

**Chester County Junior High School  
School Improvement Plan  
2011-2012**

**October, 2011**

<b>School:</b>	<b>Chester County Junior High School (CCJH)</b>	
<b>District:</b>	Chester County School System	
<b>Analysis of last year's final results:</b>	<b>Areas of Greatest Progress:</b>	<b>Areas of Greatest Challenge:</b>
	<b>Achievement:</b> 1) 8 <sup>th</sup> grade TCAP math percent proficient/advanced showed a 14.4% <u>increase</u> from the previous year, exceeding the RTTT benchmark by 2.3%. 6 <sup>th</sup> and 7 <sup>th</sup> grade had math <u>increases</u> of 8.8% and 7.2% respectively. 2) 8 <sup>th</sup> grade TCAP reading/language arts percent proficient/advanced showed a 5.5% <u>increase</u> . <b>Value-Added:</b> 6 <sup>th</sup> grade had a +11.7 gain in math. 7 <sup>th</sup> grade had a +5.4 gain in math. 8 <sup>th</sup> grade had a +4.8 gain in math 8 <sup>th</sup> grade had a +1.8 gain in reading/ language arts.	<b>Achievement:</b> 1) 7 <sup>th</sup> grade TCAP reading/language arts percent proficient/advanced showed a 5.2% <u>decrease</u> from the previous year. 2) African-Americans were 14.3% proficient/advanced with a 19.9% achievement gap. 3) Economically Disadvantaged were 22.9% proficient with a 16.4% gap. 4) Special Education students were 20% proficient with a gap of 11.2%. <b>Value-Added:</b> 7 <sup>th</sup> grade reading/language arts had a value-added of -1.3 .
	<b>Source of Progress:</b>	<b>Source of Challenge:</b>
	1) For 6 <sup>th</sup> grade, math instruction time was increased by all teachers by 15 to 30 minutes a day. For 7 <sup>th</sup> and 8 <sup>th</sup> grade, 90 identified students were placed in double math classes and provided targeted instruction. 2) 8 <sup>th</sup> grade students attended both Reading and English classes.	1) One English class, serving 55% of the 7 <sup>th</sup> grade students, had 3 different teachers during the school year – one who left, one who was temporary, and the one who was hired). 2) Being a rural school district, we lack the resources to provide after-school remediation due heavily to a lack of transportation.
<b>Goals for this school year:</b>	<b>Overall Achievement Goals: (Aligned to First to the Top Goals)</b>	
	For 2011-2012, the number of CCJH students scoring proficient/advanced on the <b>7<sup>th</sup> grade TCAP math test</b> will increase by at least 7% (from 30.7 to 37.7%). <u>Other Achievement Goals:</u> <b>Mathematics</b> For 2011-2012, the number of CCJH students scoring proficient/advanced on the <b>6<sup>th</sup> grade TCAP Math test</b> will increase by at least 5% (from 38.0% to 43.0%). For 2011-2012, the number of CCJH students scoring proficient/advanced on the <b>8<sup>th</sup> grade TCAP Math test</b> will increase by at least 7% (from 29.8% to 36.8%). <b>Reading/Language Arts</b> For 2011-2012, the number of CCJH students scoring proficient/advanced on the <b>6<sup>th</sup> grade TCAP Reading/Language Arts test</b> will increase by at least 5% (from 53.7% to 58.7%).	

