>
<td>Transition Coordinator</td>
<td>Various Buildings</td>
<td>1</td>
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</table>

### Special Education Contracted Services

<table>
<thead>
<tr>
<th>Special Education Contracted Services</th>
<th>Operator</th>
<th>Amt of Time per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Therapist for Evaluations</td>
<td>Outside Contractor</td>
<td>1 Days</td>
</tr>
<tr>
<td>Physical Therapist</td>
<td>Outside Contractor</td>
<td>0.5 Days</td>
</tr>
<tr>
<td>SSA and Bus Aides</td>
<td>Outside Contractor</td>
<td>350 Days</td>
</tr>
<tr>
<td>Nursing Services</td>
<td>Outside Contractor</td>
<td>180 Hours</td>
</tr>
<tr>
<td>Dr. Fanning - Medical Services</td>
<td>Outside Contractor</td>
<td>10 Hours</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>Outside Contractor</td>
<td>1 Days</td>
</tr>
</tbody>
</table>
Needs Assessment

Record School Patterns

Question:
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:
The following systemic challenges exist:

1. Budget constraints impact all aspects of the District’s operations
2. Inconsistent implementation of District instructional priorities due to emerging instructional skill sets of staff
3. Technology infrastructure which is past expected end-of-life, a dearth of end-user technology resources for students and staff, contributing to an ineffective instructional data system
4. Inability to ensure quality teacher recruitment and retention

District Accomplishments

Accomplishment #1:
During the 2017-2018 school year the district began implementing a data analysis process that includes triannual administration of Dibels, a research-based, diagnostic literacy assessment for students in grades K-6.

In addition, the District has also established a literacy instructional model that includes an emphasis on targeting early elementary students in grades K-2 to receive research-based interventions. As per Dibels assessment data for school year 2017-2018, students that have received Fountas and Pinnell Leveled Literacy Interventions, facilitated by certified reading specialists, have made significant progress in the essential elements of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Accomplishment #2:
Although district test scores still lag behind benchmarked goals, 2016-2017 PVAAS scores reveal moderate to significant growth in the areas of math, science, and literacy at Stetser Elementary School.

PVAAS growth index for Math (4th and 5th grades) is 6.17 yielding a SPP score of 100 for this area which is significant evidence that the school exceeded the standard for PA Academic Growth. We saw an increase in scaled scores for most students but especially our students who moved from the low end of Below Basic to the high end of Below Basic or Basic.

PVAAS growth index for Science (4th grade) is 2.63 yielding a SPP score of 96 for this area which is significant evidence that the school exceeded the standard for PA Academic Growth.

PVAAS growth index for ELA (4th and 5th grades) is 1.51 yielding a SPP score of 85 for this area which is Moderate evidence that the school exceeded the standard for PA Academic Growth. We saw an increase in scaled scores for most students but especially our students who moved from the low end of Below Basic to the high end of Below Basic or Basic.

PSSA 4th grade scores in Math went from 15% proficient or advanced to 34% proficient or advanced showing a 19% improvement.

PSSA 3rd grade scores in Math went from 22% proficient or advanced to 29% proficient or advanced showing a 7% improvement.

PSSA 4th grade scores in Science went from 42% proficient or advanced to 62% proficient or advanced showing a 20% improvement.

At the district's STEM School (7th - 12th) 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. 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 #3:**
In June of 2018, successfully submitted grant application for Pre-K Counts program. Chester Upland School District was awarded a five-year Pre-K Counts grant award totaling, 1,020,000.00 a year. Expanded Pre-K Counts program from five to six classes, serving 120 Pre-K students across the district. Perfect score on all Pre-K Counts programming audits. Pre-K Counts student waiting list at all elementary schools.

**Accomplishment #4:**
Updated English Language Arts curriculum maps to better align with new reading program that was adopted by the District during the 2017-2018 school year.

**Accomplishment #5:**
The Chester Upland School District successfully launched Fundations, a research-based, reading prevention program for grades K-2, at the beginning of the 2018-2019 school year. Students receive daily instruction on critical foundational skills: Phonemic awareness, Phonics/word study, High frequency word study, Reading fluency, Vocabulary, Comprehension strategies, Handwriting, and Spelling in addition to Journeys, the District's core elementary reading program.

Implementation of the Fundations program increases literacy instructional time for students in grades K-2 for thirty minutes per day for a total of one-hundred fifty minutes.

**District Concerns**

**Concern #1:**
Less than half of Chester Upland School District students, in grades 6-12, did not demonstrate significant growth and/or proficient and advanced scores in the subject areas of literature, mathematics, Algebra I, Biology.

Although English Language Learners do not represent a performance sub group in PVAAS, student performance is assessed and analyzed using the WIDA English Proficiency test.

PDE has not released 2018 PVAAS scores.

**Toby Farms School (6-8) Student Performance Concerns:**

As per PVAAS, there is significant evidence that the school did not meet the standard for PA Academic Growth. The math 3 year average growth results for Toby Farms are: -2.0 (sixth grade), -2.5 (seventh grade), -1.6 (eighth grade). The 2017 growth results in math are: -6.8 (sixth grade), -4.4 (seventh grade), -3.5 (eighth grade). The literacy 3 year average growth results are: -2.0 (sixth grade), -3.8 (seventh). On a positive note, the school exceeded the standard for PA Academic Growth for 8th grade, averaging 0.3. In 2017 the school significantly exceeded expectation in eighth grade literacy, averaging 2.7.

Only 16.5% of 6th Grade Students scored Proficient or Above on the 2018 PSSA Assessment in ELA.

Only 12.5% of 7th Grade Students scored Proficient or Above on the 2018 PSSA Assessment in ELA.

Only 7.3% of 8th Grade Students scored Proficient or Above on the 2018 PSSA Assessment in ELA.
Only 3.0% of 6th Grade Students scored Proficient or Above on the 2018 PSSA Math Assessment.

Only 1.7% of 7th Grade Students scored Proficient or Above on the 2018 PSSA Math Assessment.

Only 0.8% of 8th Grade Students scored Proficient or Above on the 2018 PSSA Math Assessment.

**STEM School (7-12) Student Performance Concerns:**

As per PVAAS, the 3yr growth average in the 7th grade math indicates significant evidence that the school did not meet the standard for PA Academic Growth. The estimated 3 yr. school growth measure in literacy is -2.9. However, there is moderate evidence that the school exceeded the standard for PA Academic Growth during the 2017-2018 school year. The aggregate estimated growth measure for 7th grade is 3.3.

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

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

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

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

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

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

Only 37.1% of 8th Grade Students scored Proficient or Above on the 2018 PSSA Assessment in ELA.

Only 8.6% of 8th Grade Students scored Proficient or Above on the 2018 PSSA Math Assessment.

Only 17.3% of students who took the 2018 Algebra I Keystone Assessment scored Proficient or Advanced.

