

Charleroi SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Charleroi Area School District		101631803
Address 1		
125 Feesen Drive		
Address 2		
City	State	Zip Code
Charleroi	PA	15022
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Colby Perrotta	Math Teacher	High School	colbyperrotta@charleroisd.org
Jessica Fritch	English Teacher	High School	jessicafritch@charleroisd.org
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LEA Profile

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

The residents enjoy direct access to the interstate system via I-70 and PA Turnpike 43 within the district's boundaries.

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. Many residents attend school events such as athletic competitions, musical concerts, and theatrical presentations. All of our schools are located on our main campus.

Community and corporate groups characterize Charleroi Area 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 monthly 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 grades 9-12 students.

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 2024-25 year is 732 students at Charleroi Elementary, 340 at our Middle School, and 460 at our High School.

Mission and Vision

Mission

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. Students will develop their individual talents, critical thinking, and technology skills by being actively engaged 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. Promoting high standards and expectations, teachers, administrators, parents, and the community share the responsibility for advancing the school's 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 Values

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)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficiency rates for Keystone High School Literature, Algebra, and Biology Career Standards Benchmark	- all three student achievement scores are above the state average
PVAAS	Keystone Algebra 1 Math Data - three year student data achievement . The academic achievement growth trend is well above average. The growth data over 3 years has continued to increase
PVAAS	Keystone Biology Data - three year student data achievement . The academic achievement growth trend is above average. The growth data over 3 years has continued to increase

Challenges

Indicator	Comments/Notable Observations
PVAAS	Grade 4 PSSA Math Data - three year student data achievement . The growth trend is well below average. The growth data over 3 years has dropped 3.3%
PVAAS	Grade 6 PSSA Math Data - three year student data achievement . The growth trend is well below average. The growth data over 3 years has dropped 7.8%
PVAAS	Grade 5 and 6 PSSA ELA Data - three year student data achievement . The growth trend is well below average. The growth data over 3 years has dropped 2.4 % in grade 5 and 4% in grade 6
PVAAS	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmarks Grade Level(s) and/or Student Group(s) 3-12	Comments/Notable Observations 97.1% of CASD students have met the performance standards for career benchmarks
Indicator PVASS Grade Level(s) and/or Student Group(s) Economically disadvantagedStudents of two or more races	Comments/Notable Observations Students in grade 5 PSSA Math - Students demonstrated above average growth in Math with a 1.9 standard area of growth measure. additionally, students of two or more races performed above average within the 5th grade math PSSA scores.

Challenges

Indicator	Comments/Notable Observations
Indicator 4 year Cohort High School Graduation Rate Grade Level(s) and/or Student Group(s) 9-12	Comments/Notable Observations CASD all student group 4 year cohort graduation rate is 80.2% The statewide average is 86.5%CASD Sub Group Graduation RatesStudents with disabilities 4 year graduation rate is 57.7%Students with disabilities 4 year graduation rate is 72.9%It is important to note that 88.4% of CASD students have graduated within 5 years. The statewide 5 year graduation rate average is 88.9%

<p>Indicator Students Attendance Rate Grade Level(s) and/or Student Group(s) K-12</p>	<p>Comments/Notable Observations 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%</p>
<p>Indicator District Wide Measurable Math Proficiency Scores Grade Level(s) and/or Student Group(s) 3-12</p>	<p>Comments/Notable Observations 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%</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

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 Biologyall three are above the state average

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Students Attendance RateCharleroi 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%

4 year Cohort High School Graduation RateCASD all student group 4 year cohort graduation rate is 80.2% The statewide average is 86.5%CASD Sub Group Graduation RatesStudents with disabilities 4 year graduation rate is 57.7%Students with disabilities 4 year graduation rate is 72.9%

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%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Utilizing our fall of 2023 DIBELS Benchmark data,	We can identify key areas of need. Students are spending too much time decoding words that take away their ability to comprehend their reading. Oral Reading fluency levels are at a 68% whereas when students are given the MAZE progress monitor for reading comprehension, only 26% of 5th grade students are at or above level. Dibels is also showing that the MTSS pilot in 3rd grade last school year is showing a dramatic improvement in our current 4th grade students as they show at least a 15 % increase in reading comprehension.
NWEA MAP	Using our MAP [Growth] data, the learning continuum, and formative assessment practices, our students are experiencing great growth, closing the achievement gap!
DIBELS	Led by DIBELS Reading Fluency™ a second grade benchmark and progress monitoring assessment that aligns with the science of reading, this innovative assessment measures oral reading fluency, literal comprehension, and foundational skills for an entire class in about 20 minutes.
OLSABT	The Otis-Lennon School Ability Test, Eighth Edition (OLSAT 8) assesses verbal, nonverbal, and quantitative cognitive abilities for K-12 students in paper and digital formats. OLSAT 8 supplies educators and administrators with valuable information to enhance the insights gained from traditional achievement measures. As a general ability indicator that is related to academic skills, OLSAT 8 puts achievement assessment results into perspective and offers insights into how well a student learns, not what has been learned. Guidance on using this test remotely or through distance learning.

