Fort Cherry JSHS

School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Fort Cherry JSHS

110 Fort Cherry Road
Mc Donald, PA 15057
(724)796-1551

Federal Accountability Designation: none
Title I Status: No
Schoolwide Status: Not Provided
Principal: Robert Motte
Superintendent: Jill Jacoby

Stakeholder Involvement

Name	Role
Trisha Craig	Administrator
Robert Frioni	Administrator
Jill Jacoby	Administrator
Tina Cottrill	Board Member
Melinda Errett	Board Member
Dan Mayer	Building Principal
Robert Motte	Building Principal
Loretta Kendall	Business Representative
Brian Cook	Community Representative
Robert Sawhill	Community Representative
Rev Ben Vaghetto	Community Representative
Jackie Artim	High School Teacher - Regular Education
Tracey Hess	High School Teacher - Regular Education
Richard Hursh	High School Teacher - Regular Education
Jackie Lijewski	High School Teacher - Regular Education
Tom Scarpone	High School Teacher - Regular Education
Bethany Geisler	High School Teacher - Special Education
Robert Baier	Middle School Teacher - Regular Education
Jodie Kioalicas	Middle School Teacher - Regular Education
Jonitta Benard	Parent
Doug Cooper	Parent

Jill Daniels	Parent
Dawn Fiori	Parent
Todd Kemp	Parent
Mike Pensis	Parent
Juliann Sepesy	Parent
Richard Ward	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

The Fort Cherry Junior Senior High School (FCJSHS) is at the forefront in creating a **21st Century Learning Environment**--through classroom environments, instructional techniques, learning activities, and curriculum embedded with innovation theories. Examples of 21st Century Learning aspects are: 7-9 tech literacy curriculum focusing on digital citizenship and common sense media; 7-12 STEM curriculum including concepts from Habits of Mind and Growth Mindsets; technology integration of 1:1 digital initiative (all 7-12 students are issued a chromebook), iPads, promethean boards, robotics, and media production; Collaborative learning environments through problem based learning; Opportunities for creative expression such as on-site sound studio; Hands-on learning through use of STEM Lab, Fabrication Lab, and LGI Think Tank; Moving to teachers as facilitators through problem-based learning activities; and transparent assessment through projects, portfolios, rubrics, and formative assessments tools.

Accomplishment #2:

For a small rural school district with a student population of 1056, the Fort Cherry Junior Senior High School has a **diverse and varied course offering**. Although the school district is relatively small, the administration feels that all students should have the opportunities to partake in a wide selection of courses.   FCJSHS offers Vocational Agriculture, Game Design, Computational Thinking, Dual Enrollment/Advanced Placement/College in the High School, 5 Foreign Languages, Instrumental and Vocal Music, STEM/STEAM, Robotics and Engineering, and Career and Vocational Education.

Accomplishment #3:

The Fort Cherry Junior Senior High School has seen **academic growth** in relation to performance on the PSSA and Keystones in grades 7-11 within specific content areas for specific grade levels. The following data demonstrates the areas of improvement:

Keystones (% of proficient or advanced):

Algebra 1 24 increase from 2015 to 2016

Biology 23 increase from 2015 to 2016

Literature 9 increase from 2015 to 2016

PSSA ELA (% of proficient or advanced):

Grade 7: 43 in 2015 to 60.4 in 2016

Growth improvement by cohort (same group of students from one grade to the next):

PSSA ELA (% of proficient or advanced):

Cohort 1 Students in grade 6 (2015) to grade 7 (2016): 59 to 60.4

Cohort 2 Students in grade 7 (2015) to grade 8 (2016): 43 to 60.7

Accomplishment #4:

Over the course of the last year and half, the Fort Cherry Junior Senior High School has implemented a during school hour intervention program called **AIRE**. During AIRE time, students can receive: structured remediation or interventions in the core content areas; teacher assistance and/or reteaching in any subject; instructor mentoring for enrichment and acceleration; and/or attend activity meetings/duties. AIRE stands for **A**ctivity, **I**ntervention, **R**emediation, and/or **E**nrichment. This allows time for each child to receive individualized and prescribed instruction, assistance, and/or remediation.