Only 23.7% of students who took the 2018 Literature Keystone Assessment scored Proficient or Advanced.

Only 13.5% of students who took the 2018 Keystone Biology Assessment scored Proficient or Advanced.

**Chester High School (9-12) Student Performance 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 proficient 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.

Only 1.3% of students who took the 2018 Algebra I Keystone Assessment scored Proficient or Advanced.

Only 16.2% of students who took the 2018 Literature Keystone Assessment scored Proficient or Advanced.

Only 2.5% of students who took the 2018 Keystone Biology Assessment scored Proficient or Advanced.

**Concern #2:**

Budget concerns continue to impact nearly all areas of District operation. As the result, the District must continue in its efforts to (1) improve overall cost efficiency with a special emphasis on developing better processes, procedures, and record keeping within the Business Office, (2) continue and expand efforts leading to changes in the state funding system to allow for a greater, fairer, and more systematic increase in funding, (3) continue and expand efforts to work with local, county, and state government to explore strategies to further promote economic development and the local tax base within the District, and (4) continue and expand efforts in the area of grant writing and all other areas related to seeking alternative funding sources.

**Concern #3:**

The District has invested time and effort into bringing much of its technology infrastructure and hardware up to a more modern state of operations over the past five years, including a Category 2 e-Rate initiative which rebuilt the entire network infrastructure and which helped facilitate the retirement of aging computer hardware in favor of newer models. The rapidly changing state of technology and career and technical competencies, however, require a strong commitment to improvements in the deployment and utilization of technology across the District.
Many schools still suffer from a relatively low student:computer ratio, resulting in a lack of easy access to online learning, computer-based testing, and the necessary resources for the writing of reports, creation of presentations and other projects, and advanced opportunities like coding and robotics which prepare students for emerging job markets in the coming years. The district must pursue grant opportunities to modernize and increase the technology in classrooms, libraries, and computer labs, and develop and implement a Five Year Technology Plan which addresses concerns around budget, replacement cycles for aging hardware, and long-term projects which grow opportunities for students and staff. As access to devices grows, the District should also consider exploring the possibilities of an LMS (Learning Management Solution) to allow for the delivery of content and collection of assignments, via an online model.

**Prioritized Systemic Challenges**

**Systemic Challenge #1 (Guiding Question #2)** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

Less than half of Chester Upland School District students, in grades 6-12, did not demonstrate significant growth and/or proficient and advanced scores in the subject areas of literature, mathematics, Algebra I, Biology.

Although English Language Learners do not represent a performance sub group in PVAAS, student performance is assessed and analyzed using the WIDA English Proficiency test.

PDE has not released 2018 PVAAS scores.

**Toby Farms School (6-8) Student Performance Concerns:**

As per PVAAS, there is significant evidence that the school did not meet the standard for PA Academic Growth. The math 3 year average growth results for Toby Farms are: -2.0 (sixth grade), -2.5 (seventh grade), -1.6 (eighth grade). The 2017 growth results in math are: -6.8 (sixth grade), -4.4 (seventh grade), -3.5 (eighth grade). The literacy 3 year average growth results are: -2.0 (sixth grade), -3.8 (seventh). On a positive note, the school exceeded the standard for PA Academic Growth for 8th grade, averaging 0.3. In 2017 the school significantly exceeded expectation in eighth grade literacy, averaging 2.7.

Only 16.5% of 6th Grade Students scored Proficient or Above on the 2018 PSSA Assessment in ELA.

Only 12.5% of 7th Grade Students scored Proficient or Above on the 2018 PSSA Assessment in ELA.

Only 7.3% of 8th Grade Students scored Proficient or Above on the 2018 PSSA Assessment in ELA.
Only 3.0% of 6th Grade Students scored Proficient or Above on the 2018 PSSA Math Assessment.

Only 1.7% of 7th Grade Students scored Proficient or Above on the 2018 PSSA Math Assessment.

Only 0.8% of 8th Grade Students scored Proficient or Above on the 2018 PSSA Math Assessment.

**STEM School (7-12) Student Performance Concerns:**

As per PVAAS, the 3yr growth average in the 7th grade math indicates significant evidence that the school did not meet the standard for PA Academic Growth. The estimated 3 yr. school growth measure in literacy is -2.9. However, there is moderate evidence that the school exceeded the standard for PA Academic Growth during the 2017-2018 school year. The aggregate estimated growth measure for 7th grade is 3.3.

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

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

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

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

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

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

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**Chester High School (9-12) Student Performance 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 proficient 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.

Only 1.3% of students who took the 2018 Algebra I Keystone Assessment scored Proficient or Advanced.

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Budget concerns continue to impact nearly all areas of District operation. As the result, the District must continue in its efforts to (1) improve overall cost efficiency with a special emphasis on developing better processes, procedures, and record keeping within the Business Office, (2) continue and expand efforts leading to changes in the state funding system to allow for a greater, fairer, and more systematic increase in funding, (3) continue and expand efforts to work with local, county, and state government to explore strategies to further promote economic development and the local tax base within the District, and (4) continue and expand efforts in the area of grant writing and all other areas related to seeking alternative funding sources.

The District has invested time and effort into bringing much of its technology infrastructure and hardware up to a more modern state of operations over the past five years, including a Category 2 e-Rate initiative which rebuilt the entire network infrastructure and which helped facilitate the retirement of aging computer hardware in favor of newer models. The rapidly changing state of technology and career and technical competencies, however, require a strong commitment to improvements in the deployment and utilization of technology across the District.

Many schools still suffer from a relatively low student: computer ratio, resulting in a lack of easy access to online learning, computer-based testing, and the necessary resources for the writing of reports, creation of presentations and other projects, and advanced opportunities like coding and robotics which prepare students for emerging job markets in the coming years. The district must pursue grant opportunities to modernize and increase the technology in classrooms, libraries, and computer labs, and develop and
implement a Five Year Technology Plan which addresses concerns around budget, replacement cycles for aging hardware, and long-term projects which grow opportunities for students and staff. As access to devices grows, the District should also consider exploring the possibilities of an LMS (Learning Management Solution) to allow for the delivery of content and collection of assignments, via an online model.

**Systemic Challenge #2** *(Guiding Question #4)* Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

Less than half of Chester Upland School District students, in grades 6-12, did not demonstrate significant growth and/or proficient and advanced scores in the subject areas of literature, mathematics, Algebra I, Biology.

Although English Language Learners do not represent a performance sub group in PVAAS, student performance is assessed and analyzed using the WIDA English Proficiency test. PDE has not released 2018 PVAAS scores.

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As per PVAAS, the 3yr growth average in the 7th grade math indicates significant evidence that the school did not meet the standard for PA Academic Growth. The estimated 3 yr. school growth measure in literacy is -2.9. However, there is moderate evidence that the school exceeded the standard for PA Academic Growth during the 2017-2018 school year. The aggregate estimated growth measure for 7th grade is 3.3.