English Language Arts Summary

Strengths

Students with IEP's showed growth
Elementary ELA growth is low
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.
Curricular materials and resources are aligned to the PA Standards.

Challenges

The need for a consistent, data driven, remediation and enrichment program at all levels is needed.
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.
The increased needs of the students and families in the district need to be addressed in order for students to focus on academics.

Mathematics

Data	Comments/Notable Observations
NWEAMap	More than 57% of kids in grades 6-8 scored average or higher in 3 out 5 categories on the Benchmark

NWEAMap Accelerator takes our MAP Growth data and creates a personalized path for each kid that's very close to where they need to be.	Over 50% of grades 6-8 students are proficient in Geometry, Algebraic Concepts, and Numbers and operations.
Numbers and Operations Fractions and Geometry	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. Communicating math language through writing open-ended prompts. Content knowledge of educators.
Local Assessments Communicating math language through writing open-ended prompts.	Content knowledge of educators, especially in the elementary. Instructional practices of educators. 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. Communicating math language through writing open-ended prompt. Content knowledge of educators.

Mathematics Summary

Strengths

Students are placed into their Algebra 1 class based on their academic history. This allows some students to take the Algebra 1 Keystone exam in 8th grade, some after one year in 9th grade Algebra 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.
MAP Growth can serve as a universal screener (phase one) to determine which students should move forward to the actual eligibility determination phase of program placement decisions. It can also be used as one of the data points on which eligibility decisions are made (phase two). It can make for an ideal universal screener because 1) it has the ability to yield highly reliable data, 2) it is strongly correlated with many phase-two eligibility criteria, and 3) using it as such would require no additional time or resources since MAP partners already have MAP Growth scores for all students.
By including items that assess prerequisite skills, MAP Growth course-specific math assessments accurately measure student achievement regardless of readiness for a course. Students who may have unfinished learning or those who may not be able to interact with course-specific content will still find assessment content that enable them to demonstrate what they know.
Algebraic Concepts - 61% of kids 6-8 were average or higher in Algebraic Concepts

Challenges

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.
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.
Improving Student Achievement in Data & Probability
Only 48% of kids 6-8 were average or higher in Data & Probability.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Local Assessments	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.

Science, Technology, and Engineering Education Summary

Strengths

Elementary and middle school students in grades K-8 are assigned a STEAM class on a weekly basis.
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

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.

Challenges

The resource constraints of limited financial and human resources do impact the implementation of necessary programs and interventions.

Equity disparities in educational opportunities and outcomes based on socio-economic factors or demographics.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future PA Ready Index	All student groups met performance standard career performance benchmark.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Professional development is meaningful and effective at increasing the students depth of knowledge.

Our students are better prepared to pursue career pathways either post-secondary or enter the workplace.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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)

Engage in more meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PA Future Ready Index Students with disabilities in grades 3-5 Math	Students with disabilities in grades 3-5 Math PSSA did not meet interim goals and improvement targets in math achievement scores. Only 14.9% met the improvement goals.
PA Future Ready Index Students with disabilities in grades 6-8 Math	Students with disabilities in grades 6-8 Math PSSA did not meet interim goals and improvement targets in math achievement scores. Only 8.3% met the improvement goals.
PA Future Ready Index Students with disabilities in grades 6-8 ELA	Students with disabilities in grades 6-8 ELA PSSA did not meet interim goals and improvement targets in math achievement scores. Only 11.7% met the improvement goals.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PA Future Ready Index Students with disabilities in grades 6-8 Math	Students that are economically disadvantaged in grades 6-8 ELA PSSA did not meet interim goals and improvement targets in math achievement scores. Only 11.7% met the improvement goals.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

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 10th grade. This allows students to work at an 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.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

EC - Students with disabilities consistently performing one or more levels below grade level in the area of math.
HS - For students with disabilities, the overall growth score is indicating that our students with IEP's did not show one year of growth in all three subject areas of the Keystone Exams.
HS regular attendance for all students in grades 9-12 was 67%. The statewide average is 85.7%.
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.
Industry-Based Learning - 19.2% of our students participated in industry-based learning, which is below the statewide average of 29.1%.

Designated Schools

Charleroi Area HS

Priority Challenge	Comments and Notable Observations
Regular Attendance - Improve regular attendance for all student and all subgroups	
Time for the teachers to work together to analyze and revise curriculum, analyze data and develop/share lessons.	
Career Benchmark for all groups	
Teachers have not had professional development specific to their content area. Historically, the math data has been a weakness in the district. A K-12 curriculum review has not taken place. This needs to be a systemic, collaborative process to ensure instruction is coordinated, aligned, and evidence-based.	

Charleroi Area MS

Priority Challenge	Comments and Notable Observations
All students can learn.	We are creating a cultural belief within our staff that all students can learn and providing a commitment to actively engaging students in the learning process.
Prioritizing students with disabilities attending school more regulary	Regular Attendance for student group, students with disabilities, dropped from 71% to 39.3%
A variety of Assessments is needed to gauge student growth.	We will implement a variety of assessments that include teacher-made formative & summative, NWEAMap (diagnostic), and PSSA data to drive and modify instruction.
Need for a full-time Student and family attendance 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.