	<p>For 2011-2012, the number of CCJH students scoring proficient/advanced on the <b>7<sup>th</sup> grade TCAP Reading/Language Arts test</b> will increase by at least 7% (from 42.7% to 49.6%).</p> <p>For 2011-2012, the number of CCJH students scoring proficient/advanced on the <b>8<sup>th</sup> grade TCAP Reading/Language Arts test</b> will increase by at least 7% (from 47.3% to 54.3%).</p> <p><b>Science</b></p> <p>For 2011-2012, the number of CCJH students scoring proficient/advanced on the <b>TCAP Science Test</b> will increase by at least 7% (from 47.3% to 54.3%).</p> <hr/> <p><b>Subgroup Goals: (List each subgroup individually)</b></p> <p>For 2011-2012, the number of students scoring proficient/advanced in <b>7<sup>th</sup> grade TCAP Math test</b> will increase by:</p> <ul style="list-style-type: none"> <li>➤ 10 % for Economically Disadvantaged (ED) students</li> <li>➤ 10 % for Special Education (SWD) students</li> <li>➤ 10 %for English Language Learners (ELL); - 4 students</li> <li>➤ 15 % for African-American</li> <li>➤ 5 % for White</li> <li>➤ 10 % for Hispanic - 4 students</li> </ul> <p>There is no Asian subgroup in this school. There are very few Hispanic and ELL students. <u>African Americans</u> make up about 15% of the school population, and the <u>ED subgroup</u> makes up about 52% of the school population. Both of these groups are heavily intertwined. Being a rural school district, we lack the after-school resources to provide remediation due heavily to a lack of transportation. We will develop a plan to accelerate the learning during the school day by restructuring the school day schedule to accommodate remediation and/or enrichment.</p> <hr/> <p><b>Other Required Goal Areas:</b></p> <p>For 2011-2012, CCJH will <b>increase school value-added scores for student achievement in mathematics by at least 3 NCEs</b> (from 50 to 53).</p> <p>For 2011-2012, CCJH will <b>increase school value-added scores for student achievement in Reading/Language Arts by at least 3 NCEs</b> (from 46 to 49).</p> <p>For 2011-2012, CCJH will maintain or exceed the school 2010-2011 <b>attendance rate</b> of 95.3%.</p>
<p><b>Plan for this school year:</b></p>	<p><b>Key strategies to achieve goals:</b></p> <p><b>Mathematics (Gr. 6-8)</b></p> <ol style="list-style-type: none"> <li>1. <u>Math curriculum is mapped and paced, and learning will be assessed using 9-week benchmark assessments.</u> Results will be used to plan for review, reteach, and future instruction. Test results will be examined to identify growth, or lack of, from one test to the next. Areas showing the least growth will be examined for root causes.</li> <li>2. All students are now in <u>math classes each day for two consecutive periods of 45 minutes each.</u> One class provides support in mastering basic skills needed to perform successfully on grade-level curriculum/standards being taught in the other class.</li> <li>3. The school administration and teachers are <u>increasing communications, as needed, with parents and students</u> in order to clarify where students are and what students need</li> </ol>

to do to be proficient (conferences, meetings, phone calls, emails, Edmodo, Audioboo, Dropbox). The administration has developed a tracking sheet that enables students to track their own progress on 9-week benchmark assessments.

4. The district is providing the school with common calculators so that all students have daily access to them.

5. The district supervisor for data and testing will train school data teams who are responsible for school-level data analysis and dissemination.

#### **Reading/Language Arts (Gr. 6-8)**

1. Language arts curriculum is mapped and paced, and will be assessed at the end of the first three 9-week periods. Results will be used to plan for review, reteach, and future instruction. Test results will be examined to identify growth, or lack of, from one test to the next. Areas showing the least growth will be examined for root causes

2. All students are enrolled in both Reading and English classes daily.

3. The school implements a school-wide focus on writing. Sixth and seventh grade students will take a writing test that models the state writing test for 8<sup>th</sup> grade, using the same rubric.

4. The district supervisor for data and testing will train school data teams who are responsible for school-level data analysis and dissemination.

5. The school administration and teachers are increasing communications, as needed, with parents and students in order to clarify where students are and what students need to do to be proficient (conferences, meetings, phone calls, emails, Edmodo, Audioboo, Dropbox). The administration has developed a tracking sheet that enables students to track their own progress on 9-week benchmark assessments.

#### **Key strategies to achieve progress for students with the greatest need:**

##### **School Wide (Mathematics and Reading/Language Arts)**

1. Teachers have analyzed TCAP data to identify non-proficient students in all subgroups so that they may provide additional support and/or differentiated instruction for these students as needed.

