

CHARLEROI SD

125 Fecsen Drive

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

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 STATEMENT

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

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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

STAFF

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

ADMINISTRATION

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

PARENTS

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

COMMUNITY

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

STEERING COMMITTEE

Name	Position	Building/Group
Colby Perotta	Math Teacher	CAHS
Jessica Fritch	English Teacher	CAHS
Tiffeni Furman	8th grade social studies teacher	Middle School
Corrine Montgomery	Special Education Teacher	Middle School
Kim McGinity	7th grade reading teacher	Middle School
Katie Barbero	6th grade reading teacher	Middle School
Shaun Rice	4th Grade ELA	Elementary School
Rebecca Broznick	3rd ELA	Elementary School
Gina Cotton	School Counselor	CAHS
Edward Zelich	Administrator	Charleroi Area School District
Elaine Ondrish	Kindergarten	Elementary School
Mark Killinger	Administrator	Elementary School
Adam Brewer	Administrator	Middle School

Name	Position	Building/Group
Joseph Gudac	Administrator	Charleroi School District
Elaine Pappasergi	Board Member	Board Member
Samantha Shinsky	Administrator	Technology
Casey Clark	Community Member	Community
Rebecca Mathers	Parent	Community
Snezana Lazich	Staff Member	Charleroi Elementary
Becky Klinger	Parent	Community
Colton Palonder	Student	Student

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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.	School climate and culture Essential Practices 3: Provide Student-Centered Support Systems
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	Post-secondary transition to school, military, or work Graduation rate
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	Other Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Use solved problems to engage students in analyzing reasoning and strategies.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Mathematics Curriculum Alignment K-12

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.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need

2021-10-11 -
2022-05-28

Building
Principals

Data Protocols PDE Math
Frameworks for Grades K-12

Anticipated Outcome

A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in Math

Monitoring/Evaluation

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of NWEA Map benchmark scores as indicated via individual student growth reports. Also, instructional delivery of the written Math curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations

Evidence-based Strategy

Use solved problems to engage students in analyzing reasoning and strategies.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathematics Curriculum Alignment K-12	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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	2021-10-11 - 2022-05-28	Building Principals	Data Protocols Math Frameworks for Grades K-12

Anticipated Outcome

A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in English Language Arts

Monitoring/Evaluation

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of NWEA Map benchmark scores as indicated via individual student growth reports. Also, instructional delivery of the written ELA curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations

Evidence-based Strategy

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

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Mathematics Curriculum Alignment K-12

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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA English Language Arts Framework in order to create an	-	Building Principals	NWEA MAP growth assessments for Math K-12 curriculum Sapphire Portal Tech Support to continually have EdInsight Portal

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
aligned and robust Math curriculum for the Charleroi Area SD for grade levels K-12.			Updated Educational Consultant to focus on creating an aligned ELA curriculum for the CASD grades K-12

Anticipated Outcome

A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in English Language Arts.

Monitoring/Evaluation

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of CDT scores as indicated via individual student growth reports. Also, instructional delivery of the written ELA curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations

Evidence-based Strategy

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

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Mathematics Curriculum Alignment K-12	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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA Math Framework in order to create an aligned and robust Math curriculum for the Charleroi Area School District for grade levels K-12.	2021-09-22 - 2023-06-02	Building Principals	NWEA MAP growth assessments for K-12 Math curriculum and assessments Sapphire Portal Tech Support to continually have EdInsight Portal Updated Educational Consultant to focus on creating an aligned ELA curriculum for the CASD grades K-12

Anticipated Outcome

A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in English Language Arts.

Monitoring/Evaluation

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of CDT scores as indicated via individual student growth reports. Also, instructional delivery of the written ELA curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations

Evidence-based Strategy

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

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Positive School Climate	Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Training for Staff – Year 1	2021-08-30 - 2022-05-28	Building Principals	Professional Development
Creation of motivational messages and video clips	2022-08-29 - 2024-06-03	Building Principals	Audio and Video supplies

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Creation of incentives programs for attendance.	2022-08-29 -	Building Principals	Money for incentives

Anticipated Outcome

Increased awareness through all stakeholders of the importance of attendance for learning.