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**Chester High School (9-12) Student Performance 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.

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Budget concerns continue to impact nearly all areas of District operation. As the result, the District must continue in its efforts to (1) improve overall cost efficiency with a special emphasis on developing better processes, procedures, and record keeping within the Business Office, (2) continue and expand efforts leading to changes in the state funding system to allow for a greater, fairer, and more systematic increase in funding, (3) continue and expand efforts to work with local, county, and state government to explore strategies to further promote economic development and the local tax base within the District, and (4) continue and expand efforts in the area of grant writing and all other areas related to seeking alternative funding sources.

The District has invested time and effort into bringing much of its technology infrastructure and hardware up to a more modern state of operations over the past five years, including a Category 2 e-Rate initiative which rebuilt the entire network infrastructure and which helped facilitate the retirement of aging computer hardware in favor of newer models. The rapidly changing state of technology and career and technical competencies, however, require a strong commitment to improvements in the deployment and utilization of technology across the District.

Many schools still suffer from a relatively low student: computer ratio, resulting in a lack of easy access to online learning, computer-based testing, and the necessary resources for the writing of reports, creation of presentations and other projects, and advanced opportunities like coding and robotics which prepare students for emerging job markets in the coming years. The district must pursue grant opportunities to modernize and increase the technology in classrooms, libraries, and computer labs, and develop and implement a Five Year Technology Plan which addresses concerns around budget, replacement cycles for aging hardware, and long-term projects which grow opportunities for students and staff. As access to devices grows, the District should also consider exploring the possibilities of an LMS (Learning Management Solution) to allow for the delivery of content and collection of assignments, via an online model.
Systemic Challenge #3 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

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Systemic Challenge #4 *(Guiding Question #12)* Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Aligned Concerns:
Budget concerns continue to impact nearly all areas of District operation. As the result, the District must continue in its efforts to (1) improve overall cost efficiency with a special emphasis on developing better processes, procedures, and record keeping within the Business Office, (2) continue and expand efforts leading to changes in the state funding system to allow for a greater, fairer, and more systematic increase in funding, (3) continue and expand efforts to work with local, county, and state government to explore strategies to further promote economic development and the local tax base within the District, and (4) continue and expand efforts in the area of grant writing and all other areas related to seeking alternative funding sources.

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Systemic Challenge #5 (Guiding Question #1) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

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**STEM School (7-12) Student Performance Concerns:**

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District Level Plan

Action Plans

Goal #1: Pillar 1: We will teach all students what they need to know, so that they are prepared for success at the next level; we adjust our instructional strategies to meet the varied learning needs of each student.

Related Challenges:

• Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Reading and Math Assessments

Specific Targets: At least half of all students scoring Below Basic or Basic will move up one performance level from year to year.

Type: Annual

Data Source: Keystone Tests in Algebra I, Biology, and Literature

Specific Targets: At least half of all students scoring Below Basic or Basic will move up one performance level from year to year.

Type: Interim

Data Source: On Hand Schools Benchmark Assessments administered September, November, February and June for the 2013-14 and 2014-15 school years.

Specific Targets: An increase of 20 percentage points in the average student score between administrations of the benchmarks.

Strategies:
T1: Teachers Will Use Common Instructional Strategies

Description:

Teachers will use common instructional strategies while varying the degree of difficulty according to student skill level in order to increase proficiency.

SAS Alignment: None selected

T2: Real world cognitive engagement

Description:

Teachers will develop cognitively engaging tasks, and require students to make use of different instructional pathways based on their specific learning style.

SAS Alignment: Instruction

L1: Leaders will conduct ongoing grade level and school dialogue

Description:

The principal will lead ongoing grade level and school dialogue through common planning time, collaboration and successful differentiation strategies adopted by the school staff. Each school will embed a "Professional Collaboration Day" into their weekly schedule to provide support and guidance to educators as they analyze data points to focus instructional planning and implementation.

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

L2: Proper IEPs will be in place and followed

Description:

The principal will ensure that individual learning plans (IEP's) reflect adaptations, accommodations, and modifications that provide students access and participation in the core curriculum.

SAS Alignment: Standards, Assessment, Curriculum Framework, Materials & Resources, Safe and Supportive Schools
O1: *School Staff will use data*

**Description:**

School staff will use data to identify strengths, challenges, and adjustments to ensure consistent delivery of standards aligned curriculum, instruction, and assessment practices.

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

O2: *Intervention periods will be provided for students*

**Description:**

Schools will create schedules for intensive instructional periods to accelerate learning for students who have not yet mastered the standards.

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

**Implementation Steps:**

*Development of Comprehensive CIA/PD Plan (CIA/PD = Curriculum, Instruction, Assessment /Professional Development Plan)*

**Description:**

CA district technology team will be formed to research, develop, and implement appropriate information technologies to help the district reach its goals. Areas to consider will be: SIS or Student Information System updates; Data Warehouse/Data Window (On Hand Schools); Online SIP tool (Eye on the Goal); specific hardware and software to be used by administrators, teachers and students to be used to help reach the goal of improved teaching and learning.

In addition to these resources, the team will develop and ensure that the staff is ready to use the technology to deliver improved teaching and learning and to maintain the technology. This will include the posting of the curriculum maps, the pacing charts, the common standards aligned assessments and SIS data used to inform instructional practices.

**Start Date:** 7/1/2019  **End Date:** 6/30/2022
**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- T1: Teachers Will Use Common Instructional Strategies
- T2: Real world cognitive engagement
- L1: Leaders will conduct ongoing grade level and school dialogue
- L2: Proper IEPs will be in place and followed
- O1: School Staff will use data
- O2: Intervention periods will be provided for students

**Development of Curriculum**

**Description:**

The district’s curriculum team will continue to develop curriculum aligned to PA Core Standards, Academic Standards and Eligible Content.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

- T1: Teachers Will Use Common Instructional Strategies
- T2: Real world cognitive engagement
- O1: School Staff will use data
- O2: Intervention periods will be provided for students

**Implement standards-aligned curricular academic achievement systems and professional education program according to the curriculum maps**

**Description:**

Using the Teacher Effectiveness Plan as the organizer, teachers will participate in a comprehensive, research based supervision and evaluation system that considers both student achievement data and observational data. Principals will be empowered to effectively observe teachers, monitor disciplined implementation of the school improvement plan; monitor the delivery of the core curriculum in the classroom; as well as
analyze student performance on formative assessments to determine teacher effectiveness.

