

**CHARLEROI SD**

125 Fecsen Drive

Comprehensive Plan | 2021 - 2024

## Steering Committee

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## LEA Profile

The Charleroi Area School District is comprised of the boroughs of Charleroi, Dunlevy, North Charleroi, Speers, Stockdale, Twilight and Fallowfield Township.

The residents enjoy the luxury of direct access to the interstate system via 1-70 and PA Turnpike 43 within the boundaries of the district.

The district is 25 miles South of Pittsburgh and encompasses approximately 26 square miles.

Numerous opportunities are available for students both during the school day and after school hours. Our school district meets the needs of many students through the arts, gifted education, and special education programs. We also provide an entertainment venue for residents. Large numbers of residents attend school events such as athletic competitions, music concerts, and theatrical presentations. All of our schools are located on our main campus.

Community and organizational groups characterize Charleroi School District as a terrific educational organization with great teachers and administrators, strong communication between parents and teachers, and a high level of parent involvement.

Our school district is one of 25 public school districts that comprise Intermediate Unit #1 in Washington, Greene, and Fayette Counties. There is a cohesive working relationship among member districts with Superintendents, Curriculum Coordinators, Special Education Directors, and Principals from various districts meeting on a monthly basis with counterparts to collaborate, share best practices, and problem solve.

### **Enrollment and Facilities**

Our school system includes Charleroi Elementary School housing our K-5 student population, Charleroi Middle School with grades 6-8 and Charleroi High School for our students in grades 9-12.

According to the district's free and reduced lunch eligibility report, the portion of district students who live in households that qualify as low income is approximately 65%. This percentage has increased since the last Comprehensive Plan was submitted.

Current enrollment for the 2020-21 year is 732 students at Charleroi Elementary, 340 students at our Middle School and 460 students at our High school.

## **Mission and Vision**

### **Mission**

The Charleroi Area School District pledges to provide a safe and nurturing environment where staff works collaboratively with parents and the community to educate all students to succeed and contribute responsibly in a global community.

### **Vision**

The Charleroi Area School District is committed to welcoming a variety of learners into our school community in order to celebrate diversity, promote acceptance, and provide encouragement to them as they scaffold their way to success.

## **Educational Value Statements**

### **Students**

Technology, the arts, service learning, athletics, and extra curricular activities empower students to explore their talents and creatively shape their future  
Teaching methods must be responsive to individual students' needs.

### **Staff**

Staff members will partner with families and community members to support behavioral and academic growth of all students within the instructional setting.  
Staff must be provided encouragement, time, resources and professional development in best practices, to meet high expectations for continuous improvement.

### **Administration**

High expectations for all schools throughout each area of the organization are necessary for ongoing improvement. Educational excellence is achieved through the collaborative efforts of students, family school and community

### **Parents**

All students have value, the ability to learn, and deserve the opportunity to receive a high quality education An effective education is enriched by the arts, service, work-based learning, hybrid and other flexible learning opportunities, athletics and extra-curricular activities.

### **Community**

Student achievement is positively impacted by the active involvement of caring adults in a supportive environment. Students thrive best in a safe and nurturing environment

### **Other (Optional)**

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Our district leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Yes
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Yes
Coordinate and monitor supports aligned with students' and families' needs	Yes
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Yes
Career Standards Benchmarks - 97.1% of CASD students have met the performance standards for career benchmarks	Yes
Proficiency rates for Keystone High School Literature, Algebra, and Biology all three are above the state average	Yes
HS - Students are placed into their algebra 1 class based upon their academic data and history- this allows some students to take the Algebra 1 Keystone exam in 8th grade, some after 1 year in 9th grade and some are enrolled in an Algebra 1a class in 9th grade and 1b class in tenth grade. This allows students to work at academically-appropriate pace for their individual needs.	Yes
District - Collaboration among and between regular and special education staff and families of students with IEP's.	Yes
District - Although students with disabilities did not perform well on the PSSA, they all met the standard demonstrating PPVAAS growth and students with disabilities all met or exceeded the standard interim goal / improvement target on the PSSA ELA and Science exams.	Yes
Our local Intermediate Unit#1 provides English as a Second Language (ESL) instruction to our students. Our ESL teacher levels receive professional development opportunities that assist in assessing the EL's level of language acquisition, understanding individual's needs, developing individualized instruction, and providing support through acculturation into a new environment. By providing these professional development opportunities our ESL teacher can help ELL students reach their true potential.	Yes
In the next 3 years, our primary focus on technology is on student device 1:1 programs that will provide each student with a laptop/tablet device to prepare students for computer-based testing and college and careers that now incorporate technology devices into daily use. We are	Yes