Monitoring/Evaluation

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance dat

Evidence-based Strategy

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

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Positive School Climate	Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Training for Staff – Year 1	2021-08-30 - 2022-05-28	Building Principals	Professional Development
Creation of motivational messages and video clips	2022-08-29 - 2024-06-03	Building Principals	Audio and Video supplies
Creation of incentives programs for attendance.	2022-08-29 -	Building Principals	Money for incentives

Anticipated Outcome

Increased awareness through all stakeholders of the importance of attendance for learning.

Monitoring/Evaluation

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance data

Evidence-based Strategy

Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state’s budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school

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

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Trauma Informed Approach Plan	Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys	2023-09-01 - 2024-06-03	Special Education Director	Input from Trauma Informed Care Team and Watson Institute Consultant Electronic survey

Anticipated Outcome

Increase in instruction - Decrease in student suspensions - Development of a structured environment where students’ social, emotional, behavioral, and academic needs are addressed in a therapeutic setting, promoting the power of relationships

Monitoring/Evaluation

Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives.

Evidence-based Strategy

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

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Trauma Informed
Approach Plan

Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress,

Goal Nickname**Measurable Goal Statement (Smart Goal)**

effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

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

2023-09-01 -
2024-06-03

Special
Education
Director

Input from Trauma Informed Care Team and Watson Institute Consultant Electronic survey

Anticipated Outcome

Increase in instruction - Decrease in student suspensions - Development of a structured environment where students' social, emotional, behavioral, and academic needs are addressed in a therapeutic setting, promoting the power of relationships

Monitoring/Evaluation

Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (Mathematics Curriculum Alignment K-12)	Use solved problems to engage students in analyzing reasoning and strategies.	To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	10/11/2021 - 05/28/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 9% increase in mathematics proficiency. (Mathematics Curriculum Alignment K-12)</p>	<p>What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum."</p>	<p>Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA English Language</p>	<p>01/01/0001 - 01/01/0001</p>

Measurable Goals**Action Plan
Name****Professional
Development Step****Anticipated
Timeline**

Arts Framework in order to create an aligned and robust Math curriculum for the Charleroi Area SD for grade levels K-12.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Attendance ----- Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).</p>	<p>Training for Staff – Year 1</p>	<p>08/30/2021 - 05/28/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Attendance ----- Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).</p>	<p>Creation of motivational messages and video clips</p>	<p>08/29/2022 - 06/03/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)	Attendance ----- Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).	Creation of incentives programs for attendance.	08/29/2022 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment. (Trauma Informed Approach Plan)</p>	<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state's budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to</p>	<p>Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</p>	<p>09/01/2023 - 06/03/2024</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community.

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected school board directors. • A minimum of one hour of professional development training on trauma-informed approaches. • The Pennsylvania

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

Department of
Education's PA
Leadership
Standards must
include
information on
trauma-
informed
approaches.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (Mathematics Curriculum Alignment K-12)	Use solved problems to engage students in analyzing reasoning and strategies.	To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	10/11/2021 - 05/28/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 9% increase in mathematics proficiency. (Mathematics Curriculum Alignment K-12)</p>	<p>What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum."</p>	<p>Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA Math Framework</p>	<p>09/22/2021 - 06/02/2023</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

in order to create
an aligned and
robust Math
curriculum for the
Charleroi Area
School District for
grade levels K-12.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Attendance ----- Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).</p>	<p>Training for Staff – Year 1</p>	<p>08/30/2021 - 05/28/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)	Attendance ----- Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).	Creation of motivational messages and video clips	08/29/2022 - 06/03/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)	Attendance ----- Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).	Creation of incentives programs for attendance.	08/29/2022 - 01/01/0001

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment. (Trauma Informed Approach Plan)</p>	<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state's budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to</p>	<p>Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</p>	<p>09/01/2023 - 06/03/2024</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community.