Indicators of implementation:

Formative Classroom observations and summative evaluations; PSSA and Keystone Scores; CBA scores; Walk through data; Sign in sheets documenting CUSD Faculty and administrative participation resulting in Act 45 or 48 hours.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- T1: Teachers Will Use Common Instructional Strategies
- T2: Real world cognitive engagement
- L1: Leaders will conduct ongoing grade level and school dialogue
- L2: Proper IEPs will be in place and followed
- O1: School Staff will use data
- O2: Intervention periods will be provided for students

*Design Common Assessments*

**Description:**

Teachers and supervisors will design unit engaging learning experiences/performance-based assessments aligned to the district curriculum maps.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- L1: Leaders will conduct ongoing grade level and school dialogue
- L2: Proper IEPs will be in place and followed
- O1: School Staff will use data
- O2: Intervention periods will be provided for students
**Administration and Scoring of Common Quarterly Assessments**

**Description:**

Classroom teachers will administer, score, and disaggregate results by grade level subgroups, disaggregated by grade-level eligible content.

Indicator of implementation: Completion of data protocols; submission of data protocols to Central Office for review and analysis of data results

Teachers will also be expected to seek PD, if needed throughout the school year through the PD programs.

**Start Date: 7/1/2019**   **End Date: 6/30/2022**

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

**Supported Strategies:**

- T1: Teachers Will Use Common Instructional Strategies
- L1: Leaders will conduct ongoing grade level and school dialogue
- L2: Proper IEPs will be in place and followed
- O1: School Staff will use data
- O2: Intervention periods will be provided for students

**Goal #2:** Pillar 2: We will build trust and open communication among home, school, and community to sustain the community’s investment in, commitment to, and shared responsibility for safe schools and student success.

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** Surveys

Specific Targets: Parent surveys regarding a safe school environment will show a 25% marked improvement between September and June surveys.

Parent and community participation in school activities will increase by 10% points during the 2013-14 and 2014-15 school years
Type: Annual

Data Source: Data Summit and behavioral logs at the secondary level

Specific Targets: There will be a decrease of 10% in office referrals in each marking period and a 40% reduction in suspensions at the secondary level.

**Strategies:**

**T3: Students rights as well as responsibilities and reward systems**

**Description:**

Teachers will reinforce approved behavioral rules for students and staff,; they will resolve problems in a timely manner, and provide positive rewards and encouragement as appropriate.

**SAS Alignment:** Safe and Supportive Schools

**T4: Communication systems established with home regarding student success**

**Description:**

The teachers will communicate student expectations, progress, and concerns to their families on a regular basis and express appreciation for parents’ participation in the process.

**SAS Alignment:** Instruction, Materials & Resources

**L3: Scheduling priorities**

**Description:**

Teachers will work with the principal to develop procedures that maximize academic and social competence.

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

**L4: Parental communication**

**Description:**
The leadership team will provide opportunities for parents and teachers to communicate in a mutually respectful manner and foster student learning at home.

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

**O3: Safe climate for learning and work**

**Description:**

The school, district, and community will work together to implement and monitor a plan that ensures a safe climate for learning and work and nurtures academic achievement.

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

**O4: Collaborative goal setting and monitoring of progress**

**Description:**

School staff will involve parents and students in the development, monitoring and reviewing of clear, realistic goals for students.

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

**Implementation Steps:**

**Development of Professional Development Plan**

**Description:**

The district leadership team will develop annual professional development calendars that are aligned to instructional priorities, the needs of staff, and state-aligned expectations.

Professional Development Aligned to School Improvement

- Teaching Reading, Writing, Listening, and Speaking throughout all Disciplines
- Effectively teaching literacy: K-2 3-6, 7-9, 10-12
- Developing Instructional Support Teacher Leaders
• Providing Effective and Meaningful Feedback to Teachers
• Strengthening Professional Collaboration
• Differentiated Instruction
• Response to Instruction and Intervention
• Questioning Techniques to Foster Higher Engagement and Critical Thinking
• Student Learning Objectives (SLOs)
• Instructional Practices Aligned to Students’ Instructional Goals

**Start Date:** 7/1/2019   **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

• T3: Students rights as well as responsibilities and reward systems
• T4: Communication systems established with home regarding student success
• L4: Parental communication
• O3: Safe climate for learning and work
• O4: Collaborative goal setting and monitoring of progress

**Use of Results to Inform Instruction**

**Description:**

Grade level teachers will meet weekly by content area or grade-level at their schools to analyze teaching practices and student performance in Literacy and other disciplines.

Teachers will also examine student work using a district designed protocol for the process,

Evidence of implementation - will include agenda and sign-ins from the weekly sessions; spreadsheet data comparing individual student results and growth; tracking of interventions to assist students in reaching proficiency; teacher participation in walkthroughs and documentation of new learnings by teacher reflection (as noted in Domain 1 and/or 4 of
Danielson's Framework. Documentation of instructional practices in lesson plans that were judged to be effective based on the data/results of the common assessments.

**Start Date:** 7/1/2019   **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- **T3:** Students rights as well as responsibilities and reward systems
- **T4:** Communication systems established with home regarding student success
- **O3:** Safe climate for learning and work
- **O4:** Collaborative goal setting and monitoring of progress

**Behavior Support**

**Description:**

**Behavior Support Services**

The Chester Upland School District promotes the cognitive, social, and emotional development of its students. Its goal is to proactively provide students with opportunities to successfully access an appropriate education and develop social skills that will allow them to successfully integrate into any setting. Teachers are expected to utilize classroom management strategies that provide the necessary structure and predictability that are necessary in creating positive school environment. Each teacher is expected to create a classroom management plan with student input so that rules and expectations are not only posted, but meaningful to them. Each school’s plan is comprehensive in nature and demonstrates the initial stages of viewing behavioral infractions as teachable moments that can be used to educate students. The elementary schools within the district provide character education to students to teach them empathy, respect, cooperation, trustworthiness, integrity, personal responsibility and respect for themselves and others. Further, the Elementary and Middle Schools in CUSD have active SWPBSDP (School - Wide Positive Behavior Support Plans) in place or developing. With each school’s plan, norms are taught and reinforced by rewarding students for their positive behavior. For example, Toby Farms School has instituted a school wide incentive called “Caught you being good, or Toby tickets.” These tickets get submitted for prize drawings, each Friday. Chester Upland School of the Arts (CUSA) has a “peace path” that students navigate
in the halls, promoting an expectation of safety and calm, within the building.

Social skills instruction is incorporated into character education to teach all students how to behave appropriately and provide opportunities to celebrate each other for making good choices. Several additional layers of support are available for students who require more intensive interventions to help them remain in the least restrictive environment. These include: opportunities to problem solve issues with the guidance of social workers, counselors and behavior health liaisons as well as positive solutions identified by the school’s SAP Team to help each student remain in the least restrictive environment. In addition, the district has in place Climate Managers at each school to lend positive support to the learning environment.