Systemic LEA Challenges

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 success.
The need to foster a culture of high expectations for success for all students, educators, and parents/guardians
The English Language Learners student population has significantly increased throughout the district.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	A new Director of Special Education has been recently appointed in our district. The Director plans to update all district services, such as, nursing, guidance, psychology, social work, gifted education, special education, related services (occupational therapy, physical therapy, assistive technology, etc.), and ADA and Chapter 504 Student Service Plans that are legally required to enable students to benefit from instructional programs. The Office of the Director of Special Education identifies and provides services for special education, psychology, gifted education and ADA students.
Title I Program	Our elementary Assistant Principal has been recently appointed Title I Coordinator in our district. The Coordinator position is responsible for coordinating and managing Title I and Pre-K programs among identified school sites, families, and the larger community, while integrating knowledge of the Every Student Succeeds Act (ESSA) to promote equity while meeting the needs of students from diversified backgrounds. In addition, the Coordinator assists with keeping the communication flowing between departments, Title I/Pre-K team members and programs; schedules meetings; helps to ensure compliance with state and federal mandates and grant application requirements; manages professional learning opportunities, and works directly with key stakeholders.
Student Services	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.
K-12 Guidance Plan (339 Plan)	Our district currently employs 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.
Technology Plan	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.
English Language Development Programs	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 teachers can help ELL students reach their true potential.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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 teachers 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 employs 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

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

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 districtwide has risen from 8 to over 100 ELL students. d 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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Exemplary

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

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.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Making necessary programmatic changes to address Future Ready requirements in the area of industry-based learning opportunities.

Finding time and funding to address professional development needs on a range of topics.

The percentage of students achieving at proficient or higher levels of performance on standardized assessments continues to be lower than expected. Cohorts

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.

The need for increased partnerships with community members, with and without children in the schools.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Career Standards Benchmarks - 97.1% of CASD students have met the performance standards for career benchmarks	True
Proficiency rates for Keystone High School Literature, Algebra, and Biology all three are above the state average	True
Students with IEP's showed growth	False
Elementary ELA growth is low	False
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.	False
Curricular materials and resources are aligned to the PA Standards.	False
Elementary and middle school students in grades K-8 are assigned a STEAM class on a weekly basis.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	False
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.	False
Algebraic Concepts - 61% of kids 6-8 were average or higher in Algebraic Concepts	False
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.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	True
Coordinate and monitor supports aligned with students' and families' needs.	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True
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 10th grade. This allows students to work at an academically appropriate pace for their individual needs.	True

District - Collaboration among and between regular and special education staff and families of students with IEP's.	True
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.	True
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 teachers can help ELL students reach their true potential.	True
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.	True
Our district currently employs 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.	True
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.	True
Students are placed into their Algebra 1 class based on their academic history. This allows some students to take the Algebra 1 Keystone exam in 8th grade, some after one year in 9th grade Algebra 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.	False
MAP Growth can serve as a universal screener (phase one) to determine which students should move forward to the actual eligibility determination phase of program placement decisions. It can also be used as one of the data points on which eligibility decisions are made (phase two). It can make for an ideal universal screener because 1) it has the ability to yield highly reliable data, 2) it is strongly correlated with many phase-two eligibility criteria, and 3) using it as such would require no additional time or resources since MAP partners already have MAP Growth scores for all students.	False
By including items that assess prerequisite skills, MAP Growth course-specific math assessments accurately measure student achievement regardless of readiness for a course. Students who may have unfinished learning or those who may not be able	False

tointeract with course-specific content will still find assessment content that enablethem to demonstrate what they know.	
Professional development is meaningful and effective at increasing the students depth of knowledge.	False
Our students are better prepared to pursue career pathways either post-secondary or enter the workplace.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Students Attendance RateCharleroi 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%	True
4 year Cohort High School Graduation RateCASD all student group 4 year cohort graduation rate is 80.2% The statewide average is 86.5%CASD Sub Group Graduation RatesStudents with disabilities 4 year graduation rate is 57.7%Students with disabilities 4 year graduation rate is 72.9%	True
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%	True
The need for a consistent, data driven, remediation and enrichment program at all levels is needed.	False
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.	False
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.	False
Student's 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.	False
Improving Student Achievement in Data & Probability	False
Only 48% of kids 6-8 were average or higher in Data & Probability.	False
EC - Students with disabilities consistently performing one or more levels below grade level in the area of math.	True
HS - For students with disabilities, the overall growth score is indicating that our students with IEP's did not show one year of growth in all three subject areas of the Keystone Exams.	True
HS regular attendance for all students in grades 9-12 was 67%. The statewide average is 85.7%.	True

