

CHARLEROI AREA MS

100 Fecsen Dr

ATSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Charleroi Area School District is committed to welcoming a variety of learners into our school community to celebrate diversity, promote acceptance, and encourage them as they scaffold their way to success. Students will develop their talents, critical thinking, and technology skills by actively engaging in the learning process. Continuous commitment to improvement ensures that our students are well-rounded, self-directed, lifelong learners. By maintaining a safe and optimum learning environment, we provide the opportunity for students to be successful. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission by promoting high standards and expectations.

STEERING COMMITTEE

Name	Position	Building/Group
Steven Shields	Principal	Middle School
Kim McGinity	Teacher	Reading Teacher
Ed Zelich	Chief School Administrator	Superintendent
Joy Daviduk	Special Education Teacher	Middle School
Carla Herrnberger	District Level Leaders	Director of Sp Ed
Amy Nelson	Principal	MS Assistant Principal
Sara Pappasergi	Teacher	ELA Teacher
Natalie Wiltz	Teacher	Math Teacher
Soni McClelland	Teacher	Science Teacher
Becky Klinger	Parent	Parent
Ron Gallagher	Education Specialist	IU1
Chad Pappasergi	Community Member	Cedarbrooke Golf Course
Tom Nutting	Board Member	Charleroi SD

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>The root cause is a combination of a lack of regular student attendance along with a need for improvement within the strategies used to teach math. An equally troubling data point is that no student with a disability has passed the PSSA Math Exam the last two years. Prior to that the pass rate for this student group was 8.3%. Collaboration with an IU1 Math Specialists will help us analyze what we are doing and how we make improvements.</p>	Mathematics
<p>Our attendance rates have been poor since the initial outbreak of Covid. We hired a Student and Family Liaison. This individual will work with our students who are habitually truant. This will include truancy elimination plans, group sessions finding the root of absences, home visits, and etc. This will have a positive impact on our attendance rate and student academic success. If the students are attending more school days, then they will also see an increase in exposure to the academic content.</p>	Regular Attendance
<p>Our attendance rates have been poor since the initial outbreak of Covid. We hired a Student and Family Liaison. This individual will work with our students who are habitually truant. This will include truancy elimination plans, group sessions finding the root of absences, home visits, and etc. This will have a positive impact on our attendance rate and student academic success. If the students are attending more school days, then they will also see an increase in exposure to the academic content.</p>	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
Monitor: Hire Attendance Officer

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance goal for students with disabilities.	During the '23-'24 school year, the regular attendance rate for students with disabilities will increase from 39.3% to 45%. This represents a total increase of 5.7%
Attendance goals for students in the category of 2 or more races.	During the '23-'24 school year, the regular attendance rate for students with disabilities will increase from 42.6% to 48.3%. This represents a total increase of 5.7%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use weekly Sapphire attendance reports to identify kids that are habitually absent.	2023-08-24 - 2024-05-31	Student and Family Liaison	Sapphire (student information system)
Based on Sapphire attendance reports, implement a multi-tiered attendance improvement program. Tier I: Preventative and proactive practices for all students. Tier II: Provide targeted intervention strategies and support to students and their families who require additional assistance. Tier III: Intensive individual intervention for students and their families with the most problematic attendance.	2023-08-24 - 2024-05-31	Student and Family Liaison	Sapphire (student information system)

Anticipated Outcome

MS Principal and attendance officer will review cumulative attendance reports from Sapphire on a weekly basis.

Monitoring/Evaluation

Every 9 weeks, the School Improvement team will meet to monitor and evaluate the action plan and progress toward our attendance goals.

Evidence-based Strategy

Teacher Centered Collaborative Activities: Use to improve co-teaching practices

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math goal for students with disabilities.

During the '21-'22 school year, 0% of students with disabilities scored proficient/advanced on the PSSA exam in grades 6 - 8. Our goal for '23-'24 is to show an increase in their performance to 1%. This represents a total increase of 1%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Participation in professional development for efficient implementation of co-teaching

2023-08-24 - 2024-05-31

Marissa Sacco

TaC-IU1

Participation in best practices of mathematics training

2023-08-24 - 2024-05-31

Theresa Brown

IU1 Math Specialist

Anticipated Outcome

MS Principal, MS Math Dept, and IU1 Specialists will review current practices to identify areas for improvement on a monthly basis.