Accomplishment #5:

Among the last two years, the faculty and staff of the Fort Chery Junior Senior High School has observed an **increase in student school spirit**. Through pep assemblies, attendance at school events, participation in extra-curricular activities, and sportswear sales. The Administration is working to build reciprocal respect between the student body and educator community; culture shifts take time, but results are being observed.

School Concerns

Concern #1:

The Fort Cherry Junior Senior High School has seen a **significant increase in student needs**. The number of students serviced through the Office of Pupil Services has been on the rise over the last few years. Many of the needs being addressed are beyond the scope of our programming. Therefore, the out-placed numbers have increased which is a financial concern for a district our size.

Concern #2:

With the change in graduation requirements regarding Keystone testing, PSSA changes, and elimination of the modified PSSA, the Junior Senior High's **overall building scores related to PSSA, Keystones, and SPP** has been significantly affected. The increase in our special education population has had a direct effect on the PSSA/Keystone scores among several grade levels at the Junior Senior High School.

Concern #3:

Through analysis of the Junior Senior High School student data, across all grade levels and content areas, the following **curricular standards demonstrate areas of concern**:

~text dependent analysis (ELA)

~writing across the curriculum (All Curricular Areas)

~linear inequalities, operations with real numbers and expressions, geometry, data analysis, and writing with constructed responses (Math)

~genetics, homeostasis and transport, bioenergetics, and writing with constructed responses (Science)

Concern #4:

Throughout the discussions during the comprehensive planning meetings, several parents brought up the point that the Junior Senior High **needs to become more child centered**. Parents voiced concerns about lack of individualized planning, looking at the individual development of the child, and understanding that 7, 8, and 9th graders are still young and growing.

Concern #5:

Throughout the discussions during the comprehensive planning meetings, several topics were discussed which were of concern to the committee.

Topics of Concern included:

~lack of revenue for the district as a whole

~increasing number of transient families (come and stay for a few months and then move)

~increasing number of child on free and reduced lunch

~decreasing enrollment

~increasing number of students with mental health needs

~increasing number of students with significant needs (learning, behavioral, and physical)

~increasing number of families in need (financially, emotionally, and/or physically)

~concern about drug problem in the local communities

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Throughout the discussions during the comprehensive planning meetings, several parents brought up the point that the Junior Senior High **needs to become more child centered**. Parents voiced concerns about lack of individualized planning, looking at the individual development of the child, and understanding that 7, 8, and 9th graders are still young and growing.

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School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual
Data Source: Curriculum Mapping using Understanding by Design Framework (UBD)
Specific Targets: All content area curriculums will be mapped using UBD framework (course overviews, unit plans, assessment tools, and accomodation suggestions) by August 2017. In utilizing UBD framework, all unit plan outlines will reflect PA common core standards, eligible content, and assessment anchors. Curriculum maps will be electronically housed in our OnHands Digial Warehouse, as well as located on District Website.

Type: Interim
Data Source: Teacher Evaluations (formal and informal observations) per Teacher Effectiveness Model
Specific Targets: All teacher evaluations will be rated on focal points related to the implementation of the standard aligned curriculum; execution of developmentally appropriate instructional strategies, techniques, and practices; implementation of differentiated instructional programming; and integrated technology utilization.

Type: Annual
Data Source: Student Performance on Standardized Assessments (PSSA/Terra Nova/EdInsight/Keystone)
Specific Targets: Student achievement building-wide will reflect the mastery of Fort Cherry standard aligned curriculum by demonstrating an increase of at least 3 percentage points yearly on PSSA and Keystones in grades 7-11 from 2016-2020.

Type: Interim
Data Source: ~EdInsight (OnHands), PVASS, eMetric, eDirect, MMS, SSP
~Formal and Informal Conversations
~Formal and Informal Observations
Specific Targets: All teachers will attend monthly data meetings in departments and/or grade levels to collect, discuss, analyze, interpret, and strategize on future instruction related to student data.