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected school board directors. Similar requirements apply to charter school trustees.

- A minimum of one hour of professional development training on trauma-

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

informed approaches. •
The Pennsylvania Department of Education's PA Leadership Standards must include information on trauma-informed approaches.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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. (Mathematics Curriculum Alignment K-12)	Use solved problems to engage students in analyzing reasoning and strategies.	To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	10/11/2021 - 05/28/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Attendance ----- Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).</p>	<p>Training for Staff – Year 1</p>	<p>08/30/2021 - 05/28/2022</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Attendance ----- Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).</p>	<p>Creation of motivational messages and video clips</p>	<p>08/29/2022 - 06/03/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment. (Trauma Informed Approach Plan)</p>	<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state's budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed</p>	<p>Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</p>	<p>09/01/2023 - 06/03/2024</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

Senate Bill 144.
The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

and promoting
resiliency
tailored to the
entire school
community.
The mandatory
training
required
includes: A
minimum of
one hour of
training on
trauma-
informed
approaches for
both newly
elected and
reelected
school board
directors. • A
minimum of
one hour of
professional
development
training on

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

trauma-
informed
approaches. •
The
Pennsylvania
Department of
Education's PA
Leadership
Standards must
include
information on
trauma-
informed
approaches.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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. (Mathematics Curriculum Alignment K-12)	Use solved problems to engage students in analyzing reasoning and strategies.	To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	10/11/2021 - 05/28/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Attendance ----- Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).</p>	<p>Training for Staff – Year 1</p>	<p>08/30/2021 - 05/28/2022</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)	Attendance ----- Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).	Creation of motivational messages and video clips	08/29/2022 - 06/03/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment. (Trauma Informed Approach Plan)</p>	<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state's budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed</p>	<p>Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</p>	<p>09/01/2023 - 06/03/2024</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

Senate Bill 144.
The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on children’s cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

and promoting
resiliency
tailored to the
entire school
community.
The mandatory
training
required
includes: A
minimum of
one hour of
training on
trauma-
informed
approaches for
both newly
elected and
reelected
school board
directors.
Similar
requirements
apply to charter
school trustees.
• A minimum of

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

one hour of professional development training on trauma-informed approaches. • The Pennsylvania Department of Education's PA Leadership Standards must include information on trauma-informed approaches.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

2021-10-20

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

Chief School Administrator

Edward J Zelich

2022-03-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Career Standards Benchmarks - 97.1% of CASD students have met the performance standards for career benchmarks

Proficiency rates for Keystone High School Literature, Algebra, and Biology all three are above the state average

HS - Students are placed into their algebra 1 class based upon their academic data and history- this allows some students to take the Algebra 1 Keystone exam in 8th grade, some after 1 year in 9th grade and some are enrolled in an Algebra 1a class in 9th grade and 1b class in tenth grade. This allows students to work at academically-appropriate pace for their individual needs.

District - Collaboration among and between regular and special education staff and families of students with IEP's.

District - Although students with disabilities did not perform well on the PSSA, they all met the standard demonstrating PPVAAS growth and students with disabilities all met or exceeded the standard interim goal / improvement target on the PSSA ELA and Science exams.

Our local Intermediate Unit#1 provides English as a Second

Challenges

Students Attendance Rate Charleroi High School regular daily attendance * All student group daily attendance rate is 67%. Statewide average is 85.7% Students subgroup attendance rate 9-12 * Economically disadvantage group 9-12 daily attendance rate is 57.1% * The black subgroup attendance rate is 55.2% * students with disabilities subgroup attendance rate is 50% Charleroi Area Middle School regular daily attendance * All student group daily attendance rate is 80.3%. Statewide average is 85.7% Charleroi Area Elementary School grades K-5 regular attendance rate is 84.3% Overall Statewide student attendance goal for 2030 is 94.1%

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

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%

Strengths

Language (ESL) instruction to our students. Our ESL teacher levels receive professional development opportunities that assist in assessing the EL's level of language acquisition, understanding individual's needs, developing individualized instruction, and providing support through acculturation into a new environment. By providing these professional development opportunities our ESL teacher can help ELL students reach their true potential.