also focused on preparing students for devices by addressing the fundamentals of digital literacy and integrate digital citizenship practices into daily curriculum lessons. In order to support these goals, we need to ensure that we continue to develop stable, secure, and redundant network systems in place and use technology to create a welcome and safe learning environment for all.	
Our district currently employ 6 guidance counselors, two assigned to each school. Our counselors have created a written plan on file, approved by our local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan includes procedures to provide for guidance services to AVTSs. Additionally a comprehensive program of student services is required as part of Pennsylvania School Code in Chapter 12 – Services to Students.	Yes
Our district currently employs 2 family advocates provides referral assistance, case management support, and/or wraparound service coordination to families of students who are at a clear risk for school and life failure.	Yes
Students with IEP's showed growth	No
Elementary ELA growth is low	No
Continued focus on areas of strength in the District need to happen. Assisting families and students with increased needs will impact the academic success of the learners. Utilizing data to drive instruction along with providing opportunities for focused remediation and enrichment will allow for continued growth to be demonstrated	No
Curricular materials and resources are aligned to the PA Standards	No
Students are placed into their Algebra 1 class based on their academic history - This allows some students to take the Ag 1 Keystone exam in 8th grade , some after one year in 9th grade Alg 1 and others after two years Algebra 1a and Algebra 1B. This strategy allows students to work at an academically appropriate pace for their individual needs	No
Elementary - PVAAS 3 year average growth standard was met	No
Although students with disabilities did not perform well on the standardized tests, they all met the standard demonstrating PVAAS growth and met or exceeded the interim goal/improvement target	No
Elementary and Middle school students in grades K-8 are assigned a STEAM class on a weekly basis.	No
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	No
STEAM professional development of teachers is a challenge. Due to the small size of our district and our geographic location, it is difficult to bring in experts in the field of education for our teachers, therefore we are often forced to send teachers out of the district for this important training. Often times these trainings take place during the school year and the teachers that attend these trainings out of the district are not present that day to provide instruction for their students.	No
Professional development is meaningful and effective at increasing the students Depth of Knowledge.	No



Are students better prepared to pursue career pathways either post secondary or enter the workplace.	No
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## Challenges

Challenge	Consideration In Plan
Students Attendance Rate Charleroi High School regular daily attendance * All student group daily attendance rate is 67%. Statewide average is 85.7% Students subgroup attendance rate 9-12 * Economically disadvantage group 9-12 daily attendance rate is 57.1% * The black subgroup attendance rate is 55.2% * students with disabilities subgroup attendance rate is 50% Charleroi Area Middle School regular daily attendance * All student group daily attendance rate is 80.3%. Statewide average is 85.7% Charleroi Area Elementary School grades K-5 regular attendance rate is 84.3% Overall Statewide student attendance goal for 2030 is 94.1%	Yes
4 year Cohort High School Graduation Rate CASD all student group 4 year cohort graduation rate is 80.2% The statewide average is 86.5% CASD Sub Group Graduation Rates Students with disabilities 4 year graduation rate is 57.7% Students with disabilities 4 year graduation rate is 72.9%	Yes
Making necessary programmatic changes to address Future Ready requirements in the area of industry based learning opportunities.	Yes
Finding time and funding to address professional development needs on a range of topics.	Yes
The percentage of students achieving at proficient or higher levels of performance on standardized assessments continues to be lower than expected. Cohorts	Yes
Select students demonstrate difficulty transitioning from one level to the next, i.e., elementary to middle, middle to high school and from high school to post-secondary, particularly those with IEP's.	Yes
The need for increased partnerships with community members, with and without children in the schools	Yes
Only 39.5% of all students in grades 3-12 have scored above the proficiency level on math state assessments. The statewide goal for all students in grades 3-12 have scored above the proficiency level on math state assessments is 47.6%	Yes
EC - Students with disabilities consistently performing one or more levels below grade level in the area of math.	Yes
HS - For students with disabilities, the overall growth score is indicating that our students with IEP's did not show one year's of growth in all three subject areas of the Keystone Exams.	Yes
HS Regular Attendance for all students in grades 9-12 was 67%. The statewide average is 85.7%.	Yes