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.	True
Industry-Based Learning - 19.2% of our students participated in industry-based learning, which is below the statewide average of 29.1%.	True
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 districtwide has risen from 8 to over 100 ELL students. d 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.	True
Making necessary programmatic changes to address Future Ready requirements in the area of industry-based learning opportunities.	True
Finding time and funding to address professional development needs on a range of topics.	True
Thepercentage of studentsachieving at proficient or higher levels of performance on standardized assessments continues to be lower than expected. Cohorts	True
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.	True
The need for increased partnerships withcommunity members, with and without children in the schools.	True
The increased needs of the students and families in the district need to be addressed in order for students to focus onacademics.	False
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)	False
Engage in more meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	False
The resource constraints of limited financial and human resources do impact the implementation of necessary programs and interventions.	False
Equity disparities in educational opportunities and outcomes based on socio-economic factors or demographics.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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 success.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
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 districtwide has risen from 8 to over 100 ELL students. d 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.		True
Students Attendance RateCharleroi 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 SupportIf the focus does not fall on attendance now, we will be faced with an increasing academic impact.	True
4 year Cohort High School Graduation RateCASD all student group 4 year cohort graduation rate is 80.2% The statewide average is 86.5%CASD Sub Group Graduation RatesStudents with disabilities 4 year graduation rate is 57.7%Students with disabilities 4 year graduation rate is 72.9%	Parent SupportIf the focus does not fall on attendance now, we will be faced with an increasing academic impact.	True
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%		False
Making necessary programmatic changes to address Future Ready requirements in the area of industry-based learning opportunities.		False
Finding time and funding to address professional development needs on a range of topics.	Administrative team	False
Thepercentage of studentsachieving at proficient or higher levels of performance on standardized assessments continues to be lower than expected. Cohorts		False

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.		False
The need for increased partnerships with community members, with and without children in the schools.		True
EC - Students with disabilities consistently performing one or more levels below grade level in the area of math.		False
HS - For students with disabilities, the overall growth score is indicating that our students with IEP's did not show one year of growth in all three subject areas of the Keystone Exams.		False
HS regular attendance for all students in grades 9-12 was 67%. The statewide average is 85.7%.		False
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.		False
Industry-Based Learning - 19.2% of our students participated in industry-based learning, which is below the statewide average of 29.1%.		False

Analyzing Strengths

Analyzing Strengths	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.	
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 10th grade. This allows students to work at an 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 teachers 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 employs 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.	
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	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Enhance the proficiency of English language learners in both academic and social English to ensure they can effectively participate in classroom activities and integrate into the school community.
	In the Charleroi Area School District, we are dedicated to ensuring that every student has the opportunity to receive a high-quality education that empowers them for success in school and in life. We recognize that regular school attendance is a fundamental component of student achievement and well-being. Therefore, our school district places a high priority on increasing student attendance rates to create an environment where students are engaged, supported, and motivated to attend school consistently.
	In the Charleroi Area School District, we are dedicated to ensuring that every student has the opportunity to achieve their full potential and successfully graduate from high school. We recognize that a high school diploma is a critical milestone in a student's life, opening doors to countless opportunities and a brighter future. Therefore, our

	school district places a top priority on increasing student graduation rates to provide our students with the knowledge, skills, and confidence they need to thrive.
	In the Charleroi Area School District, we recognize the invaluable role that community businesses and members play in the success of our schools and the well-being of our students. We believe that strong partnerships with both individuals and organizations, whether they have children in our schools or not, are essential for creating a thriving educational ecosystem. Therefore, our school district places a top priority on fostering and expanding these partnerships to enrich the educational experience and ensure the long-term prosperity of our community.

Goal Setting

Priority: In the Charleroi Area School District, we are dedicated to ensuring that every student has the opportunity to receive a high-quality education that empowers them for success in school and in life. We recognize that regular school attendance is a fundamental component of student achievement and well-being. Therefore, our school district places a high priority on increasing student attendance rates to create an environment where students are engaged, supported, and motivated to attend school consistently.

Outcome Category		
Post-secondary transition to school, military, or work		
Measurable Goal Statement (Smart Goal)		
The Charleroi Area School District will provide students with multiple academic pathways to meet their different academic needs, graduation requirements, and to prepare them for their post-secondary goals.		
Measurable Goal Nickname (35 Character Max)		
Pathways		
Target Year 1	Target Year 2	Target Year 3
Review graduation requirements Review and revise course offerings	Review scheduling opportunities with students and parents Begin a flexible scheduling process	The Charleroi Area School District will provide students with multiple academic pathways to meet their different academic needs, graduation requirements, and to prepare them for their post-secondary goals.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
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.		
Measurable Goal Nickname (35 Character Max)		
Mathematics Curriculum Alignment K-12		
Target Year 1	Target Year 2	Target Year 3
3% proficiency increase in students' Math PSSA/Keystone scores.	3% proficiency increase in students' Math PSSA/Keystone scores.	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.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Charleroi Area School District will provide a safe and supportive school environment as measured by improvements in school safety data and PA SchoolClimate survey results with a goal of all neutral/favorable scores as measured by the PA School Climate Survey and a decrease in safety-related incidents in our school buildings.		
Measurable Goal Nickname (35 Character Max)		
Safe and Supportive Schools		

Target Year 1	Target Year 2	Target Year 3
Improvements in at least one domain score for both staff and students on the PA School Climate Survey	No unfavorable climate condition areas noted in the PA School Climate survey and improvements noted in school safety data.	Charleroi Area School District will provide a safe and supportive school environment as measured by improvements in school safety data and PA School Climate survey results with a goal of all neutral/favorable scores as measured by the PA School Climate Survey and a decrease in safety-related incidents in our school buildings.