In the next 3 years, our primary focus on technology is on student device 1:1 programs that will provide each student with a laptop/tablet device to prepare students for computer-based testing and college and careers that now incorporate technology devices into daily use. We are also focused on preparing students for devices by addressing the fundamentals of digital literacy and integrate digital citizenship practices into daily curriculum lessons. In order to support these goals, we need to ensure that we continue to develop stable, secure, and redundant network systems in place and use technology to create a welcome and safe learning environment for all.

Our district currently employ 6 guidance counselors, two assigned to each school. Our counselors have created a written plan on file, approved by our local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan includes procedures to provide for guidance services to AVTSs. Additionally a comprehensive program of student services

Challenges

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's 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%.

Our district is experiencing an influx of ELL students due to a local food plant employing immigrant families who are relocating to our district. Currently our ELL population distrwide has risen from 8 to 30 students. Our ESL teacher levels receive professional development opportunities that assist in assessing the EL's level of language acquisition, understanding individual's needs, developing individualized instruction, and providing support through acculturation into a new environment. By providing these professional development opportunities our ESL teacher can help

Strengths

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.

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

Students are placed into their Algebra 1 class based on their academic history - This allows some students to take the Ag 1 Keystone exam in 8th grade , some after one year in 9th grade Alg 1 and others after two years Algebra 1a and Algebra 1B. This strategy allows students to work at an academically appropriate pace for their individual needs

Challenges

ELL students reach their true potential.

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

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.

Due to professional development provided to our mathematics teachers, our students exceeded the statewide growth standard. mindsets about blended learning

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

Strengths

Elementary - PVAAS 3 year average growth standard was met

Although students with disabilities did not perform well on the standardized tests, they all met the standard demonstrating PVAAS growth and met or exceeded the interim goal/improvement target

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

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

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

Coordinate and monitor supports aligned with students' and families' needs

Need to foster more community Partnerships with ?businesses and virtual partnerships local? and outside our area. These partnerships will provide students with authentic learning

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.

Professional development is meaningful and effective at increasing the students Depth of Knowledge.

Students are better prepared to pursue career pathways either post secondary or enter the workplace.

Challenges

Explore 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

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Students Attendance Rate Charleroi High School regular daily attendance * All student group daily attendance rate is 67%. Statewide average is 85.7% Students subgroup attendance rate 9-12 * Economically disadvantage group 9-12 daily attendance rate is 57.1% * The black subgroup attendance rate is 55.2% * students with disabilities subgroup attendance rate is 50% Charleroi Area Middle School regular daily attendance * All student group daily attendance rate is 80.3%. Statewide average is 85.7% Charleroi Area Elementary School grades K-5 regular attendance rate is 84.3% Overall Statewide student attendance goal for 2030 is 94.1%

Parent Support
If the focus does not fall on attendance now, we will be faced with an increasing academic impact.

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

Parent Support
If the focus does not fall on attendance now, we will be faced with an increasing academic impact.

Making necessary programmatic changes to address Future Ready requirements in the area of

Challenges

Discussion Point

Priority for Planning

industry based learning opportunities.

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

Administrative team

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

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%

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's 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.

Challenges**Discussion Point Priority for Planning**

Industry based learning - 19.2% of our students participated in industry based learning which is below the statewide average of 29.1%.

Our district is experiencing an influx of ELL students due to a local food plant employing immigrant families who are relocating to our district. Currently our ELL population distrwide has risen from 8 to 30 students. Our ESL teacher levels receive professional development opportunities that assist in assessing the EL's level of language acquisition, understanding individual's needs, developing individualized instruction, and providing support through acculturation into a new environment. By providing these professional development opportunities our ESL teacher can help ELL students reach their true potential.