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction provides teachers with the opportunity to modify the curricular content, the instructional process, and/or the desired outcome to meet the learning needs of the individual child. Source: www.ascd.org

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

Data Driven Decision Making

Description:

In utilizing the strategy of data driven decision making, one shall collect, disseminate, and analyze data results to make informed decisions regarding student performance and growth. Source: www.naesp.org

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

Personalized learning goals through adaptive learning programs

Description:

This strategy allows teachers to create individual learning goals through embedding, adapting, and continuously assessing student progress (using adaptive learning programs) to gain real time data for the teacher and instant feedback for the student. Source: www.edsurge.com

SAS Alignment: None selected

Peer Coaching

Description:

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace (Robbins, P. *How to Plan and Implement a Peer Coaching Program,* ASCD, 1991).

SAS Alignment: None selected

Utilization of the Charlotte Danielson Framework for Observation and Evaluation

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source: http://www.danielsongroup.org/framework/) Resource: http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

Description:

Commonwealth of Pennsylvania (Source: http://www.pdesas.org/Instruction/Index/) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Substantial Professional Development

Description:

The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement

(substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Understanding by Design

Description:

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. (Source: http://jaymctighe.com/resources/downloads/) Resource: http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Using Student Achievement Data to Support Instructional Decision Making - Article

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Assessment, Instruction

Monthly Data Team Meetings

Description:

Conduct monthly data team meetings that have a specific focus and products to discuss and share at the meeting. Resource: The Leadership and Learning Center, www.leadandlearn.com

SAS Alignment: Assessment, Instruction

PLCs - Professional Learning Communities

Description:

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. Phi Delta Kappan, 73(2), 123–128. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD. Learning Forward (2014). 3 Keys to Keep Learning Communities Focused on the Learning. (Sources: http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf, http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx) Resources: http://effectivestrategies.wiki.caiu.org/Using+Data, http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Assessment, Instruction

Modern Teacher Partnership

Description:

The Modern Teacher Partnership will be a three to five year collaboration of strategic leadership ot influence the systems of leadership, instruction, curriculum, professional learning, and digital ecosystem.

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

Implementation Steps:

Curriculum Mapping for all Content Areas through Understanding by Design (UBD) Framework

Description:

The Building Principals, along with several lead teachers will attend trainings related to curricular mapping. From there, the Principals will work internally with the lead teachers and content area faculty teams to revise, construct, and update their content area curriculum using the UBD framework. All frameworks will be aligned to PA Common Core Standards and will include course overviews, unit plans, assessment tools, and accommodation plans. The Superintendent will review the finished frameworks with each academic department or grade level to ensure

all standards are covered, accommodations for differentiated instruction are oulined, and identified assessment tools are appropriate.

After October 16, 2017, the curriculum will be a living document to be modified and changed as needed and/or applicable.

Start Date: 8/25/2015   **End Date:** 10/16/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction
- Curriculum Mapping
- Substantial Professional Development
- Understanding by Design
- Using Student Achievement Data to Support Instructional Decision Making - Article
- PLCs - Professional Learning Communities
- Modern Teacher Partnership

Classroom Observations and Walkthroughs using Teacher Effectiveness-- Danielson Model

Description:

Building Principals will conduct annual observations and weekly walkthroughs of all faculty and staff. As part of the evaluation process, principals will be looking for the following key focus points:

1. Writing activities in all content areas

2. Differentiated learning models to modify instruction for all learning levels and/or needs

3. Instructional decisions based on data analysis and interpretation

Start Date: 8/29/2016   **End Date:** 6/4/2021

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

Supported Strategies:

- Personalized learning goals through adaptive learning programs
- Peer Coaching
- Utilization of the Charlotte Danielson Framework for Observation and Evaluation
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Substantial Professional Development
- Using Student Achievement Data to Support Instructional Decision Making - Article
- PLCs - Professional Learning Communities
- Modern Teacher Partnership

Professional Development Opportunities

Description:

Throughout the next three years, the Fort Cherry School District will focus on several initiatives for professional development. The following initiatives were derived from faculty/staff needs assessment (Top request: differentiated instruction and meeting diverse learning needs); analysis of student data (areas of concern: text dependent analysis, writing, and mathematical constructs); and district goal of "Developing a Culture of Thinking": Being human centered, Making learning visible, and Thinking differently.