2. The school is implementing the ICU program in order to give students daily opportunities to complete work and master grade-level curriculum and state standards. Students are able to make up missed and uncompleted at a place and time designated by the teacher.

4. Special education students are included in regular education classes to the extent possible and as required by IEPs.

5. The school has an ELL teacher who provides intervention and support for identified ELL students.

##### **Mathematics**

1. Four math-certified teachers( 2 part-time and 2 full-time) provide math intervention two periods a day. Students are identified by classroom teachers for pull-out instruction with interventionists on specific areas of difficulty.

2. Math boot camp is offered for 6 weeks to students in both grades in order to enable students to sharpen their mathematical skills leading up to the TCAP.

	<p><b>Reading/Language Arts</b></p> <p>1. <u>Special education</u> (resource) teachers <u>implement the READ 180 program</u> for students identified for services.</p> <p>2. <u>Reading Teacher</u> provides after-school help targeted mainly at African-American subgroup.</p> <p><b>Projected costs and funding sources for key strategies:</b></p> <p>1. The mapping and pacing of math and language arts curriculum – no extra cost  2. One new teacher to allow for 2 math periods - district \$36,000  3. Increased parent/student communication – no extra cost  4. Calculators for students’ daily use – district \$600, FTTT  5. Data teams – Data Analyst: \$30,000; Stipend for team members  6. Teachers for both Reading and English – no extra cost this year  7. School-wide writing – \$100, school general funds  8. Read 180 – no extra cost this year  9. ELL teacher – district-wide position, no cost to school  10. Identification of non-proficient students – no extra cost  11. ICU program – no extra cost  12. Inclusion program – no extra cost  13. Math intervention – 2 Full-Time at \$43,585; 2 Part-Time at \$20,000  14. Math Boot Camp - \$8171 for teachers, \$700 for incentives from district funds</p>	
<p>Benchmarks for Progress</p>	<p>Benchmark:</p>	<p>Timeline:</p>
	<p>1<sup>st</sup> 9-weeks benchmark assessment (% Prof/Adv)  6<sup>th</sup> Math - 35%    6<sup>th</sup> RLA - 50%  7<sup>th</sup> Math - 30%    7<sup>th</sup> RLA - 40%  8<sup>th</sup> Math - 30%    8<sup>th</sup> RLA - 45%</p>	<p>October 3, 2011</p>
	<p>2<sup>nd</sup> 9-weeks benchmark assessment (% Prof/Adv)  6<sup>th</sup> Math - 40%    6<sup>th</sup> RLA - 55%  7<sup>th</sup> Math - 35%    7<sup>th</sup> RLA - 45%  8<sup>th</sup> Math - 35%    8<sup>th</sup> RLA - 50%</p>	<p>December 16, 2011</p>
	<p>3<sup>rd</sup> 9-week benchmark assessment (% Prof/Adv)  6<sup>th</sup> Math - 45%    6<sup>th</sup> RLA - 60%  7<sup>th</sup> Math - 40%    7<sup>th</sup> RLA - 50%  8<sup>th</sup> Math - 40%    8<sup>th</sup> RLA - 55%</p>	<p>March 6, 2011</p>
	<p>TCAP Practice Tests (% Prof/Adv)  6<sup>th</sup> Math - 45%    6<sup>th</sup> RLA - 60%  7<sup>th</sup> Math - 40%    7<sup>th</sup> RLA - 50%  8<sup>th</sup> Math - 40%    8<sup>th</sup> RLA - 55%</p>	<p>April, 2011</p>
	<p>Data analysis and student identification  Teachers will identify students by prior <u>proficiency levels</u> and use TVAAS percentile projections to set individual <u>student goals</u> . <u>Benchmark assessments will be correlated</u> to students’ projected percentile rankings.</p>	<p>Student proficiency levels will be completed by September 30.  Goals will be set by November 15.  Correlations will be completed after each benchmark assessment.  (See dates above,)</p>