ADDENDUM B: ACTION PLAN

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

Action Steps	Anticipated Start/Completion Date
To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	10/11/2021 - 05/28/2022

Monitoring/Evaluation	Anticipated Output
Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of NWEA Map benchmark scores as indicated via individual student growth reports. Also, instructional delivery of the written Math curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations	A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in Math

Material/Resources/Supports Needed	PD Step	Comm Step
Data Protocols PDE Math Frameworks for Grades K-12	yes	yes

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

Action Steps	Anticipated Start/Completion Date
To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	10/11/2021 - 05/28/2022

Monitoring/Evaluation	Anticipated Output
Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of NWEA Map benchmark scores as indicated via individual student growth reports. Also, instructional delivery of the written ELA curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations	A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in English Language Arts

Material/Resources/Supports Needed	PD Step	Comm Step
Data Protocols Math Frameworks for Grades K-12	yes	yes



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

Action Steps	Anticipated Start/Completion Date
<p>Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA English Language Arts Framework in order to create an aligned and robust Math curriculum for the Charleroi Area SD for grade levels K-12.</p>	<p>01/01/0001 - 01/01/0001</p>
Monitoring/Evaluation	Anticipated Output
<p>Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of CDT scores as indicated via individual student growth reports. Also, instructional delivery of the written ELA curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations</p>	<p>A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in English Language Arts.</p>

Material/Resources/Supports Needed	PD Step	Comm Step
NWEA MAP growth assessments for Math K-12 curriculum Sapphire Portal Tech Support to continually have EdInsight Portal Updated Educational Consultant to focus on creating an aligned ELA curriculum for the CASD grades K-12	yes	no

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

Action Steps	Anticipated Start/Completion Date
Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA Math Framework in order to create an aligned and robust Math curriculum for the Charleroi Area School District for grade levels K-12.	09/22/2021 - 06/02/2023

Monitoring/Evaluation

Anticipated Output

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student achievement data, improvement of CDT scores as indicated via individual student growth reports. Also, instructional delivery of the written ELA curriculum will be monitored via lesson plans, walkthroughs, data meetings and observations

A well informed community of data driven educators who can identify strengths and weaknesses in student performance, curricular gaps, and implement a plan for recovery and improvement. Through the continuing development of a horizontal and vertical curriculum, the developing focus will be on the eligible content that will be used to increase student achievement and show continued growth in English Language Arts.

Material/Resources/Supports Needed

PD Step **Comm Step**

NWEA MAP growth assessments for K-12 Math curriculum and assessments Sapphire Portal Tech Support to continually have EdInsight Portal Updated Educational Consultant to focus on creating an aligned ELA curriculum for the CASD grades K-12

yes no

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

Action Steps**Anticipated Start/Completion Date**

Training for Staff – Year 1

08/30/2021 - 05/28/2022

Monitoring/Evaluation**Anticipated Output**

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance data

Increased awareness through all stakeholders of the importance of attendance for learning.

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

Professional Development

yes

yes



Action Steps**Anticipated Start/Completion Date**

Creation of motivational messages and video clips

08/29/2022 - 06/03/2024

Monitoring/Evaluation**Anticipated Output**

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance dat

Increased awareness through all stakeholders of the importance of attendance for learning.

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

Audio and Video supplies

yes

yes



Action Steps**Anticipated Start/Completion Date**

Creation of incentives programs for attendance.

08/29/2022 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance dat

Increased awareness through all stakeholders of the importance of attendance for learning.

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

Money for incentives

yes

no

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

Action Steps**Anticipated Start/Completion Date**

Training for Staff – Year 1

08/30/2021 - 05/28/2022

Monitoring/Evaluation**Anticipated Output**

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance data

Increased awareness through all stakeholders of the importance of attendance for learning.