Priority: In the Charleroi Area School District, we are dedicated to ensuring that every student has the opportunity to achieve their full potential and successfully graduate from high school. We recognize that a high school diploma is a critical milestone in a student's life, opening doors to countless opportunities and a brighter future. Therefore, our school district places a top priority on increasing student graduation rates to provide our students with the knowledge, skills, and confidence they need to thrive.

Outcome Category		
Wellness		
Measurable Goal Statement (Smart Goal)		
If we allocate staff and resources to increase support for student health and wellness, then we can build each individual student's sense of self. We will seek authentic feedback from students to prioritize and support health and wellness needs.		
Measurable Goal Nickname (35 Character Max)		
Health and Wellness		
Target Year 1	Target Year 2	Target Year 3
Prioritize staffing resources to increase student service professionals, including school psychologists, family advocates, school counselors, and attendance liaison.	Prioritize building student and staff relationships including required student interactions with school counselors.	If we allocate staff and resources to increase support for student health and wellness, then we can build each individual student's sense of self. We will seek authentic feedback from students to prioritize and support health and wellness needs.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Student attendance will increase to meet and exceed the state standards within three years. The district will implement multiple strategies to increase student attendance through PBIS. The district will research the basis as to why attendance is an issue and utilize resources to support families. The SAP Team, Family Advocates, and Attendance Liaison will be resources to meet with students struggling with chronic absences. The district will create an attendance chart with specific actions for students who miss 3, 5, 10, 12, and 15 days.		
Measurable Goal Nickname (35 Character Max)		
Increase attendance rate		
Target Year 1	Target Year 2	Target Year 3
By October 1, 2024, the attendance liaison will identify all students who were chronically absent during the school year	By October 2025, the administrative team will provide personalized outreach to students who have been absent 10 or more days. CASD will utilize "Attendance Buddies" when appropriate for a student's need. An Attendance Buddy can be adults and responsible student volunteers who partner with "at-risk attendance" students to form relationships that encourage better attendance.	Student attendance will increase to meet and exceed the state standards within three years. The district will implement multiple strategies to increase student attendance through PBIS. The district will research the basis as to why attendance is an issue and utilize resources to support families. The SAP Team, Family Advocates, and Attendance Liaison will be resources to

	Students that might benefit from an Attendance Buddy can be identified as those with a prior history of chronic absenteeism and current year absences.	meet with students struggling with chronic absences. The district will create an attendance chart with specific actions for students who miss 3, 5, 10, 12, and 15 days.
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Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
The Charleroi Area School District's measurable goal is to significantly improve student attendance rates to create a more conducive learning and working environment. We aim to foster a culture of regular attendance, which enhances student achievement and staff effectiveness.		
Measurable Goal Nickname (35 Character Max)		
Community Engagement		
Target Year 1	Target Year 2	Target Year 3
To increase community involvement through district communication utilizing all outlets of social media such as Twitter, Facebook, district website, building level monthly newsletters and weekly district all-calls.	Implement a public relations campaign to provide all the positive happenings in the district through all outlets of social media such as Twitter, Facebook, the district website, building level monthly newsletters and weekly district all-calls.	The Charleroi Area School District's measurable goal is to significantly improve student attendance rates to create a more conducive learning and working environment. We aim to foster a culture of regular attendance, which enhances student achievement and staff effectiveness.

Priority: In the Charleroi Area School District, we recognize the invaluable role that community businesses and members play in the success of our schools and the well-being of our students. We believe that strong partnerships with both individuals and organizations, whether they have children in our schools or not, are essential for creating a thriving educational ecosystem. Therefore, our school district places a top priority on fostering and expanding these partnerships to enrich the educational experience and ensure the long-term prosperity of our community.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Provide families and community members with a robust array of communication outlets. These communication outlets will advertise all district events, activities, and learning opportunities that are being hosted. The district will continue to expand the Communication Plan as the needs of the community change and alternative means of communication become available. Family engagement will continue to be supported through Title 1, and programs will be developed to support 100% of students and parents in the educational process. Promote collaboration among the different parent groups and special interest groups (ELL) to combine their efforts in hosting events in conjunction with one another.		
Measurable Goal Nickname (35 Character Max)		
Community Engagement		
Target Year 1	Target Year 2	Target Year 3
To increase community involvement through district communication utilizing all outlets of social media such as Twitter, Facebook, district website, building level monthly newsletters and weekly district all-calls.	Implement a public relations campaign to provide all the positive happenings in the district through all outlets of social media such as Twitter, Facebook, the district website, building level monthly newsletters and weekly district all-calls.	Provide families and community members with a robust array of communication outlets. These communication outlets will advertise all district events, activities, and learning opportunities that are being hosted. The district will continue to expand the Communication Plan as the needs of the community change and alternative means of communication become available. Family engagement will continue to be supported through Title 1, and programs will be developed to support 100% of students and parents in the educational process. Promote