Four year cohort graduation rate at the high school is 80.2% the all student group did not meet the interim goal for graduation rates.	Yes
Industry based learning - 19.2% of our students participated in industry based learning which is below the statewide average of 29.1%.	Yes
Our district is experiencing an influx of ELL students due to a local food plant employing immigrant families who are relocating to our district. Currently our ELL population distrwide has risen from 8 to 30 students. Our ESL teacher levels receive professional development opportunities that assist in assessing the EL's level of language acquisition, understanding individual's needs, developing individualized instruction, and providing support through acculturation into a new environment. By providing these professional development opportunities our ESL teacher can help ELL students reach their true potential.	Yes
The need for a consistent, data driven, remediation and enrichment program at all levels is needed.	No
The culture of high expectations needs to be consistently implemented across all grade levels and buildings. The increased needs of the students and families in the District need to be addressed in order for students to focus on academics.	No
The increased needs of the students and families in the District need to be addressed in order for students to focus on academics	No
Math continues to be an area of concern for all student groups. Provide access to resources for teachers and students to appropriately engage in mathematical concepts to meet PA Core standards.	No
More robust community business partnerships are needed to develop a deeper passion for learning and understanding career goals for students to thrive in our schools and achieve greater	No
Students have difficulty retaining information on fractions and geometry if lessons are not based on real-world application and if taught at a DOK level of 1 or 2.	No
Due to professional development provided to our mathematics teachers, our students exceeded the statewide growth standard. mindsets about blended learning	No
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across	No
Coordinate and monitor supports aligned with students' and families' needs	No
Need to foster more community Partnerships with businesses and virtual partnerships locally and outside our area. These partnerships will provide students with authentic learning experiences and opportunities as they explore their career path. (Community Partnerships)	No
Engage in more meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	No

**Most Notable Observations/Patterns**

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Our district leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to schools to maintain a positive climate conducive to learning.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	
Coordinate and monitor supports aligned with students' and families' needs	
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	
Career Standards Benchmarks - 97.1% of CASD students have met the performance standards for career benchmarks	
Proficiency rates for Keystone High School Literature, Algebra, and Biology all three are above the state average	
HS - Students are placed into their algebra 1 class based upon their academic data and history- this allows some students to take the Algebra 1 Keystone exam in 8th grade, some after 1 year in 9th grade and some are enrolled in an Algebra 1a class in 9th grade and 1b class in tenth grade. This allows students to work at academically-appropriate pace for their individual needs.	
District - Collaboration among and between regular and special education staff and families of students with IEP's.	
District - Although students with disabilities did not perform well on the PSSA, they all met the standard demonstrating PPVAAS growth and students with disabilities all met or exceeded the standard interim goal / improvement target on the PSSA ELA and Science exams.	
Our local Intermediate Unit#1 provides English as a Second Language (ESL) instruction to our students. Our ESL teacher levels receive professional development opportunities that assist in assessing the EL's level of language acquisition, understanding individual's needs, developing individualized instruction, and providing support through acculturation into a new environment. By providing these professional development opportunities our ESL teacher can help ELL students reach their true potential.	
In the next 3 years, our primary focus on technology is on student device 1:1 programs that will provide each student with a laptop/tablet device to prepare students for computer-based testing and college and careers that now incorporate technology devices into daily use. We are also	

focused on preparing students for devices by addressing the fundamentals of digital literacy and integrate digital citizenship practices into daily curriculum lessons. In order to support these goals, we need to ensure that we continue to develop stable, secure, and redundant network systems in place and use technology to create a welcome and safe learning environment for all.	
Our district currently employ 6 guidance counselors, two assigned to each school. Our counselors have created a written plan on file, approved by our local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan includes procedures to provide for guidance services to AVTSs. Additionally a comprehensive program of student services is required as part of Pennsylvania School Code in Chapter 12 – Services to Students.	
Our district currently employs 2 family advocates provides referral assistance, case management support, and/or wraparound service coordination to families of students who are at a clear risk for school and life failure.	

## Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Students Attendance Rate Charleroi High School regular daily attendance * All student group daily attendance rate is 67%. Statewide average is 85.7% Students subgroup attendance rate 9-12 * Economically disadvantage group 9-12 daily attendance rate is 57.1% * The black subgroup attendance rate is 55.2% * students with disabilities subgroup attendance rate is 50% Charleroi Area Middle School regular daily attendance * All student group daily attendance rate is 80.3%. Statewide average is 85.7% Charleroi Area Elementary School grades K-5 regular attendance rate is 84.3% Overall Statewide student attendance goal for 2030 is 94.1%	Parent Support If the focus does not fall on attendance now, we will be faced with an increasing academic impact.	Yes	Continued focus on areas of strength in the District need to happen. Assisting families and students with increased needs will impact the academic success of the learners. Utilizing data to drive instruction along with providing opportunities for focused remediation and enrichment will allow for continued growth to be demonstrated
4 year Cohort High School Graduation Rate CASD all student group 4 year cohort graduation rate is 80.2% The statewide average is 86.5% CASD Sub Group Graduation Rates Students with disabilities 4 year graduation rate is 57.7% Students with disabilities 4 year graduation rate is 72.9%	Parent Support If the focus does not fall on attendance now, we will be faced with an increasing academic impact.	Yes	Continued focus on areas of strength in the District need to happen. Assisting families and students with increased needs will impact the academic success of the learners. Utilizing data to drive instruction along with providing opportunities for focused remediation and

			enrichment will allow for continued growth to be demonstrated
Making necessary programmatic changes to address Future Ready requirements in the area of industry based learning opportunities.		No	
Finding time and funding to address professional development needs on a range of topics.	Administrative team	No	
The percentage of students achieving at proficient or higher levels of performance on standardized assessments continues to be lower than expected. Cohorts		No	
Select students demonstrate difficulty transitioning from one level to the next, i.e., elementary to middle, middle to high school and from high school to post-secondary, particularly those with IEP's.		No	
The need for increased partnerships with community members, with and without children in the schools		No	
Only 39.5% of all students in grades 3-12 have scored above the proficiency level on math state assessments. The statewide goal for all students in grades 3-12 have scored above the proficiency level on math state assessments is 47.6%		No	
EC - Students with disabilities consistently performing one or more levels below grade level in the area of math.		No	
HS - For students with disabilities, the overall growth score is indicating that our students with IEP's did not show one year's of growth in all three subject areas of the Keystone Exams.		No	
HS Regular Attendance for all students in grades 9-12 was 67%. The statewide average is 85.7%.		No	

<p>Four year cohort graduation rate at the high school is 80.2% the all student group did not meet the interim goal for graduation rates.</p>		<p>Yes</p>	<p>Continued focus on areas of strength in the District need to happen. Assisting families and students with increased needs will impact the academic success of the learners. Utilizing data to drive instruction along with providing opportunities for focused remediation and enrichment will allow for continued growth to be demonstrated.</p>
<p>Industry based learning - 19.2% of our students participated in industry based learning which is below the statewide average of 29.1%.</p>		<p>No</p>	
<p>Our district is experiencing an influx of ELL students due to a local food plant employing immigrant families who are relocating to our district. Currently our ELL population distrwide has risen from 8 to 30 students. Our ESL teacher levels receive professional development opportunities that assist in assessing the EL's level of language acquisition, understanding individual's needs, developing individualized instruction, and providing support through acculturation into a new environment. By providing these professional development opportunities our ESL teacher can help ELL students reach their true potential.</p>		<p>No</p>	

## Goal Setting

**Priority:** Continued focus on areas of strength in the District need to happen. Assisting families and students with increased needs will impact the academic success of the learners. Utilizing data to drive instruction along with providing opportunities for focused remediation and enrichment will allow for continued growth to be demonstrated