Monitoring/Evaluation

Every 9 weeks, the School Improvement team will meet to monitor and evaluate the action plan and progress toward our Math goals.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>During the '21-'22 school year, 0% of students with disabilities scored proficient/advanced on the PSSA exam in grades 6 - 8. Our goal for '23-'24 is to show an increase in their performance to 1%. This represents a total increase of 1%. (Math goal for students with disabilities.)</p>	<p>Teacher Centered Collaborative Activities: Use to improve co-teaching practices</p>	<p>Participation in professional development for efficient implementation of co-teaching</p>	<p>08/24/2023 - 05/31/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Steven A. Shields

2023-06-13

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Math/Algebra Growth, for student group ED, increased from 52 to 90.

ELA Growth, for student group students 2 or more races, increased from IS to 77

A belief from our staff that all students can learn and a commitment to actively engaging students in the learning process.

Most teachers work with at risk students when outside variables negatively impact their learning.

We recently purchased a program that is already aligned to the new science standards.

Math/Algebra Growth, for student group ED, increased from 52 to 90.

A belief from our staff that all students can learn and a commitment to actively engaging students in the learning process.

Our district is hiring a Student and Family Liaison. This individual

Challenges

Regular Attendance for student group, students with disabilities, dropped from 71% to 39.3%.

Math/Algebra Pro & Adv students for 2021-2022 was 12.5%.

Approving our attendance rate in each sub group could have the biggest impact in achieving our vision for learning and Future Ready PA Index interim targets.

Math/Algebra Pro & Adv students for 2021-2022 was 12.5%.

Regular Attendance for student group, students with disabilities, dropped from 71% to 39.3%.

One major challenge is getting parents and students to understand the value/importance of attending regularly and having the commitment to putting good efforts into learning.

Parent and student motivation is also an area our Student and Family Liaison can improve which will help us meet our Future Ready Index interim targets.

Strengths

will work with our students who are habitually truant. This will include truancy elimination plans, group sessions finding the root of absences, home visits, and etc. This will have a positive impact on our attendance rate and student academic success. If the students are attending more school days, then they will also see an increase in exposure to the academic content.

Our students are completing the career standards benchmarks and the data is entered into our student information system. This will be reflected when the PIMS upload is completed.

Math growth performance in the students considered economically disadvantaged category showed significant growth. This indicates students have the potential to continuously improve their achievement pertaining to Future Ready PA Index targets.

Math support from IU1 in the area of best practices/co-teaching will have a positive impact and help students continuously improve their achievement pertaining to Future Ready PA Index targets.

Lessons are aligned to the PA Standards and more specifically the assessment anchors & eligible content.

Use of a variety of assessments that include teacher made

Challenges

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Teachers need more PD in the area of co-teaching

Getting acclimated to our new student information system so it accurately uploads our PIMS data.

Foster a culture of high expectations for success for all students, educators, families, and community members.

Improving our attendance rate in each sub group could have the biggest impact in achieving our vision for learning and Future Ready PA Index interim targets.

We spend a lot of time on Math and ELA PD. We need to invest more PD into the sciences.

Improving our attendance rate for students with disabilities will positively impact learning and Future Ready PA Index interim targets.

Implement a multi-tiered system of supports for academics and behavior

Strengths

formative & summative, NWEAMap (diagnostic), and PSSA data to drive and modify instruction

ELA Growth, for student group students 2 or more races, increased from IS to 77

Counselors provide lessons in the classrooms for students on a regular basis.

Professional learning needs are identified through surveys and PSSA data.

Challenges

ELA proficiency rate went down from 15.1% to 9% for students with disabilities.

Most Notable Observations/Patterns

Our goal is to improve our attendance rates for multiple sub groups of students each year for the next three years.