		collaboration among the different parent groups and special interest groups (ELL) to combine their efforts in hosting events in conjunction with one another.
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Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
We will actively involve community members and businesses who do not have children in our schools, recognizing that their expertise, resources, and support are invaluable in creating a strong and vibrant educational community.		
Measurable Goal Nickname (35 Character Max)		
Recruiting stakeholders		
Target Year 1	Target Year 2	Target Year 3
Resource Sharing: We will encourage local businesses and community members to provide resources, whether financial, technological, or in-kind, to supplement our educational programs, enabling us to meet the evolving needs of our students better.	Transparency and Accountability: We will maintain open communication and accountability in all our partnerships, ensuring that the needs and interests of our students are at the forefront of our shared initiatives.	We will actively involve community members and businesses who do not have children in our schools, recognizing that their expertise, resources, and support are invaluable in creating a strong and vibrant educational community.

Outcome Category		
Community school model		
Measurable Goal Statement (Smart Goal)		
We will celebrate the accomplishments and contributions of our community partners, acknowledging their role in the success of our students and schools.		
Measurable Goal Nickname (35 Character Max)		
Celebrating Success		
Target Year 1	Target Year 2	Target Year 3
We will celebrate the accomplishments and contributions of our community partners, acknowledging their role in the success of our students and schools.	We are committed to ongoing assessment and improvement of our community partnerships, actively seeking feedback from all stakeholders to refine our collaborative efforts.	We will celebrate the accomplishments and contributions of our community partners, acknowledging their role in the success of our students and schools.

Priority: Enhance the proficiency of English language learners in both academic and social English to ensure they can effectively participate in classroom activities and integrate into the school community.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
Increase the percentage of ELL students achieving proficiency in academic English by 25% by the end of Year 3.		
Measurable Goal Nickname (35 Character Max)		
Academic Language Leap		
Target Year 1	Target Year 2	Target Year 3
Identify ELL students' current proficiency levels and provide tailored English language development (ELD) instruction. Aim for a 10% increase in students reaching the next proficiency level.	** : Intensify ELD instruction focusing on academic vocabulary and concepts. Aim for an additional 10% increase (cumulative 20%) in students achieving the next proficiency level.	Increase the percentage of ELL students achieving proficiency in academic English by 25% by the end of Year 3.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
Achieve the goal of 90% of ELL students showing marked improvement in social English skills.		
Measurable Goal Nickname (35 Character Max)		
Social Language Synergy		
Target Year 1	Target Year 2	Target Year 3
Implement social English language clubs and peer-mentoring programs. 60% of ELL students should participate and show initial improvements in informal English communication.	Expand program participation and integrate feedback. Aim for 75% of ELL students to demonstrate improved social language skills.	Achieve the goal of 90% of ELL students showing marked improvement in social English skills.

Action Plan

Measurable Goals

Mathematics Curriculum Alignment K-12	Pathways
Safe and Supportive Schools	Health and Wellness
Increase attendance rate	Community Engagement
Community Engagement	Recruiting stakeholders
Celebrating Success	Academic Language Leap
Social Language Synergy	

Action Plan For: Building Relationships

<p>Measurable Goals:</p> <ul style="list-style-type: none"> 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. The Charleroi Area School District will provide students with multiple academic pathways to meet their different academic needs, graduation requirements, and to prepare them for their post-secondary goals. If we allocate staff and resources to increase support for student health and wellness, then we can build each individual student's sense of self. We will seek authentic feedback from students to prioritize and support health and wellness needs. Student attendance will increase to meet and exceed the state standards within three years. The district will implement multiple strategies to increase student attendance through PBIS. The district will research the basis as to why attendance is an issue and utilize resources to support families. The SAP Team, Family Advocates, and Attendance Liasion will be resources to meet with students struggling with chronic absences. The district will create an attendance chart with specific actions for students who miss 3, 5, 10, 12, and 15 days. Charleroi Area School District will provide a safe and supportive school environment as measured by improvements in school safety data and PA SchoolClimate survey results with a goal of all neutral/favorable scores as measured by the PA School Climate Survey and a decrease in safety-related incidents in our school buildings. The Charleroi Area School District's measurable goal is to significantly improve student attendance rates to create a more conducive learning and working environment. We aim to foster a culture of regular attendance, which enhances student achievement and staff effectiveness.