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	Throughout the duration of this plan, the implementation of the "Portrait of a Graduate" process will provide CASD with the opportunity to provide increased academic opportunities, increased technology access, and an increased focus on the skills necessary to be competitive in a global society through the implementation of a 1:1 Chromebook initiative, updated course offerings in STEAM areas, and evaluative rubrics focused on areas deemed crucial to the District's graduates for post-secondary success.	Portrait of a Graduate	Through a systemic and inclusive process of gathering data from multiple stakeholders, the Portrait of a Graduate Program will be developed in 2021-2022. The traits will be determined and the visual representation will be created, along with descriptors of each trait. During the target year 1, a rubric will be developed for each grade span K-12, for each of the traits in the POG Program, faculty and staff will receive professional development opportunities to learn how to implement the POG rubrics into their areas of expertise, and the initial implementation of these rubrics will be reviewed at the end of the year and adapted as necessary. Current course offerings at the elementary and secondary levels will be adapted and updated based on the needs of the students and the anticipation of STEAM classes being necessary to connect skills developed through the POG development process. In year 1, course offerings will be reviewed, evaluated, and updated as necessary, with the expectation that additional courses may be added and less relevant and meaningful courses adapted. A current assessment of existing technology was recently completed in January 2020, with recommendations made to move forward with the preparation and	Through the same process as the development of the Portrait of a Graduate occurred, the POG teams will begin to gather feedback, engage stakeholders, and determine traits necessary to be a Portrait of a Teacher at Charleroi. Student POG rubrics will be continually evaluated and developed, with the intent to provide a quarterly reflection for parents to be able to see how their child is progressing with the skills necessary to succeed in a 21st century environment. 1:1 implementation will occur at the 9- 12 level with ongoing training and support provided to students and faculty. Professional staff will begin to receive training at the 6-8 level for how to implement technology into their classrooms in effective and meaningful ways .	Throughout the duration of this plan, the implementation of the "Portrait of a Graduate" process will provide CASD with the opportunity to provide increased academic opportunities, increased technology access, and an increased focus on the skills necessary to be competitive in a global society through the implementation of a 1:1 Chromebook initiative, updated course offerings in STEAM areas, and evaluative rubrics focused on areas deemed crucial to the District's graduates for post-secondary success.



			<p>planning of a multi-year 1:1 technology student initiative. The first year of this plan will be the process of ensuring that our existing infrastructure and camera system has the capacity to maintain a 1:1 initiative.</p>		
Mathematics	<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 9% increase in mathematics proficiency.</p>	<p>Mathematics Curriculum Alignment K-12</p>	<p>A systematic and effective process was used to collaboratively review 100% of grades 3-5 mathematics curricula for alignment to state standards and to identify and provide extensive support to students having trouble meeting the standards. NWEA MAP benchmark assessments will be administered in each of the above content areas to establish baseline data. 100% of the mathematics instructors will have access to curricula related materials and the training necessary to use curricular and data resources related to the learning goals for the school and to exhibit instructional flexibility and responsiveness that allows for timely adjustments based on student needs. The utilization of materials and acquired knowledge will be evidenced in lesson plans, walkthroughs, data meetings and observations. 100% of the mathematics classroom assessments will be periodically reviewed to ensure alignment to grade-level expectations and learning targets. Educators will share these learning targets, performance requirements, and assessment results in student friendly language. Outcome will be evidenced in lesson plans, walkthroughs, data meetings and observations thus leading to at least an increase of 3% increase in mathematics as per local and state assessments.</p>	<p>A systematic and effective process was used to collaboratively review 100% of grades K-2 mathematics curricula for alignment to state standards and to identify and provide extensive support to students having trouble meeting the standards. NWEA MAP based benchmark assessments will be administered in each of the above content areas to establish baseline data. 100% of the mathematics instructors will have access to curricula related materials and the training necessary to use curricular and data resources related to the learning goals for the school and to exhibit instructional flexibility and responsiveness that allows for timely adjustments based on student needs. The utilization of materials and acquired knowledge will be evidenced in lesson plans, walk-throughs, data meetings and observations. 100% of the mathematics classroom assessments will be periodically reviewed to ensure alignment to grade level expectations and learning targets. Educators will share these learning targets, performance requirements, and assessment results in student-friendly language. Outcome will be evidenced in lesson plans, walk-throughs, data meetings and observations thus leading to at least an increase of 3% increase in mathematics as per local and state assessment</p>	<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 9% increase in mathematics proficiency.</p>

**Priority:** Continued focus on areas of strength in the District need to happen. Assisting families and students with increased needs will impact the academic success of the learners. Utilizing data to drive instruction along with providing opportunities for focused remediation and enrichment will allow for continued growth to be demonstrated

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Post-secondary transition to school, military, or work	Create equitable learning opportunities for students to reach their full individual potential.	Post secondary education	All student group is currently 54% year one goal is to improve to 60%	year one goal is to improve to 65%	Create equitable learning opportunities for students to reach their full individual potential.
Graduation rate	On Track measures -Improve 4 year cohort graduation rate	Improve 4 year cohort graduation rate	our current 4 year cohort graduation rate is 80.2% increase 3%	Increase 4 year cohort graduation rate to 86%	On Track measures -Improve 4 year cohort graduation rate