1. Writing Across the Curriculum: Tracey Czajkowski, ELA Educational Consultant, TLC Development

All teachers will attend professional development related to writing in the classroom. From this PD opportunity, a fully constructed K-12 writing curriculum will be developed along with age and level appropriate writing activities for each content area and/or grade level.

Timeline: 1/15/16 to 6/5/17

2. Math, Science, and ELA Instruction Grades 3-12: College Readiness Program, National Math and Science Initiative

All Math, Science, and ELA teachers in grades 2-12 will gain specialized professional development and instructional resources related to their content area.   The goal is to increase AP student enrollment in HS, along with increasing AP success rate on the final exam.

 Timeline: 8/22/17 to 6/22/18

3. Differentiated Instructional Strategies related to academics and behavior: IU1, IU3, and PDE

All teachers will attend at least 1 professional development related to differentiated instruction. As our population is changing, so must the daily instruction within our

classrooms. Therefore, our faculty and staff will be provided training on how to modify the classroom to fit the changing needs of our student population.

Timeline: 8/23/16 to 6/5/20

4. ELA--Text Dependent Analysis: IU1, IU3, and Internal PD

All ELA teachers grades 3-12 will attend training regarding the concept of text dependent analysis.

Timeline: 8/2/16 to 6/1/18

5. Culture of Thinking: Project Zero, Harvard School of Education

All faculty and staff will be trained on what it means to develop a culture of thinking through the 8 key components. This will be completed through a train the trainer process.

Timeline: 10/1/15 to 6/5/20

6. The Modern Teacher Partnership will be a three to five year collaboration of strategic leadership ot influence the systems of leadership, instruction, curriculum, professional learning, and digital ecosystem.

Timeline: 8/22/17 to 6/30/20

Start Date: 1/15/2016   **End Date:** 6/30/2021

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

Supported Strategies:

- Differentiated Instruction
- Personalized learning goals through adaptive learning programs
- Peer Coaching
- Substantial Professional Development
- Using Student Achievement Data to Support Instructional Decision Making - Article
- PLCs - Professional Learning Communities
- Modern Teacher Partnership

Data Driven Decision Making regarding Instruction and Learning

Description:

The Fort Cherry Junior Senior High School faculty and staff will participate in monthly data meetings to collect, analyze, interpret, strategize, and implement data driven instructional decisions. With the Building Principals as Instructional Leaders, data, including but not limited to academic, developmental, social, emotional, parent input, student input, and teacher input, will be collated for review and analysis. From the analysis process, teaching and learning modifications and accommodations may be implemented. If professional development is needed to assist faculty and staff with data analysis, that can be arranged. At this time, all teachers have been trained in utilization of our District and State data warehouses.

Start Date: 8/22/2016   **End Date:** 6/4/2021

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

Supported Strategies:

- Differentiated Instruction
- Data Driven Decision Making
- Personalized learning goals through adaptive learning programs
- Substantial Professional Development
- Monthly Data Team Meetings
- PLCs - Professional Learning Communities
- Modern Teacher Partnership

Daily Intervention Instruction

Description:

The Junior Senior High School will continue to offer daily intervention instruction to all students. The designated time is called AIRE--stands for **A**ctivities, **I**ntervention, **R**emediation, and **E**nrichment. To implement AIRE at the High School, student data is utilized to determine need by content areas and then assigned to mandatory or voluntary remediation, reteaching, and/or enrichment sessions. This is an intervention strategy which is anticipated to assist with all student achievement and growth, particularly in relation to standardized testing (PSSA, Keystone, Terra Nova, and EdInsight).

Start Date: 8/29/2016   **End Date:** 6/4/2021

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

Supported Strategies:

- Differentiated Instruction
- Data Driven Decision Making
- Personalized learning goals through adaptive learning programs
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Using Student Achievement Data to Support Instructional Decision Making - Article
- Monthly Data Team Meetings
- Modern Teacher Partnership

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Fort Cherry JSHS.