CONNELLSVILLE AREA SHS

201 Falcon Drive

ATSI non-Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Connellsville Area School District visualizes that every student has the ability to succeed in life, no matter what path they choose in life.

STEERING COMMITTEE

Name	Position	Building/Group
Nick Bosnic	Principal	Connellsville Area Senior High School
Dr. Tammy Stern	Parent	Connellsville Area Senior High School
Andrew Hedrick	Assistant Principal	Connellsville Area Senior High School
Jennie Becker	Teacher	Connellsville Area Senior High School
Tina Gummo	Teacher	Connellsville Area Senior High School
Julie Bohna	Teacher	Connellsville Area Senior High School
Sarah Hough	Teacher	Connellsville Area Senior High School
Traci Kuhns	District Level Leaders	Connellsville Area School District
Bob McLuckey	Community Member	Falcon Foundation
Alexandra Huffman	Student	Connellsville Area School District
Patty McGrath	Parent	Connellsville Area Senior High School

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
STEM areas need supported through professional development, technology and student supports	STEM
We need supplemental instruction for students who do not meet proficiency on the state assessments.	English Language Arts Mathematics
Before and after school tutoring Analyzing and using results from CDT testing, to modify daily individualized instruction	Mathematics English Language Arts
Monitor attendance each nine week period. Meet with parents to discuss issues.	Regular Attendance
Provide support for students and staff to promote best practices for increasing the graduation rate.	Graduation rate

ACTION PLAN AND STEPS

Evidence-based Strategy
Check and Connect

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Graduation Rate	The "all" student group and "white" student group will achieve 90% graduation status for the Class of 2022-23; 85% for Economically Disadvantaged and 85% for Students with Disabilities.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify and mentor at-risk students	2022-08-31 - 2023-06-01	Marissa Sacco, IU1	IU Training and time

Anticipated Outcome

Monitor student grades and attendance. Meet with at-risk students.

Monitoring/Evaluation

Staff will meet with the at-risk students and seek advisement from Marissa Sacco.

Evidence-based Strategy

Review curriculum and analyze data for instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Biology CDT testing	Increase the number of advanced/proficient students in Biology on benchmarks by 10% on the Biology

Goal Nickname	Measurable Goal Statement (Smart Goal)
benchmarks	Keystones.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff will be given time to review their curriculum and analyze their quarterly CDT results.	2022-09-28 - 2023-04-26	Jennifer Furajter, Science Department Chairperson	Time, substitutes

Anticipated Outcome

Staff will use the results from the quarterly CDTs to determine which concepts will need to be re-taught, or in which direction to plan for future lessons.

Monitoring/Evaluation

Comprehensive Planning Team

Evidence-based Strategy

Review and analyze data for instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Algebra I CDT testing	Combined student Algebra I Keystone performance will be 60% in 2023 for "All," "white," and Economically

Goal Nickname	Measurable Goal Statement (Smart Goal)
benchmarks	Disadvantaged students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff will be given time to review their curriculum and analyze their quarterly CDT results.	2022-09-28 - 2023-04-26	Rob Braier, IU1	Time, substitutes

Anticipated Outcome

Staff will use the results from the quarterly CDTs to determine which concepts will need to be re-taught, or in which direction to plan for future lessons.

Monitoring/Evaluation

Comprehensive Planning Team

Evidence-based Strategy

Review and analyze data for instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts/Literature CDT Benchmarks	Combined student English Language Arts/Literature Keystone performance will be 60% in 2023 for "All," "white," and Economically Disadvantaged students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Staff will be given time to review their curriculum and analyze their quarterly CDT results.	2022-09-28 - 2023-04-26	Melissa Moore, IU1	Time, substitutes

Anticipated Outcome

Staff will use the results from the quarterly CDTs to determine which concepts will need to be re-taught, or in which direction to plan for future lessons.

Monitoring/Evaluation

Comprehensive Planning Team

Evidence-based Strategy

Check and Connect

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Student Attendance	Student attendance will be 86% for All Students; 86% for White students and students with 2+ Races; 80% for Economically Disadvantaged and Students with Disabilities.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Quarterly attendance will be monitored and discussed with the Truant Officer and guidance counselors.	2022-08-31 - 2023-06-01	Tammy R. Stern, Ed.D., Assistant Principal	Time

Anticipated Outcome

Staff will work with the parents of the students who are not regularly attending school.