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

Professional Development

yes

yes



Action Steps**Anticipated Start/Completion Date**

Creation of motivational messages and video clips

08/29/2022 - 06/03/2024

Monitoring/Evaluation**Anticipated Output**

Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance data

Increased awareness through all stakeholders of the importance of attendance for learning.

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

Audio and Video supplies

yes

yes



Action Steps	Anticipated Start/Completion Date
Creation of incentives programs for attendance.	08/29/2022 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Incremental data communication among faculty/staff and administration via Department Meetings and Staff Meetings that focus on student attendance dat	Increased awareness through all stakeholders of the importance of attendance for learning.

Material/Resources/Supports Needed	PD Step	Comm Step
Money for incentives	yes	no

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

the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected school board directors. • A minimum of one hour of professional development training on trauma-informed approaches. • The Pennsylvania Department of Education’s PA Leadership Standards must include information on trauma-informed approaches.

Action Steps	Anticipated Start/Completion Date
Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys	09/01/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives.	Increase in instruction - Decrease in student suspensions - Development of a structured environment where students’ social, emotional, behavioral, and academic needs are addressed in a therapeutic setting, promoting the power of relationships

Material/Resources/Supports Needed	PD Step	Comm Step
Input from Trauma Informed Care Team and Watson Institute Consultant Electronic survey	yes	yes

Action Plan: Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the

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

Action Steps**Anticipated Start/Completion Date**

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

09/01/2023 - 06/03/2024

Monitoring/Evaluation**Anticipated Output**

Regular and consistent opportunities to examine feedback from stakeholders, prioritize data, and reflect on implementation steps will be taken in order to continually monitor the progress and development of these ongoing initiatives.

Increase in instruction - Decrease in student suspensions - Development of a structured environment where students' social, emotional, behavioral, and academic needs are addressed in a therapeutic setting, promoting the power of relationships

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

Input from Trauma Informed Care Team and Watson Institute Consultant Electronic survey

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 9% increase in mathematics proficiency. (Mathematics Curriculum Alignment K-12)</p>	<p>Use solved problems to engage students in analyzing reasoning and strategies.</p>	<p>To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need</p>	<p>10/11/2021 - 05/28/2022</p>
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 9% increase in mathematics proficiency. (Mathematics Curriculum Alignment K-12)</p>	<p>What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum."</p>	<p>Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by</p>	<p>01/01/0001 - 01/01/0001</p>

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

analyzing diagnostic, benchmark, formative and summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA English Language Arts Framework in order to create an aligned and robust Math curriculum for the Charleroi Area SD for grade levels K-12.

Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)

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

Training for Staff – Year 1

08/30/2021
-
05/28/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)	2018). Attendance ---- - Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).	Creation of motivational messages and video clips	08/29/2022 - 06/03/2024
Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)	Attendance ---- - Text Messages to Parents " (Smythe- Leistico, Ken & Page, Lindsay, 2018).	Creation of incentives programs for attendance.	08/29/2022 - 01/01/0001
Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment. (Trauma Informed Approach Plan)	Trauma- informed education is now mandatory at all Pennsylvania	Conduct a District Level Needs Assessment utilizing staff, student, family, and community	09/01/2023 - 06/03/2024

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

public schools thanks to new legislation included in the state's budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that

surveys

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences –

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

have a potentially long-lasting effect on children's cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

approaches for both newly elected and reelected school board directors. • A minimum of one hour of professional development training on trauma-informed approaches. • The Pennsylvania Department of Education's PA Leadership Standards must include information on trauma-informed approaches.