Student achievement is celebrated within the character education and all district programs. The character education program encourages students to build relationships with each other, and repair and restore relationships that are damaged. Students are provided with the necessary tools to build character, problem solve appropriately, increase self-esteem, increase citizenship, and create a sense of belonging. These opportunities allow students to set, monitor and achieve individual and class goals. Further, CUSD report cards also have citizenship grades alongside each academic score, to emphasize the importance of school norms and meeting positive behavior support expectations.

Behavioral management strategies and tools, such as Functional Behavioral Assessments, Behavior Intervention Plans and Positive Behavior Support Plans, self-monitoring strategies, conflict resolution, youth court, and behavior contracts are utilized when students require individualized behavior plans. These plans serve as a mechanism to support students who have disabilities and require specific interventions to address behaviors that interfere with learning by utilizing positive reinforcements and techniques. Explicit training and professional development was given to each teacher, during the opening to the school year 16-17. Each teacher was given a Special Education policies and procedures binder and flash drive, complete with annotated and sample behavior plans, FBA, and data collection forms.

Chester Upland School District also has supplemental emotional support programming the district, complete with mental health support from Crozer Keystone, which utilized School Wide Positive Support, and behavioral support provided through Camelot. The programs are named Camelot Enlightenment (K - 6) and Camelot Enrichment (7 - 12). The Academies are aimed at providing a high-quality education for students who would otherwise needed to be serviced in out of district placements. The Academies offer tenants School Wide Positive Behavior Support, intensive mental health support, psychiatric services, medication management, and transition skill development. Students at the Academies receive group and individual counseling on a daily basis, as well as transition skills aimed at
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PaTTAN is utilized for behavior modification programs in our Autistic Support (A.S.) classrooms. PaTTAN also provides verbal behavior training and support for writing effective behavior plans. CUSD’s PaTTAN supported A.S. classrooms have grown in numbers over the past years. PaTTAN currently supports 9 classrooms from grades Kindergarten to
twelve. PaTTAN supports these classrooms with monthly consultations through observation and instruction. Students are supported within these programs with differentiated reinforcement schedules.

Some of the techniques that are used by teachers to de-escalate problematic behavior and inappropriate choices include: verbal redirection, teacher-student conferences and completion of behavior management sheets (SODAS, Think it Through, Peace Path, and Problem Solving Forms) to allow students to process their problems and conflicts. Town Hall Meetings, which are incorporated into the Camelot Schools, along with Enlightenment and Enrichment Academy’s morning routine, as well as the district wide “Group Guided Instruction” to allow students to resolve problems with and seek solutions from their peers in a structured, teacher-directed format. When these school wide positive behavioral strategies prove to be ineffective with some students, additional interventions are provided for them. They may include the following techniques: use of self-regulating charts, deep breathing exercises, mental exercises to reduce frustration, and time with the school social worker, counselor, and psychologist to reflect on situations and role play expected student behavior. Behavior Intervention Plans are developed for students who have chronic behavior problems whose behavior impedes their learning or the learning of classmates.

Students in the Ninth Grade Academy will be provided a specific social and emotional learning curriculum beginning September 2018 that focuses on developing the competencies of social and emotional learning that have been defined in the CASEL framework (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This work will fit into an overall framework to launch a targeted approach to SWPBS in the high school. A similar approach at the core level will be used for students receiving Behavioral and Emotional Support for special education particularly in grades 5-8 to prepare them for high school. Social workers and mental health providers from local agencies will continue to offer services to develop appropriate social and coping skills that help students be successful in the least restrictive environment.

Training our staff in addressing the behavioral needs of our students is a priority and is represented in our three-year professional development plan. Staff are trained in Safety Cares, which is student centered de-escalation and restraint procedures, and are re-certified each year. Positive behavior support, in the form of completing a FBA and writing and implementing BIP plans is reviewed several times a year during IEP training. The IU is brought in to support FBA and BIP development for specific children. Personal Care Assistants and Teacher Assistants are trained in implementing behavior plans and “how to” deal with behaviors during the District wide PD schedule. More informal training occurs on an as needed basis, for example as the result of a new or revised behavior plan, or an acute behavior problem.
Start Date: 7/1/2018   End Date: 6/30/2021

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

Supported Strategies:

• T3: Students rights as well as responsibilities and reward systems
• T4: Communication systems established with home regarding student success
• L4: Parental communication
• O3: Safe climate for learning and work
• O4: Collaborative goal setting and monitoring of progress

Paraprofessional

Description:

Chester Upland School District is continuing its model of replicating successful programs, evidence based models, and PDE sponsored initiatives aggressively in the scope and sequence of its new k-12+ educational platform. Two major focal points in this reformation effort, are the mindfulness of LRE, as well as providing high quality options for a wide range of students within the CUSD. Further, CUSD has been working closely with PDE, PaTTAN, DCIU and Crozer Keystone, to strengthen and grow existing special education programming. To this end, CUSD has had a steady growth in overall enrollment for special education students coming from local charter and online schools.

A major highlight of Chester Upland School District’s continuing program development in Special Education continues to be a strong emphasis on ensuring that a free appropriate public education in the Least Restrictive Environment is provided to all students consistent with federal and state legislation, as well as with such judicial milestones as Oberti and Gaskin. With the assistance of the Delaware County Intermediate Unit (DCIU), the Pennsylvania Training & Technical Assistance Network (PaTTAN), lecturers whose specialties are special education, special education law, and behavior, the District has focused programs and staff developments on Least Restrictive Environment, inclusionary practices, RtII, compliance and the use of supplementary aids and services.

Paraprofessional support and training has been provided with the same frequency and duration as that for professional staff. More so now, than ever, CUSD support staff and paraprofessionals have been given the tools to successfully monitor and support our students by: collecting data,
providing interventions, classroom supports, communication and collaboration with all professional staff.

In SY17, CUSD outsourced its paraprofessional staffing to an outside agency. With this, CUSD was able to redesign the accountability, essential duties, procedures, and efficiency of paraprofessional staff. All staff were given a comprehensive "paraprofessional binder" which includes demographic and pertinent information about clients, strategies for behaviors, best practices, documentation forms, incident forms, all data collection tools, and many other helpful tools for the improved effectiveness of paraprofessional staff. Additionally, paraprofessionals were given a monthly training calendar, where this employment group was made a priority for training around the district. Further, CUSD implemented a monthly evaluation for paraprofessionals (informal) between teachers and their classroom staff. This system has improved communication between classroom staff and allowed for the increased investment by paraprofessional staff in their daily work. Lastly, paraprofessionals are given their own "monthly staff meeting" created just for the paraprofessionals. This allows this employment group to voice their opinion and feel supported in all matters that pertain to their work.