**Priority:** Continued focus on areas of strength in the District need to happen. Assisting families and students with increased needs will impact the academic success of the learners. Utilizing data to drive instruction along with providing opportunities for focused remediation and enrichment will allow for continued growth to be demonstrated.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
School climate and culture	Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year.	Positive School Climate	100% of faculty and staff will participate in professional development that is designed to focus on promoting and sustaining a positive school climate and the baseline data from EOY 2021-2022 SY for behavior referrals will be established and monitored weekly via the student information data system. Faculty and staff will implement policies that promote curriculum content, continued monitoring and standards for social, emotional, ethical, and civic learning and are fully integrated into the classroom and school in ways that align with Career readiness pathways and future success in our global economy thus, MOY discipline referrals will decrease by 10% from the EOY 2022-2023 SY. Faculty and staff, collaboratively publicize and model codes of conduct that support positive and sustained school climate. Thus, the discipline referrals will decrease by 10% in comparison to the EOY 2022-2023 SY data	Continued professional development to 100% staff on positive teacher/student interactions and relationships. MTSS focus 2021-2022 SY on positive behavior and student engagement. Discipline monitored monthly. Student assembly on expectations in all areas of school and bus. Data analysis teams break down discipline and discover root causes. PBIS teams develop monthly themes centered on positive interactions with peers. Student schedules have weekly time slots for PBIS lessons. Student leaders model the lessons with peers on weekly basis rotating through classrooms. Positive behavior is rewarded with weekly and monthly awards and prizes for behavior recognition by teachers. Student assemblies include bullying, tolerance, diversity, and people with disabilities.	Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year.
Essential Practices 3: Provide Student-Centered Support Systems	Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment.	Trauma Informed Approach Plan	Approximately 30% of Charleroi Area School District's student population is involved in human services, including child welfare, mental health, drug and alcohol, juvenile justice, and homeless and housing support. Adverse childhood experiences such as medical crises, family separation, abuse, neglect, bullying, observing domestic abuse, substance abuse, mental illness, poverty, and instability in housing are possible causes of trauma, potentially leading to social, emotional, behavioral, and	The Trauma Informed Care Team will develop specific Target Year 2 goals based upon the District Level Needs Assessment. Target Year 2 activities will include: - Professional development opportunities for all stakeholders such as students, parents, staff, school board members and community members - Developing Professional Learning Communities focusing on trauma informed care instructional practices, mindfulness, and relationship building Enhancing parent engagement activities -	Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment.

			<p>academic difficulties within the school setting. Charleroi Area School District understands the importance of educating the whole child; therefore, after extensive research and data review, CASD administration identified trauma informed care as a priority for all students. During the 2021-2022 school year, a trauma informed team will be developed and their mission will be to offer a structured environment where students' social, emotional, behavioral, and academic needs are addressed in a therapeutic setting, promoting the power of relationships. The Trauma Informed Care Team consists of the Superintendent, Director of Special Education, School Psychologist, Family Advocates, Building Level School Nurses, and Building Level Guidance Counselors.</p>	<p>Creating If-Then flowcharts to assist staff when students experience traumatic events - Implementing Check In/Check-Out in all buildings</p>	
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## Action Plan

**Action Plan for:** Use solved problems to engage students in analyzing reasoning and strategies.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Mathematics Curriculum Alignment K-12</li> </ul>		A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in Math			Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of NWEA Map benchmark scores as indicated via individual student growth reports. Also, instructional delivery of the written Math curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	10/11/2021	05/28/2022	Building Principals	Data Protocols PDE Math Frameworks for Grades K-12	Yes	Yes

**Action Plan for:** Use solved problems to engage students in analyzing reasoning and strategies.

Measurable Goals		Anticipated Output			Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Mathematics Curriculum Alignment K-12</li> </ul>		A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in English Language Arts			Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of NWEA Map benchmark scores as indicated via individual student growth reports. Also, instructional delivery of the written ELA curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?	
To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	10/11/2021	05/28/2022	Building Principals	Data Protocols Math Frameworks for Grades K-12	Yes	Yes	