Monitoring/Evaluation

Quarterly

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The "all" student group and "white" student group will achieve 90% graduation status for the Class of 2022-23; 85% for Economically Disadvantaged and 85% for Students with Disabilities. (Graduation Rate)	Check and Connect	Identify and mentor at-risk students	08/31/2022 - 06/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the number of advanced/proficient students in Biology on benchmarks by 10% on the Biology Keystones. (Biology CDT testing benchmarks)	Review curriculum and analyze data for instruction	Staff will be given time to review their curriculum and analyze their quarterly CDT results.	09/28/2022 - 04/26/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Combined student Algebra I Keystone performance will be 60% in 2023 for "All," "white," and Economically Disadvantaged students. (Algebra I CDT testing benchmarks)	Review and analyze data for instruction	Staff will be given time to review their curriculum and analyze their quarterly CDT results.	09/28/2022 - 04/26/2023

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.

School Board Minutes or Affirmation Statement		2022-06-22

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

Chief School Administrator	Joseph A. Bradley	2022-06-27
School Improvement Facilitator Signature		
Building Principal Signature	Nick Bosnic	2022-06-27

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Career-Readiness Benchmarks: 97.6%, compared to the state average of 86.2%.

Rigorous Courses of Study: 63.1%, compared to the state average of 57%.

On Track for Graduation: The Annual Targets were: All Students: 74.7%; White Students: 74.7%.; 71%(Economically Disadvantaged); 34.7% (Students with Disabilities) on track for graduation. By the end of Quarter 3, 78% (Economically Disadvantaged); 85% (Students with Disabilities) were on track for graduation. By the end of Quarter 3, 87% ("All students); 88% (White students) were on target for graduation.

Regular Student Attendance: The Annual Target was: 71.5% (white students). By the end of Quarter 3, 87% (white students) were attending. The Annual Targets were: 64.6%(Economically Disadvantaged); 57.9% (Students with Disabilities). By the end of Quarter 3, 85% (Economically Disadvantaged); 89% (Students with Disabilities) were attending.

Align curricular materials and lesson plans to the PA Standards

Challenges

On Track for Graduation: The Annual Targets were: All Students: 74.7%; White Students: 74.7%.; 71%(Economically Disadvantaged); 34.7% (Students with Disabilities) on track for graduation. By the end of Quarter 3, 78% (Economically Disadvantaged); 85% (Students with Disabilities) were on track for graduation. By the end of Quarter 3, 87% ("All students); 88% (White students) were on target for graduation.

Regular Student Attendance: The Annual Target was: 71.5% (white students). By the end of Quarter 3, 87% (white students) were attending. The Annual Targets were: 64.6%(Economically Disadvantaged); 57.9% (Students with Disabilities). By the end of Quarter 3, 85% (Economically Disadvantaged); 89% (Students with Disabilities) were attending.

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

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Organize programmatic, human, and fiscal capital resources

Strengths

Identify and address individual student learning needs

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Attendance rate in our student management system indicated that 89% of the Students with Disabilities were attending school.

Students with Disabilities on track for Graduation (based on the information in our student management system) for Quarter 3 was 85%. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.

Attendance rate in our student management system indicated that 85% of the Economically Disadvantaged were attending school.

Economically Disadvantaged on track for Graduation (based on the information in our student management system) for Quarter 3 was 78%.

The 10th grade English teachers will reteach the specific anchors to the students that scored below the target/goal.

Accelerated Reader Writing Across the Curriculum

Challenges

aligned with the school improvement plan and needs of the school community

Implement evidence-based strategies to engage families to support learning

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Quarter 3 CDT Literature results for Students with Disabilities: 10.8%.

Quarter 3 CDT Algebra I results for Economically Disadvantaged: 10.38%

Quarter 3 CDT Biology results for Economically Disadvantaged: 20%

Quarter 3 CDT Algebra I results for Students with Disabilities: 12.5%

Quarter 3 CDT Biology results for Student with Disabilities: 10%

Having more time to focus on individual students and their areas of deficiency would help.

The Student groups: Students with Disabilities: 10.8%; 2+ races:

Strengths

The Algebra I teachers will reteach the specific anchors to the students that scored below the target/goal.

Mathematical Mindsets Writing Across the Curriculum

Staff members who analyze data and know where improvements need to be made.

Proficient or Advanced on PA State Assessments - Mathematics/Algebra I

Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics/Algebra I

Meeting Annual Academic Growth Expectations (PVAAS) - English Language Arts/Literature

Challenges

0%; Economically Disadvantaged: 10% struggled in the 3rd Quarter on the Literature CDT.

The Challenges are getting the groups' performances to improve without equitable access to tutoring/supplemental instruction.

The Student Groups: 12.5% (special ed.); 0% (2+ races); 10.38% (Economically Disadvantaged) struggled in the 3rd Quarter on the Algebra CDT.