Paraprofessionals have been given direct training by classroom teachers and school administration on the various new curricular programs being offered in CUSD. Paraprofessionals have been participating in all new special education initiatives for special education, as well. Participation in "boot camp" for successful data collection and program implementation at PaTTAN, to being trained in SRA corrective reading and American Reading Company initiatives. Para Professionals have also relieved direct instruction training on new policies and procedures for CUSD, complete with best practice and ongoing dialogue about how to be efficient in any assignment. Further, and in addition to monthly, weekly and ongoing training models, all paraprofessionals were offered a free CPR and Safety Cares (safe crisis management) training to fulfill their Highly Qualified professional development requirement.

Future professional development activities are outlined by audience in the district’s Three - Year Plan for Professional Development. Topics for supporting students academically and with behavior are included.

Start Date: 7/1/2018          End Date: 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- T3: Students rights as well as responsibilities and reward systems
- T4: Communication systems established with home regarding student success
- O3: Safe climate for learning and work
• O4: Collaborative goal setting and monitoring of progress

**Transition**

**Description:**

Transition Services is a highlight of Special Education in Chester Upland School District, going well beyond basic compliance with federal and state law. An outcome-based program, Transition Services offer options for each student above age 14, who experience barriers moving smoothly into employment and other post-high school situations. In grade 9, students sample various Career and Technical Education classes by rotating through them in our comprehensive High School. Grade 10’s Career Awareness classes offer guided learning as well as exposure to the real world of work via speaker and field trips to community businesses. In grades 11 and 12, students are provided with incentives and job coaching for hands-on, job- readiness experiences in the workforce; tour of post-secondary institutions; and specific linkages to appropriate community agencies. At each grade level, standardized or performance-based assessments are provided to the IEP team to aid in appropriate individualized programming. Since the 2007-2008 school year, students have utilized the Career Development Checklist as part of the IEP process upon turning 14 years of age. This checklist enables students to make career choices that are aligned to their strengths and interests. Concurrently, Special Education Teachers utilize the "Future Planning Strategy" Checklist to guide students in their transition planning. Through these practical school-to-work applications, as well as non- traditional scheduling of time in the workplace, many students who might otherwise drop out remain in school to graduate and move successfully into adult life.

To further bolster transition services in CUSD, the district has brought on a full-time transition coordinator that services all special education students age 14+ within the district. In collaboration with district administration, the teams planning for transition have created individual portfolios for each IEP student, complete with newly developed interest inventories, resume packets, assessments and meeting logs, which are available to IEP case managers, when developing yearly transition plans. Further, the team has worked to create a checklist and roadmap, unique from each grade 7-12, with specific benchmarks and checkpoints relative to age and outcome. At a minimum, each special education student will meet with a transition coordinator two times per year and as needed for related tasks. To date, many CHS students who also have IEPs have gone on college visits, taken the SAT test and enrolled in college and post-secondary education programs as a result of this service.

CUSD has expanded our Life Skills Support programs, as well in transition. CUSD has elementary, intermediate and high school LSS classes, which will also likely grow if the current enrollment trends continue. These programs
emphasize functional academic, self-help, social and community living skills at the elementary level. The secondary level emphasizes training that prepares the student for transition to employment and adult community living. Instruction increasingly progresses from classroom to community, as the student approaches graduation in order to facilitate a transfer of skills from theory to practice. Each LSS program is committed to growing the service learning component of individual programs, as well as working to master adaptive skills and orientation and mobility. Partnerships are being sought with the DCIU as well as the Office of Vocational Rehabilitation (OVR) to assist in these growing programs. These relationships will coexist with the already established partnerships LSS is currently using with the local boys and girls club, food market, and local housing authority (for community living practice). CUSD has a home living component of the Life Skills program by opening a simulated apartment setting at the Chester High School. This is a life-skills initiative specially designed to provide a natural environment where students can develop daily routines, express individuality, and share a sense of ownership in the community. As a result, the students in the program will learn the necessary skills, habits, aptitudes, and attitudes for employment, everyday living, and community access before and after graduation from high school.

Related services continue to be a clear strength of this Special Education program. It is not uncommon for students to require additional support services on the road to learning, growing, socializing and becoming contributing members of society. These supportive services are currently provided by a team of psychologists, social workers; speech and language therapists; and contracted occupational and physical therapists working seamlessly with the District. They are proactive in their philosophy in meeting the needs of all students. Counselors, psychologists, social workers and nurses provide a network of highly trained professionals to counsel students and their families, connect students and care givers to program services, assess levels of learning, support the physical and mental health of students, provide training to staff throughout the District to better interact and benefit students and their families. CUSD has expanded our Life Skills Support programs, as well. CUSD has elementary, intermediate and high school LSS classes, which will also likely grow if the current enrollment trends continue. These programs emphasize functional academic, self-help, social and community living skills at the elementary level. The secondary level emphasizes training that prepares the student for transition to employment and adult community living and are based on alternative eligible content standards. Instruction increasingly progresses from classroom to community, as the student approaches graduation in order to facilitate a transfer of skills from theory to practice. Each LSS program is committed to growing the service learning component of individual programs, as well as working to master adaptive skills and orientation and mobility. Partnerships exist with the DCIU as well as the Office of Vocational Rehabilitation (OVR) to assist in these growing programs. These relationships will coexist with the already established partnerships LSS is currently using with the local boys and girls club, food market, Local hospitals, businesses, community living establishments, and
partnerships. The District is still utilizing the home living component of the Life Skills program by utilizing a simulated apartment setting at the Chester High School. This is a life-skills initiative specially designed to provide a natural environment where students can develop daily routines, practice Activities of Daily Living (ADL), express individuality, and share a sense of ownership in the community. As a result, the students in the program will learn the necessary skills, habits, aptitudes, and attitudes for employment, everyday living, and community access before and after graduation from high school. CUSD is currently negotiating with a major corporation to remodel and outfit the CUSD apartment setting to improve equipment and allow our LSS population do begin to develop businesses within the school that allow for the continued practice of functional skills.

Transition Services have long been a highlight of Special Education in Chester Upland School District, going well beyond basic compliance with federal and state law. An outcome-based program, Transition Services offer options for each student above age 14, who experience barriers moving smoothly into employment and other post-high school situations. To further bolster transition services in CUSD, the one remaining transition coordinator has made tremendous strides with engaging students in WBLES (Work Based Learning Experiences). Students in grades 6-12+ engage in a wide range of experiences from interest inventories or community-based trips to practice skills, up to and including paid work experiences, and full-time employment post graduation. Transition experiences also exist in our middle and high schools in the form of "businesses" or work teams that receive "work orders" from staff for jobs that need to be done around school. These range in complexity and include jobs like "coffee cart" or "paper shredding company." CUSD is also working with OVR to support these initiatives with increased support staff to reach more students. Transition services now include travel training and associated orientation and mobility training in our low-incidence programs. CUSD was also asked to present at the annual transition conference on the growth of our district. CUSD sent a student and parent representative to participate in this event. CUSD is currently only one of two districts in Delaware county who have students participating in Work Based Learning Experiences training from the DCIU at this time. CUSD transition services have become much more comprehensive since the last plan, with students placed in part-time, full-time, assisted living and 2-4 year universities based on the work of the remaining CUSD transition coordinator.