**Action Plan for: What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum."**

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Mathematics Curriculum Alignment K-12</li> </ul>		A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in English Language Arts.		Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of CDT scores as indicated via individual student growth reports. Also, instructional delivery of the written ELA curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA English Language Arts Framework in order to create an aligned and robust Math curriculum for the Charleroi Area SD for grade levels K-12.			Building Principals	NWEA MAP growth assessments for Math K-12 curriculum Sapphire Portal Tech Support to continually have EdInsight Portal Updated Educational Consultant to focus on creating an aligned ELA curriculum for the CASD grades K-12	Yes	No

**Action Plan for: What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum."**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Mathematics Curriculum Alignment K-12</li> </ul>		A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in English Language Arts.			Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of CDT scores as indicated via individual student growth reports. Also, instructional delivery of the written ELA curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA Math Framework in order to create an aligned and robust Math curriculum for the Charleroi Area School District for grade levels K-12.	09/22/2021	06/02/2023	Building Principals	NWEA MAP growth assessments for K-12 Math curriculum and assessments Sapphire Portal Tech Support to continually have EdInsight Portal Updated Educational Consultant to focus on creating an aligned ELA curriculum for the CASD grades K-12	Yes	No



**Action Plan for: Attendance ----- Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Positive School Climate</li> </ul>		Increased awareness through all stakeholders of the importance of attendance for learning.			Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance dat	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Training for Staff – Year 1	08/30/2021	05/28/2022	Building Principals	Professional Development	Yes	Yes
Creation of motivational messages and video clips	08/29/2022	06/03/2024	Building Principals	Audio and Video supplies	Yes	Yes
Creation of incentives programs for attendance.	08/29/2022		Building Principals	Money for incentives	Yes	No

**Action Plan for: Attendance ----- Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).**

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Positive School Climate</li> </ul>		Increased awareness through all stakeholders of the importance of attendance for learning.			Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance dat	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Training for Staff – Year 1	08/30/2021	05/28/2022	Building Principals	Professional Development	Yes	Yes
Creation of motivational messages and video clips	08/29/2022	06/03/2024	Building Principals	Audio and Video supplies	Yes	Yes
Creation of incentives programs for attendance.	08/29/2022		Building Principals	Money for incentives	Yes	No

**Action Plan for:** Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state’s budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected school board directors. • A minimum of one hour of professional development training on trauma-informed approaches. • The Pennsylvania Department of Education’s PA Leadership Standards must include information on trauma-informed approaches.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Trauma Informed Approach Plan</li> </ul>		Increase in instruction - Decrease in student suspensions - Development of a structured environment where students’ social, emotional, behavioral, and academic needs are addressed in a therapeutic setting, promoting the power of relationships			Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys	09/01/2023	06/03/2024	Special Education Director	Input from Trauma Informed Care Team and Watson Institute Consultant Electronic survey	Yes	Yes

**Action Plan for:** Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state’s budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected school board directors. Similar requirements apply to charter school trustees. • A minimum of one hour of professional development training on trauma-informed approaches. • The Pennsylvania Department of Education’s PA Leadership Standards must include information on trauma-informed approaches.

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Trauma Informed Approach Plan</li> </ul>		Increase in instruction - Decrease in student suspensions - Development of a structured environment where students’ social, emotional, behavioral, and academic needs are addressed in a therapeutic setting, promoting the power of relationships			Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys	09/01/2023	06/03/2024	Special Education Director	Input from Trauma Informed Care Team and Watson Institute Consultant Electronic survey	Yes	Yes

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Use solved problems to engage students in analyzing reasoning and strategies.	<ul style="list-style-type: none"> <li>To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need</li> </ul>
Use solved problems to engage students in analyzing reasoning and strategies.	<ul style="list-style-type: none"> <li>To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need</li> </ul>
What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum."	<ul style="list-style-type: none"> <li>Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA English Language Arts Framework in order to create an aligned and robust Math curriculum for the Charleroi Area SD for grade levels K-12.</li> </ul>
What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum."	<ul style="list-style-type: none"> <li>Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA Math Framework in order to create an aligned and robust Math curriculum for the Charleroi Area School District for grade levels K-12.</li> </ul>
Attendance ----- Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).	<ul style="list-style-type: none"> <li>Training for Staff – Year 1</li> <li>Creation of motivational messages and video clips</li> <li>Creation of incentives programs for attendance.</li> </ul>
Attendance ----- Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).	<ul style="list-style-type: none"> <li>Training for Staff – Year 1</li> <li>Creation of motivational messages and video clips</li> </ul>