Action Step		Anticipated Start/Completion Date	
Research the student attendance data to identify those who were chronically absent. Identify chronically absent students and the reasons they are missing school. The district needs to identify the reasons for why students are missing school and incorporate steps into eliminating those hurdles for students. Once data is collected, the PBIS team can implement incentives, rewards, and strategies to focus on eliminating barriers and celebrating students' success.		2024-08-20	2024-10-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ashley Porter / Attendance Liasion	Sapphire Student Information System	No	No
Action Step		Anticipated Start/Completion Date	
Principals implement an early warning system to identify students and families that need services and support for chronic absences. Principals will monitor students' attendance daily to identify any patterns. Principals and counselors will implement a plan to address students' absences on the 5, 7, 10, 15 day. The district will continue to implement the SAIP process on day 5. A parental meeting will be held on the preceding days.		2024-10-07	2025-01-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Ashley Porter, Blueprints, and Building Principals	Attendance data, excel spreadsheets, and presentations.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement attendance strategies to increase students coming to school. The first strategy will include students participating in SAP. Students will receive a mentor to assist them in overcoming their attendance barriers. Their mentor can monitor the students' attendance to address any issues and work as go between with administration. Assist in contacting outside resources if needed for the students. School Counselors and Family Advocates will provide information of agencies, organizations, and governmental offices for mentors and students.		2025-01-05	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ashley Porter and Building Principals and Blueprints	Incentives, PA Attendance Toolkit PD	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance will increase by the school being pro-active in defining barriers for students chronic absence. Students will develop relationships with a mentor through the SAP program to make that one-to-one connection. The school will become more sensitive and understanding to the barriers that prevent students from attending school regularly, and to offer programs and services to remove those barriers.	Once data is correlated and analyzed the district will be able to monitor and identify chronically absent students. Data will be reviewed quarterly to identify any new patterns or trends in students' attendance.

Action Plan For: Data Analysis and Identification of Patterns: Collect and analyze attendance data to identify patterns and trends. Look for specific days, periods, or demographics where absenteeism is higher. Identify potential causes of absenteeism, such as transportation issues, health problems, bullying, lack of engagement, or family circumstances.

Measurable Goals:
<ul style="list-style-type: none"> Student attendance will increase to meet and exceed the state standards within three years. The district will implement multiple strategies to increase student attendance through PBIS. The district will research the basis as to why attendance is an issue and utilize resources to support families. The SAP Team, Family Advocates, and Attendance Liasion will be resources to meet with students struggling with chronic absences. The district will create an attendance chart with specific actions for students who miss 3, 5, 10, 12, and 15 days.

Action Step		Anticipated Start/Completion Date	
Collect and analyze attendance data to identify patterns and trends. Look for specific days, periods, or demographics where absenteeism is higher. Identify potential causes of absenteeism, such as transportation issues, health problems, bullying, lack of engagement, or family circumstances.		2024-08-20	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ashley Porter	Implement early intervention strategies for students who begin showing patterns of absenteeism. Provide support services such as counseling, mentoring, or academic assistance to students struggling with personal, social, or academic issues.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
improving attendance is not just about getting students to school; it's about creating an environment where they want to be and feel supported. It requires a community effort involving schools, families, and external organizations. By addressing the multifaceted reasons for absenteeism and implementing targeted strategies, schools can significantly improve student attendance.	Building Principals, guidance counselors and attendance Officer will meet quarterly to regularly review attendance data to assess the effectiveness of implemented strategies.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Building Relationships	Principals implement an early warning system to identify students and families that need services and support for chronic absences. Principals will monitor students' attendance daily to identify any patterns. Principals and counselors will implement a plan to address students' absences on the 5, 7, 10, 15 day. The district will continue to implement the SAIP process on day 5. A parental meeting will be held on the preceding days.
Building Relationships	Implement attendance strategies to increase students coming to school. The first strategy will include students participating in SAP. Students will receive a mentor to assist them in overcoming their attendance barriers. Their mentor can monitor the students' attendance to address any issues and work as go between with administration. Assist in contacting outside resources if needed for the students. School Counselors and Family Advocates will provide information of agencies, organizations, and governmental offices for mentors and students.

Safe and Supportive Schools

Action Step		
<ul style="list-style-type: none"> Principals implement an early warning system to identify students and families that need services and support for chronic absences. Principals will monitor students' attendance daily to identify any patterns. Principals and counselors will implement a plan to address students' absences on the 5, 7, 10, 15 day. The district will continue to implement the SAIP process on day 5. A parental meeting will be held on the preceding days. Implement attendance strategies to increase students coming to school. The first strategy will include students participating in SAP. Students will receive a mentor to assist them in overcoming their attendance barriers. Their mentor can monitor the students' attendance to address any issues and work as go between with administration. Assist in contacting outside resources if needed for the students. School Counselors and Family Advocates will provide information of agencies, organizations, and governmental offices for mentors and students. 		
Audience		
All staff		
Topics to be Included		
Tier 1 Positive relationships between staff, students and families Culture of continuous improvement Active engagement of families and students in problem solving Access to technology and connectivity Enrichment activities and clubs Tier 2 Targeted supports Integrated social and emotional learning; • Equitable student opportunities and discipline; • Presence and involvement of caring and supportive adults; and • Engaging all students. Intensive support with a school attendance plan		
Evidence of Learning		
Cross-agency collaboration and intervention		
Lead Person/Position	Anticipated Start	Anticipated Completion
Ed Zelich	2024-08-26	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	once per semester
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3a: Communicating with Students 2b: Establishing a Culture for Learning 	