The process for assuring smooth transitions at each level is under review and the district team is receiving input from staff as to how to improve on efficiencies and effectiveness. To that end, a series of inter-agency meetings have been scheduled and have occurred to assure that incoming students are identified and acclimated with a high potential of success as they transition.
**Start Date:** 7/1/2018   **End Date:** 6/30/2021

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

**Supported Strategies:**

- T3: Students rights as well as responsibilities and reward systems
- O3: Safe climate for learning and work

**Goal #3:** Pillar 3: We will expect and encourage teachers, staff, administrators, parents, and community to demonstrate consistent effort and to model beliefs, attitudes, and behaviors that reflect high expectations and shared responsibility for student learning.

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** Attendance Data in school and in class

**Specific Targets:** Grades K-8 will reflect an average daily attendance in each school of 95%, with 100% of attending students in class each day.

**Type:** Annual

**Data Source:** Attendance Data in school and in class

**Specific Targets:** The high school average attendance rate will increase by 5% points each year (to reach 95% by 2016) with 100% of the attending students present in class each day.

**Strategies:**

**T5: Empowering students**

**Description:**

Teachers will provide the students with information to monitor their own learning and progress toward achievement and behavioral goals, using rubrics, meta-cognitive strategies, and reflective activities.
SAS Alignment: Standards, Assessment, Instruction

T6: Expectations for academic excellence and prosocial behavior

Description:

Teachers will consistently communicate high expectations for academic achievement for every student, and will emphasize and reinforce positive social behavior.

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

L5: Policies and procedures will be clear and consistent

Description:

The principal and administrative team will establish clear, school wide rules and procedures and will routinely monitor the implementation of agreed upon professional practices.

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

L6: Reward systems will be built in to encourage effort

Description:

The principal and administrative team will publically recognize, reinforce and reward continuous growth and achievement.

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

O5: Code of conduct and single school culture will be established

Description:

District and schools will establish a system to clearly communicate the student code of conduct in order to create the optimal learning environment and single school culture for all stakeholders.

SAS Alignment: Instruction, Safe and Supportive Schools

O6: Uniform grading policy will be developed
Description:

The district and schools will establish a uniform grading policy across grade levels and subjects and will provide materials and appropriate technology tools to promote 21st century learning.

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

Implementation Steps:

Development of Comprehensive CIA/PD Plan (CIA/PD = Curriculum, Instruction, Assessment /Professional Development Plan

Description:

CA district technology team will be formed to research, develop, and implement appropriate information technologies to help the district reach its goals. Areas to consider will be: SIS or Student Information System updates; Data Warehouse/Data Window (On Hand Schools); Online SIP tool (Eye on the Goal); specific hardware and software to be used by administrators, teachers and students to be used to help reach the goal of improved teaching and learning.

In addition to these resources, the team will develop and ensure that the staff is ready to use the technology to deliver improved teaching and learning and to maintain the technology. This will include the posting of the curriculum maps, the pacing charts, the common standards aligned assessments and SIS data used to inform instructional practices.

Start Date: 7/1/2019   End Date: 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

• T6: Expectations for academic excellence and prosocial behavior
• L5: Policies and procedures will be clear and consistent
• O6: Uniform grading policy will be developed

Development of Curriculum

Description:
The district’s curriculum team will continue to develop curriculum aligned to PA Core Standards, Academic Standards and Eligible Content.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

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**Development of Professional Development Plan**

**Description:**

The district leadership team will develop annual professional development calendars that are aligned to instructional priorities, the needs of staff, and state-aligned expectations.

**Professional Development Aligned to School Improvement**

- Teaching Reading, Writing, Listening, and Speaking throughout all Disciplines
- Effectively teaching literacy: K-2 3-6, 7-9, 10-12
- Developing Instructional Support Teacher Leaders
- Providing Effective and Meaningful Feedback to Teachers
- Strengthening Professional Collaboration
- Differentiated Instruction
- Response to Instruction and Intervention
- Questioning Techniques to Foster Higher Engagement and Critical Thinking
- Student Learning Objectives (SLOs)
• Instructional Practices Aligned to Students’ Instructional Goals

Start Date: 7/1/2019   End Date: 6/30/2022

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Supported Strategies:

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• O6: Uniform grading policy will be developed

Design Common Assessments

Description:

Teachers and supervisors will design unit engaging learning experiences/performance-based assessments aligned to the district curriculum maps.

Start Date: 7/1/2019   End Date: 6/30/2022

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Use of Results to Inform Instruction

Description:

Grade level teachers will meet weekly by content area or grade-level at their schools to analyze teaching practices and student performance in Literacy and other disciplines.
Teachers will also examine student work using a district designed protocol for the process,

Evidence of implementation - will include agenda and sign-ins from the weekly sessions; spreadsheet data comparing individual student results and growth; tracking of interventions to assist students in reaching proficiency; teacher participation in walkthroughs and documentation of new learnings by teacher reflection (as noted in Domain 1 and/or 4 of Danielson’s Framework. Documentation of instructional practices in lesson plans that were judged to be effective based on the data/results of the common assessments.

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The school district has partnered with The Delaware County Intermediate Unit #25 (DCIU) for behavioral support in the areas of FBA, observation and team planning, training was also offered to all regular education, special education and support staff for safety cares (safe crisis management training).
PaTTAN is utilized for behavior modification programs in our Autistic Support (A.S.) classrooms. PaTTAN also provides verbal behavior training and support for writing effective behavior plans. CUSD’s PaTTAN supported A.S. classrooms have grown in numbers over the past years. PaTTAN currently supports 9 classrooms from grades Kindergarten to twelve. PaTTAN supports these classrooms with monthly consultations through observation and instruction. Students are supported within these programs with differentiated reinforcement schedules.

Some of the techniques that are used by teachers to de-escalate problematic behavior and inappropriate choices include: verbal redirection, teacher-student conferences and completion of behavior management sheets (SODAS, Think it Through, Peace Path, and Problem Solving Forms) to allow students to process their problems and conflicts. Town Hall Meetings, which are incorporated into the Camelot Schools, along with Enlightenment and Enrichment Academy’s morning routine, as well as the district wide “Group Guided Instruction” to allow students to resolve problems with and seek solutions from their peers in a structured, teacher-directed format. When these school wide positive behavioral strategies prove to be ineffective with some students, additional interventions are provided for them. They may include the following techniques: use of self-regulating charts, deep breathing exercises, mental exercises to reduce frustration, and time with the school social worker, counselor, and psychologist to reflect on situations and role play expected student behavior. Behavior Intervention Plans are developed for students who have chronic behavior problems whose behavior impedes their learning or the learning of classmates.