We need to improve our performance in all groups in Biology.

The Student Groups: 23% (All Students); 10% (Students with Disabilities); 20% (Economically Disadvantaged) struggled in the 3rd Quarter on the Biology CDT.

Regular Attendance

High School Graduation Rate

Meeting Annual Academic Growth Expectations (PVAAS) - Science/Biology

Proficient or Advanced on Pennsylvania State Assessments - English Language Arts/Literature

Proficient or Advanced on Pennsylvania State Assessments - Science/Biology

Most Notable Observations/Patterns

We had no additional comments or notable observations.

Challenges	Discussion Point	Priority for Planning
Regular Attendance	We need to provide intensive individualized support to struggling students.	
High School Graduation Rate	We need to provide intensive individualized support to struggling students.	
The Challenges are getting the groups' performances to improve without equitable access to tutoring/supplemental instruction.	We need to provide supplemental instruction in any of the tested subjects where students do not meet proficiency.	

Challenges	Discussion Point	Priority for Planning
On Track for Graduation: The Annual Targets were: All Students: 74.7%; White Students: 74.7%.; 71%(Economically Disadvantaged); 34.7% (Students with Disabilities) on track for graduation. By the end of Quarter 3, 78% (Economically Disadvantaged); 85% (Students with Disabilities) were on track for graduation. By the end of Quarter 3, 87% ("All students); 88% (White students) were on target for graduation.		
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Having support from upper administration would help tremendously in the area of morale.	
We need to improve our performance in all groups in Biology.	STEM areas need supported through professional development, technology and student supports	
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts/Literature		
Proficient or Advanced on Pennsylvania State Assessments - Science/Biology		

ADDENDUM B: ACTION PLAN

Action Plan: Check and Connect

Action Steps	Anticipated Start/Completion Date
Identify and mentor at-risk students	08/31/2022 - 06/01/2023

Monitoring/Evaluation	Anticipated Output
Staff will meet with the at-risk students and seek advisement from Marissa Sacco.	Monitor student grades and attendance. Meet with at-risk students.

Material/Resources/Supports Needed	PD Step
IU Training and time	yes

Action Plan: Review curriculum and analyze data for instruction

Action Steps	Anticipated Start/Completion Date
Staff will be given time to review their curriculum and analyze their quarterly CDT results.	09/28/2022 - 04/26/2023

Monitoring/Evaluation	Anticipated Output
Comprehensive Planning Team	Staff will use the results from the quarterly CDTs to determine which concepts will need to be re-taught, or in which direction to plan for future lessons.

Material/Resources/Supports Needed	PD Step
Time, substitutes	yes

Action Plan: Review and analyze data for instruction

Action Steps	Anticipated Start/Completion Date
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Monitoring/Evaluation	Anticipated Output
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Material/Resources/Supports Needed	PD Step
Time, substitutes	yes

Action Plan: Review and analyze data for instruction

Action Steps	Anticipated Start/Completion Date
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Monitoring/Evaluation	Anticipated Output
Comprehensive Planning Team	Staff will use the results from the quarterly CDTs to determine which concepts will need to be re-taught, or in which direction to plan for future lessons.

Material/Resources/Supports Needed	PD Step
Time, substitutes	no

Action Plan: Check and Connect

Action Steps	Anticipated Start/Completion Date
Quarterly attendance will be monitored and discussed with the Truant Officer and guidance counselors.	08/31/2022 - 06/01/2023

Monitoring/Evaluation	Anticipated Output
Quarterly	Staff will work with the parents of the students who are not regularly attending school.

Material/Resources/Supports Needed	PD Step
Time	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The "all" student group and "white" student group will achieve 90% graduation status for the Class of 2022-23; 85% for Economically Disadvantaged and 85% for Students with Disabilities. (Graduation Rate)	Check and Connect	Identify and mentor at-risk students	08/31/2022 - 06/01/2023
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
IU1 Check and Connect Training	Teachers	Early identification of at-risk students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of training	08/31/2022 - 04/26/2023	Marissa Sacco

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Review Curriculum and analyze Data for Instruction - Math	Teachers	Review math curriculum, instructional resources, and consistent use of best instructional practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application of topics	09/28/2022 - 04/26/2023	Rob Braier, IU 1

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Review Curriculum and Analyze Data for Instruction - English	Teachers	Review math curriculum, instructional resources, and consistent use of best instructional practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application of topics	09/28/2022 - 04/26/2023	Melissa Moore, IU1

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Plan will be available on the district website and available in printed form when requested.	Sharing of ATSI SAHS School Plan	Website and print	All Stakeholders	upon approval