- 4c: Communicating with Families
- 4b: Maintaining Accurate Records

This Step Meets the Requirements of State Required Trainings

At Least 1-hour of Trauma-informed Care Training for All Staff

Language and Literacy Acquisition for All Student

Action Step		
<ul style="list-style-type: none"> • Principals implement an early warning system to identify students and families that need services and support for chronic absences. Principals will monitor students' attendance daily to identify any patterns. Principals and counselors will implement a plan to address students' absences on the 5, 7, 10, 15 day. The district will continue to implement the SAIP process on day 5. A parental meeting will be held on the preceding days. 		
Audience		
all staff		
Topics to be Included		
<p>1. Literacy Workshops and Seminars: - Host workshops and seminars on topics such as phonics instruction, reading comprehension strategies, writing instruction, and vocabulary development. - Invite literacy experts and researchers to present the latest findings in the field of literacy education. 2. Guided Reading Training - Provide training on the implementation of guided reading, a widely used method for teaching reading. - Include strategies for differentiating instruction to meet the needs of students at various reading levels. 3. Balanced Literacy Approach - Offer training on a balanced literacy approach, which combines elements of phonics, whole language, and other strategies. - Emphasize how this approach can benefit students with diverse learning needs. 4. English as a Second Language (ESL) Strategies - Conduct professional development sessions on effective strategies for teaching English language learners (ELLs). - Include information on second language acquisition and cultural competence. 5. Assessment and Data Analysis: - Train educators in the use of literacy assessments and data analysis to identify struggling students and target interventions effectively. - Teach how to interpret assessment data and make data-driven instructional decisions. 6. Incorporating Technology: - Provide training on integrating technology into language and literacy instruction. - Highlight the use of educational apps, online resources, and digital tools to engage students and support literacy development. 7. **Family and Community Engagement: - Include professional development sessions on how to engage families and the community in supporting language and literacy development. - Discuss strategies for involving parents and caregivers in their children's literacy education. 8. Culturally Responsive Teaching: - Offer training on culturally responsive teaching practices to ensure that instruction is inclusive and respects students' diverse backgrounds and languages. 9. Coaching and Mentoring Programs: - Implement coaching and mentoring programs where experienced educators provide guidance and support to less experienced colleagues. - Focus on improving literacy instruction through one-on-one or small group support. 10. Collaborative Learning Communities: - Create professional learning communities (PLCs) or study groups where educators can share best practices and discuss challenges related to literacy instruction. - Encourage collaboration among educators from various schools within the district. 11. Continuing Education Courses: - Support educators in pursuing advanced degrees or additional certification in literacy education. - Provide financial assistance or time off for professional development opportunities. 12. Observation and Feedback: - Establish a system for peer observations and feedback to help educators improve their instructional practices. - Encourage a culture of continuous improvement. 15. Online Learning Platforms: - Utilize online learning platforms and webinars to offer professional development opportunities, making it more accessible to a wider audience.</p>		
Evidence of Learning		
<p>1. **Pre- and Post-Assessments:**2. **Teacher Portfolios:**3. **Observations and Feedback:**4. **Student Assessments:**5. **Surveys and Questionnaires:**6. **Anecdotal Evidence:**7. **Lesson Plan Review:**8. **Student Work Samples:**9. **Action Research Projects:**</p>		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2024-08-30	2027-06-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	3x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching 	

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

teaching diverse learners in inclusive settings

Action Step

- Principals implement an early warning system to identify students and families that need services and support for chronic absences. Principals will monitor students' attendance daily to identify any patterns. Principals and counselors will implement a plan to address students' absences on the 5, 7, 10, 15 day. The district will continue to implement the SAIP process on day 5. A parental meeting will be held on the preceding days.

Audience

all staff

Topics to be Included

- Professional development for teachers and staff on inclusive practices.
- Curriculum modifications and adaptations.
- Support for students with disabilities, including Individualized Education Programs (IEPs).
- English language learner support programs.
- Behavioral and social-emotional support services.
- Culturally responsive teaching and materials.
- Parent and community engagement.

Evidence of Learning

- Clear metrics and indicators for assessing the effectiveness of inclusive education efforts.
- Regular data collection, analysis, and reporting.
- An evaluation framework to assess progress toward goals.

Lead Person/Position

Building Principals

Anticipated Start

2024-09-02

Anticipated Completion

2027-06-03

Learning Format

Type of Activities

Workshop(s)

Frequency

1x per year

Observation and Practice Framework Met in this Plan

- 4c: Communicating with Families
- 1b: Demonstrating Knowledge of Students
- 3e: Demonstrating Flexibility and Responsiveness

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Building Relationships	Principals implement an early warning system to identify students and families that need services and support for chronic absences. Principals will monitor students' attendance daily to identify any patterns. Principals and counselors will implement a plan to address students' absences on the 5, 7, 10, 15 day. The district will continue to implement the SAIP process on day 5. A parental meeting will be held on the preceding days.
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Communications Plan

Action Step		
Audience		
All staff Community Members		
Topics to be Included		
1. District and school websites 2. Notifications and alerts via one call system 3. Mobile app 4. Social media 5. Email 6. Video 7. Blogs 8. The Roi Podcasts 9. District Newsletters		
Lead Person/Position	Anticipated Start	Anticipated Completion
Ed Zelich	2024-08-19	2027-06-04

Communication

Type of Communication	Frequency
Email	ongoing basis

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date