Students in the Ninth Grade Academy will be provided a specific social and emotional learning curriculum beginning September 2018 that focuses on developing the competencies of social and emotional learning that have been defined in the CASEL framework (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This work will fit into an overall framework to launch a targeted approach to SWPBS in the high school. A similar approach at the core level will be used for students receiving Behavioral and Emotional Support for special education particularly in grades 5-8 to prepare them for high school. Social workers and mental health providers from local agencies will continue to offer services to develop appropriate social and coping skills that help students be successful in the least restrictive environment.

Training our staff in addressing the behavioral needs of our students is a priority and is represented in our three-year professional development plan. Staff are trained in Safety Cares, which is student centered de-escalation and restraint procedures, and are re-certified each year. Positive behavior support, in the form of completing a FBA and writing and implementing BIP plans is reviewed several times a year during IEP training. The IU is brought in to support FBA and BIP development for specific children. Personal Care Assistants and Teacher Assistants are trained in implementing behavior plans and "how to" deal with behaviors
during the District wide PD schedule. More informal training occurs on an as needed basis, for example as the result of a new or revised behavior plan, or an acute behavior problem.

**Start Date:** 7/1/2018  **End Date:** 6/30/2021

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

**Supported Strategies:**

- T5: Empowering students
- T6: Expectations for academic excellence and prosocial behavior
- L5: Policies and procedures will be clear and consistent
- L6: Reward systems will be built in to encourage effort
- O5: Code of conduct and single school culture will be established

**Goal #4:** Pillar 4: We will rely on evidence to drive decisions, make informed choices about improvement programs, and to guide professional development priorities.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Teacher supervision and evaluation reports

Specific Targets: Teacher effectiveness will be monitored through ongoing walkthroughs, review of planning documents and student success as measured by periodic external assessments. There will be a highly qualified teacher in every classroom.

Type: Interim

Data Source: Data Summit reports which include attendance data, achievement data, behavioral data, communication data etc.

Specific Targets: The percentage of students who are succeeding in courses will improve by 10% every marking period. Adjustments to the instructional
program or to the academic groupings will be made based on the quarterly data reports with no student slipping through the cracks. Behavioral referrals will be reduced and a sense of pride will be observed in the buildings.

**Strategies:**

**T 7: Data driven cycle of inquiry**

**Description:**

The teachers will use of data driven cycle of inquiry to implement individual, school-wide, grade level, and/or department level continuous improvement plans, based on data from timely formative assessments.

**SAS Alignment:** None selected

**T8: Reflection on professional practices**

**Description:**

Teachers will reflect on their instructional success and challenges to enhance their professional practices.

**SAS Alignment:** Assessment, Instruction

**L7: Professional development calendar**

**Description:**

Leadership will develop and implement a differentiated professional development plan and annual calendar aligned to the school improvement plan, and to the professional learning needs of the staff.

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

**L8: Walkthroughs**

**Description:**

The Principal will share and analyze data from classroom walkthroughs and formative assessments in a timely manner with teachers and staff.
Principals will also collaborate with teachers and staff to develop and implement focused intervention plans for students.

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

**O7: Data Summits and Academic Conferences**

**Description:**

All school staff will participate in Data Summits and Academic Conferences to review student data and identify appropriate intervention groups at the end of every 8 week assessment cycle.

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

**Implementation Steps:**

**Development of Comprehensive CIA/PD Plan (CIA/PD = Curriculum, Instruction, Assessment /Professional Development Plan**

**Description:**

CA district technology team will be formed to research, develop, and implement appropriate information technologies to help the district reach its goals. Areas to consider will be: SIS or Student Information System updates; Data Warehouse/Data Window (On Hand Schools); Online SIP tool (Eye on the Goal); specific hardware and software to be used by administrators, teachers and students to be used to help reach the goal of improved teaching and learning.

In addition to these resources, the team will develop and ensure that the staff is ready to use the technology to deliver improved teaching and learning and to maintain the technology. This will include the posting of the curriculum maps, the pacing charts, the common standards aligned assessments and SIS data used to inform instructional practices.

**Start Date:** 7/1/2019  **End Date:** 6/30/2022

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

**Supported Strategies:**

- L7: Professional development calendar
• L8: Walkthroughs

**Development of Curriculum**

**Description:**

The district’s curriculum team will continue to develop curriculum aligned to PA Core Standards, Academic Standards and Eligible Content.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

• T 7: Data driven cycle of inquiry
• T8: Reflection on professional practices
• O7: Data Summits and Academic Conferences

**Development of Professional Development Plan**

**Description:**

The district leadership team will develop annual professional development calendars that are aligned to instructional priorities, the needs of staff, and state-aligned expectations.

Professional Development Aligned to School Improvement

• Teaching Reading, Writing, Listening, and Speaking throughout all Disciplines
• Effectively teaching literacy: K-2 3-6, 7-9, 10-12
• Developing Instructional Support Teacher Leaders
• Providing Effective and Meaningful Feedback to Teachers
• Strengthening Professional Collaboration
Differentiated Instruction

Response to Instruction and Intervention

Questioning Techniques to Foster Higher Engagement and Critical Thinking

Student Learning Objectives (SLOs)

Instructional Practices Aligned to Students’ Instructional Goals

**Start Date:** 7/1/2019   **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

**Supported Strategies:**

- L7: Professional development calendar

**Implement standards-aligned curricular academic achievement systems and professional education program according to the curriculum maps**

**Description:**

Using the Teacher Effectiveness Plan as the organizer, teachers will participate in a comprehensive, research based supervision and evaluation system that considers both student achievement data and observational data. Principals will be empowered to effectively observe teachers, monitor disciplined implementation of the school improvement plan; monitor the delivery of the core curriculum in the classroom; as well as analyze student performance on formative assessments to determine teacher effectiveness.

Indicators of implementation:

Formative Classroom observations and summative evaluations; PSSA and Keystone Scores; CBA scores; Walk through data; Sign in sheets documenting CUSD Faculty and administrative participation resulting in Act 45 or 48 hours.

**Start Date:** 7/1/2019   **End Date:** 6/30/2022
**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- T 7: Data driven cycle of inquiry
- O7: Data Summits and Academic Conferences

**Design Common Assessments**

**Description:**

Teachers and supervisors will design unit engaging learning experiences/performance-based assessments aligned to the district curriculum maps.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- O7: Data Summits and Academic Conferences

**Administration and Scoring of Common Quarterly Assessments**

**Description:**

Classroom teachers will administer, score, and disaggregate results by grade level subgroups, disaggregated by grade-level eligible content.

Indicator of implementation: Completion of data protocols; submission of data protocols to Central Office for review and analysis of data results

Teachers will also be expected to seek PD, if needed throughout the school year through the PD programs.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**
- L7: Professional development calendar
- O7: Data Summits and Academic Conferences