	<ul style="list-style-type: none"> <li>• Creation of incentives programs for attendance.</li> </ul>
<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state’s budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected school board directors. • A minimum of one hour of professional development training on trauma-informed approaches. • The Pennsylvania Department of Education’s PA Leadership Standards must include information on trauma-informed approaches.</p>	<ul style="list-style-type: none"> <li>• Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</li> </ul>
<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state’s budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff</p>	<ul style="list-style-type: none"> <li>• Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</li> </ul>

and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected school board directors. Similar requirements apply to charter school trustees. • A minimum of one hour of professional development training on trauma-informed approaches. • The Pennsylvania Department of Education's PA Leadership Standards must include information on trauma-informed approaches.

## Professional Development Activities

effective and rigorous individualized professional development opportunities

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Faculty and Educational Staff K-12	PA Curriculum Frameworks /SAS Format for written curricula : Units, Topics, Lessons - Pacing Guides Utilization of Sapphire Students Management System and NWEA MAP Development of Data Teams and Protocols	Implementation of the written curricula and pacing guides An increase in the faculty/staff's knowledge of individual student's strengths and weaknesses. An increase in student achievement and growth due to a narrow focus on specific eligible content delivered via differentiated strategies.	Building Principals	08/30/2021	06/03/2024
<b>Learning Formats</b>						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	once/month				Language and Literacy Acquisition for All Students	



To utilize the PA Mathematics Framework in order to create an aligned and robust mathematics curriculum for the South Allegheny SD and to train all faculty/staff to analyze and implement data to make informed data decisions, drive cross curricular support and identify individual student learning needs.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Faculty and Educational Staff K-12	Utilization of Sapphire student information system and NWEA MAP Management System Development of Data Teams and Protocols	Implementation of the written curricula and pacing guides An increase in the faculty/staff's knowledge of individual student's strengths and weaknesses. An increase in student achievement and growth due to a narrow focus on specific eligible content delivered via differentiated strategies.	Building Principals	08/24/2021	06/11/2024

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	8		Teaching Diverse Learners in an Inclusive Setting

Revise curriculum map

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Professional development will be provided to revise the curriculum map. CASD will focus on college and career standards, trauma based curriculum, and technology opportunities for all students when applicable to the curriculum. Curriculum completion documents will be completed and accessible to staff and community when applicable	Curriculum Maps	Building principals	08/25/2022	06/06/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	8x		Language and Literacy Acquisition for All Students

## Communications Action Steps

Evidence-based Strategy	Action Steps
Use solved problems to engage students in analyzing reasoning and strategies.	<ul style="list-style-type: none"> <li>To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need</li> </ul>
Use solved problems to engage students in analyzing reasoning and strategies.	<ul style="list-style-type: none"> <li>To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need</li> </ul>
Attendance ----- Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).	<ul style="list-style-type: none"> <li>Training for Staff – Year 1</li> <li>Creation of motivational messages and video clips</li> </ul>
Attendance ----- Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).	<ul style="list-style-type: none"> <li>Training for Staff – Year 1</li> <li>Creation of motivational messages and video clips</li> </ul>
<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state’s budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community. The mandatory training required includes: A minimum of one hour of</p>	<ul style="list-style-type: none"> <li>Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</li> </ul>

<p>training on trauma-informed approaches for both newly elected and reelected school board directors. • A minimum of one hour of professional development training on trauma-informed approaches. • The Pennsylvania Department of Education’s PA Leadership Standards must include information on trauma-informed approaches.</p>	
<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state’s budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected school board directors. Similar requirements apply to charter school trustees. • A minimum of one hour of professional development training on trauma-informed approaches. • The Pennsylvania Department of Education’s PA Leadership Standards must include information on trauma-informed approaches.</p>	<ul style="list-style-type: none"> <li>• Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</li> </ul>

## Communications Activities

- Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	staff, students, family and community	Safe and Supportive Schools : The district gathers and shares accurate and reliable perceptual data about school climate from students, staff members and parents as part of a continuous improvement process.	Superintendent	10/15/2021	12/15/2021

### Communications

Type of Communication	Frequency
Newsletter	3x per year
Posting on district website	monthly
Presentation	once a year

Attendance ----- Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	teachers	<ul style="list-style-type: none"> <li>Creation of motivational messages and video clips</li> <li>Creation of incentives programs for attendance.</li> </ul>	principals	08/25/2022	08/25/2023
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Other					