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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. (Mathematics Curriculum Alignment K-12)	Use solved problems to engage students in analyzing reasoning and strategies.	To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need	10/11/2021 - 05/28/2022
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. (Mathematics Curriculum Alignment K-12)	What Works in Schools: Translating Research into Practice, Marzano, 2003 - "Guaranteed and Viable Curriculum."	Train all faculty/staff to analyze and implement data to make informed data decisions and drive cross curricular support. Identify the Individual Student Needs by analyzing diagnostic, benchmark, formative and	09/22/2021 - 06/02/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		summative assessments utilizing the Student Data Portal in Sapphire To utilize the PA Math Framework in order to create an aligned and robust Math curriculum for the Charleroi Area School District for grade levels K-12.	
Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)	Attendance ---- - Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).	Training for Staff – Year 1	08/30/2021 - 05/28/2022
Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that	Attendance ---- - Text	Creation of motivational	08/29/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)	Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).	messages and video clips	06/03/2024
Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)	Attendance ---- - Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).	Creation of incentives programs for attendance.	08/29/2022 - 01/01/0001
Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment. (Trauma Informed Approach Plan)	Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the	Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys	09/01/2023 - 06/03/2024

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

state's budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

children's cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

school board directors. Similar requirements apply to charter school trustees.

- A minimum of one hour of professional development training on trauma-informed approaches.
- The Pennsylvania Department of Education's PA Leadership Standards must include information on trauma-informed approaches.

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
effective and rigorous individualized professional development opportunities	Faculty and Educational Staff K-12	PA Curriculum Frameworks /SAS Format for written curricula : Units, Topics, Lessons - Pacing Guides Utilization of Sapphire Students Management System and NWEA MAP Development of Data Teams and Protocols	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Implementation of the written curricula and pacing guides An increase in the faculty/staff's knowledge of individual student's strengths and weaknesses. An increase in student achievement and growth due to a narrow focus on specific eligible content delivered via differentiated strategies.		08/30/2021 - 06/03/2024	Building Principals
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Language and Literacy Acquisition for All Students	

Professional Development Step	Audience	Topics of Prof. Dev
To utilize the PA Mathematics Framework in order to create an aligned and robust mathematics curriculum for the South Allegheny SD and to train all faculty/staff to analyze and implement data to make informed data decisions, drive cross curricular support and identify individual student learning needs.	Faculty and Educational Staff K-12	Utilization of Sapphire student information system and NWEA MAP Management System Development of Data Teams and Protocols

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of the written curricula and pacing guides An increase in the faculty/staff's knowledge of individual student's strengths and weaknesses. An increase in student achievement and growth due to a narrow focus on specific eligible content delivered via differentiated strategies.	08/24/2021 - 06/11/2024	Building Principals

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



Professional Development Step	Audience	Topics of Prof. Dev
Revise curriculum map	Teachers	Professional development will be provided to revise the curriculum map. CASD will focus on college and career standards, trauma based curriculum, and technology opportunities for all students when applicable to the curriculum. Curriculum completion documents will be completed and accessible to staff and community when applicable

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Curriculum Maps	08/25/2022 - 06/06/2023	Building principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 9% increase in mathematics proficiency. (Mathematics Curriculum Alignment K-12)</p>	<p>Use solved problems to engage students in analyzing reasoning and strategies.</p>	<p>To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need</p>	<p>2021-10-11 - 2022-05-28</p>
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Attendance ---- - Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).</p>	<p>Training for Staff – Year 1</p>	<p>2021-08-30 - 2022-05-28</p>
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize</p>	<p>Attendance ---- - Text</p>	<p>Creation of motivational</p>	<p>2022-08-29 - 2024-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).</p>	<p>messages and video clips</p>	<p>06-03</p>
<p>Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment. (Trauma Informed Approach Plan)</p>	<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the state's budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation</p>	<p>Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</p>	<p>2023-09-01 - 2024-06-03</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning procedures and practices. During the budget process, legislators combined the bills and incorporated

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

them into
Senate Bill 144.
The new bill
recognizes that
Adverse
Childhood
Experiences
(ACEs) – which
include factors
such as abuse,
neglect and
other traumatic
experiences –
have a
potentially
long-lasting
effect on
children’s
cognitive
functioning and
physical, social,
emotional,
mental and
spiritual well-
being. The bill
requires

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

tailored to the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected school board directors. • A minimum of one hour of professional development training on trauma-informed