Challenges	Discussion Point	Priority for Planning
Regular Attendance for student group, students with disabilities, dropped from 71% to 39.3%.	This number is stunning and can be seen in some data points for this student group.	✓
Math/Algebra Pro & Adv students for 2021-2022 was 12.5%.	With the support of IU1 Math Specialist, we will scrutinize what & how we are currently teaching math se we are able to identify areas for improvement.	✓
One major challenge is getting parents and students to understand the value/importance of attending regularly and having the commitment to putting good efforts into learning.	This new position is needed given our current attendance rates and will help improve student attendance throughout the year.	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Each department will have regular meetings with administration and IU1 Curriculum specialist to identify needs and make necessary improvements.	
Approving our attendance rate in each sub group could have the biggest impact in achieving our vision for learning and Future Ready PA Index interim targets.	Our goal is to improve our attendance rates for multiple sub groups of students each year for three years.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Monitor: Hire Attendance Officer

Action Steps	Anticipated Start/Completion Date
Use weekly Sapphire attendance reports to identify kids that are habitually absent.	08/24/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
Every 9 weeks, the School Improvement team will meet to monitor and evaluate the action plan and progress toward our attendance goals.	MS Principal and attendance officer will review cumulative attendance reports from Sapphire on a weekly basis.
Material/Resources/Supports Needed	PD Step
Sapphire (student information system)	no



Action Steps**Anticipated Start/Completion Date**

Based on Sapphire attendance reports, implement a multi-tiered attendance improvement program. Tier I: Preventative and proactive practices for all students. Tier II: Provide targeted intervention strategies and support to students and their families who require additional assistance. Tier III: Intensive individual intervention for students and their families with the most problematic attendance.

08/24/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Every 9 weeks, the School Improvement team will meet to monitor and evaluate the action plan and progress toward our attendance goals.

MS Principal and attendance officer will review cumulative attendance reports from Sapphire on a weekly basis.

Material/Resources/Supports Needed**PD Step**

Sapphire (student information system)

no

Action Plan: Teacher Centered Collaborative Activities: Use to improve co-teaching practices

Action Steps**Anticipated Start/Completion Date**

Participation in professional development for efficient implementation of co-teaching

08/24/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Every 9 weeks, the School Improvement team will meet to monitor and evaluate the action plan and progress toward our Math goals.

MS Principal, MS Math Dept, and IU1 Specialists will review current practices to identify areas for improvement on a monthly basis.

Material/Resources/Supports Needed**PD Step**

TaC-IU1

yes



Action Steps**Anticipated Start/Completion Date**

Participation in best practices of mathematics training

08/24/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Every 9 weeks, the School Improvement team will meet to monitor and evaluate the action plan and progress toward our Math goals.

MS Principal, MS Math Dept, and IU1 Specialists will review current practices to identify areas for improvement on a monthly basis.

Material/Resources/Supports Needed**PD Step**

IU1 Math Specialist

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>During the '21-'22 school year, 0% of students with disabilities scored proficient/advanced on the PSSA exam in grades 6 - 8. Our goal for '23-'24 is to show an increase in their performance to 1%. This represents a total increase of 1%. (Math goal for students with disabilities.)</p>	<p>Teacher Centered Collaborative Activities: Use to improve co-teaching practices</p>	<p>Participation in professional development for efficient implementation of co-teaching</p>	<p>08/24/2023 - 05/31/2024</p>
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
High Quality Co-Teaching	All MS Staff	Elements of effective co-teaching

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of strategies during formal and informal observations. Student assessment data via classroom exams, NWEAMap benchmarks, & PSSA Exams.	08/24/2023 - 05/31/2024	Steven Shields

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
Best practices in teaching Mathematics	MS Math and LS Staff	Mathematics instructional strategies that maximize student achievement

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Use of strategies during formal and informal observations. Student assessment data via classroom exams, NWEAMap benchmarks, & PSSA Exams.	08/24/2023 - 05/31/2024	Steven Shields

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in Inclusive Settings

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Board Approval/30 day public view	ATSI Plan	Board Meeting/Webiste	Board Members/School Community	9/2023