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	<p>approaches. • The Pennsylvania Department of Education’s PA Leadership Standards must include information on trauma-informed approaches.</p>		
<p>Throughout the duration of this plan, the mathematics curricula aligned to the PA standards will be implemented and monitored via lesson plans and observational data to show evidence of instructional planning that includes consideration of individual student needs in order to show at least a 9% increase in mathematics proficiency. (Mathematics Curriculum Alignment K-12)</p>	<p>Use solved problems to engage students in analyzing reasoning and strategies.</p>	<p>To provide time for the Data Team and Math Curriculum Team to meet and discuss how to follow the written protocols and best address individual student need</p>	<p>2021-10-11 - 2022-05-28</p>
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize</p>	<p>Attendance ---- - Text</p>	<p>Training for Staff – Year 1</p>	<p>2021-08-30 - 2022-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).</p>		<p>05-28</p>
<p>Provide Student-Centered Support Systems Throughout the duration of this plan, the district will use multiple evidence-based methods of collecting data that recognize the range of factors that shape school climate and share the results regularly with the school community thus leading to a decrease in discipline referrals by 10% per year. (Positive School Climate)</p>	<p>Attendance ---- - Text Messages to Parents " (Smythe-Leistico, Ken & Page, Lindsay, 2018).</p>	<p>Creation of motivational messages and video clips</p>	<p>2022-08-29 - 2024-06-03</p>
<p>Throughout the duration of the plan, the district will utilize a trauma informed care evaluation tool to assess staff and students' knowledge of adverse childhood experiences, definition of trauma and traumatic stress, effects of toxic stress, and available resources and supports within the school setting. Staff and student knowledge will increase by 20% from pre to post assessment. (Trauma Informed Approach Plan)</p>	<p>Trauma-informed education is now mandatory at all Pennsylvania public schools thanks to new legislation included in the</p>	<p>Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys</p>	<p>2023-09-01 - 2024-06-03</p>

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

state's budget. Earlier this year, Pennsylvania legislators introduced two bills that included the implementation of trauma-informed approaches to student learning. The approaches included in the bills recognized the signs and symptoms of trauma and integrated that knowledge into education-based policies, learning

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

procedures and practices. During the budget process, legislators combined the bills and incorporated them into Senate Bill 144. The new bill recognizes that Adverse Childhood Experiences (ACEs) – which include factors such as abuse, neglect and other traumatic experiences – have a potentially long-lasting effect on

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

children's cognitive functioning and physical, social, emotional, mental and spiritual well-being. The bill requires schools to implement mandatory training of administrators, staff and school board members to identify the signs and symptoms of trauma. That would lead to the school community using a multi-tiered support system for

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

students and families who have experienced trauma, preventing its reoccurrence and promoting resiliency tailored to the entire school community. The mandatory training required includes: A minimum of one hour of training on trauma-informed approaches for both newly elected and reelected

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

school board
directors.
Similar
requirements
apply to charter
school trustees.
• A minimum of
one hour of
professional
development
training on
trauma-
informed
approaches. •
The
Pennsylvania
Department of
Education's PA
Leadership
Standards must
include
information on
trauma-
informed
approaches.

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
<ul style="list-style-type: none">• Conduct a District Level Needs Assessment utilizing staff, student, family, and community surveys	staff, students, family and community	Safe and Supportive Schools : The district gathers and shares accurate and reliable perceptual data about school climate from students, staff members and parents as part of a continuous improvement process.
Anticipated Timeframe	Frequency	Delivery Method
10/15/2021 - 12/15/2021	3x per year	Newsletter Posting on district website Presentation
Lead Person/Position		
Superintendent		

Communication Step**Audience****Topics/Message of Communication**

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

teachers

• Creation of motivational messages and video clips
• Creation of incentives programs for attendance.

Anticipated Timeframe**Frequency****Delivery Method**

08/25/2022 - 08/25/2023

Other

Lead Person/Position

principals

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post on District Website	District Comprehensive Plan	Yearly	Community Stakeholders	October 2021

