

## **CHARTIERS-HOUSTON JSHS**

2050 W Pike St

ATSI non-Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

It is our vision that the Chartiers-Houston School District will evolve as the nucleus of the community to benefit and serve all citizens while developing individuals who are positively aware of self, become productive citizens, and are lifelong learners.

## STEERING COMMITTEE

Name	Position	Building/Group
Gary Peiffer	Superintendent	Chartiers-Houston School District
Philip Mary	HS. Principal	Chartiers-Houston School District
Kurt Kesneck	Asst. HS Principal	Chartiers-Houston School District
Anastasia Andronas	Elementary Principal	Chartiers-Houston School District
Nicole Bockstoce	Education Specialist	Chartiers-Houston School District
Laura Shola	Business Manager	Chartiers-Houston School District
Erin Gasper	ITL - ELA	Chartiers-Houston School District
Missy Novak	ITL - Math	Chartiers-Houston School District
Lindsey Hope	Elementary Teacher/ ITL	Chartiers-Houston School District
Steven Horvath	Police Officer	Chartiers-Houston School District
Leslie Miklos	Parent	Chartiers-Houston School District
Charles Stewart	Community	Chartiers-Houston School District
Jacob Mele	Other	Chartiers-Houston School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Avery Molek	Student	Chartiers-Houston School District
Megan Moore	Other	Teen Outreach

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If chronically absent students meet 10% or more days absent per quarter then Attendance meetings, Check n Connect, chronic attendance policy and procedures will be implemented and attendance issues will improve.	Regular Attendance
By implementing Exact Path, (STAR Tests), CDT's, QRT, Delta Math and study.com in classroom lessons and in remediation, then data can be collected and students achieving advanced/proficient scores will increase.	Other
If professional development opportunities and teachers continue to make real world connections to lesson plans to emphasize relevancy, then students will be engaged in learning material and scores will improve.	Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Check and Connect	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase in attendance	By 2025 student attendance will increase at a yearly rate of 2% for an aggregate total of 89% in targeted subgroups.

**Goal Nickname****Measurable Goal Statement (Smart Goal)****Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports  
Needed**

Attendance Improvement Plan implemented - We use Edinsight (Early Warning intervention and Risk system to review risk scores of students that helps us determine the target group of chronic absentee students. Every marking period an attendance record is pulled to review students who are at the chronically absent threshold. That list is reviewed and discussed with the SAP/Attendance team. That list is then compared to risk scores and those students are reviewed by the Check & Connect Team.

2023-08-24 -  
2024-05-31

Kurt Kesneck

attendance records,  
student grades, parent  
contact information,  
updated attendance  
policies to SAP team.

Reestablish Remind 101 to establish "a text-based communication system providing 'nudges' to parents can encourage daily attendance, provide personalized feedback on a child's attendance, and provide support to mitigate challenges that threatened parents' ability to get their child to school regularly (Smythe-Leistico & Page, 2018)."

2023-08-24 -  
2024-05-31

Admin

Remind 101, Parent  
activation, time

Student attendance will be monitored daily. Should no improvement be made in the student's attendance, the student, the student is referred to the Blue Prints program. If no changes are still seen in the student's attendance within two weeks, a citation will be filed with the magistrate.

2023-08-24 -  
2024-05-31

Admin team

time, attendance reports,  
parent contact information,  
Blue Prints contact and  
follow-up reports,  
magistrate

Letters and phone calls are made by administration and counselors to

2023-08-24 -

Assistant

time, attendance reports,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>students who have three unexcused absences on the third day of the absence. Phone calls go out to parents to discuss the absences and the student is called to the office to discuss his or her attendance. Parent meetings are set up with those families to develop a truancy prevention plan and a monitoring timeline. Student attendance is monitored on a daily basis. If unexcused absences continue, students will lose the ability to participate in extra-curricular activities and may have to take academic intervention as electives to bring grades up. A building level team will meet weekly to discuss chronic absentee students and to identify what factors may be able to be addressed in school and with the family to improve the student's attendance.</p>	2024-05-31	principal	parent / student meetings

**Anticipated Outcome**

Student attendance contracts and reports will be reviewed weekly by the assistant principal and counselor, chronically absent students will be referred to the student assistance program ( SAP) and other outside agencies for support

**Monitoring/Evaluation**

Attendance reports will be collected monthly. Absenteeism numbers will be reviewed; excuses will be evaluated. As absenteeism per student increase, positive supports will be implemented to reinforce the behavior



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2025 student attendance will increase at a yearly rate of 2% for an aggregate total of 89% in targeted subgroups. (Increase in attendance)	Check and Connect	Letters and phone calls are made by administration and counselors to students who have three unexcused absences on the third day of the absence. Phone calls go out to parents to discuss the absences and the student is called to the office to discuss his or her attendance. Parent meetings are set up with those families to develop a truancy	08/24/2023 - 05/31/2024

**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

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prevention plan and a monitoring timeline. Student attendance is monitored on a daily basis. If unexcused absences continue, students will lose the ability to participate in extra-curricular activities and may have to take academic intervention as electives to bring grades up. A building level team will meet weekly to discuss chronic absentee students and to identify what factors may be able to be



**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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addressed in  
school and with  
the family to  
improve the  
student's  
attendance.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

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Chief School Administrator

Dr. Gary Peiffer

2023-05-17

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

ELA - Growth

Career Standards Benchmarks

Math percentage advanced

Incorporation of Quality Resource Time (QRT) to help bridge learning gaps into student schedules

QRT allows students in grades 7-12 time for additional assistance in learning building concepts to show understanding and growth.

Exact Path has shown growth in at grade level performances when students have retested with STAR testing in Math and ELA

Bridging learning gaps allows students to work at grade level before moving to HS

Monitor and evaluate the impact of professional learning on staff practices and student learning

Provide frequent, timely, and systematic feedback and support on instructional practices

### Challenges

Attendance

Math - Advanced/proficient

Science - Advanced/proficient

The ED group did not meet state average but is showing improvement

Students with disabilities is a difficult group to motivate because many already have a pathway to graduate that does NOT involve passing the Keystones. This is a factor in every testable subject.

Additional remediation needed.

Despite achieving growth in getting to grade level performance, some students show growth but still not at grade level which still allows for efficiencies throughout the academic year.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Support the development and professional learning of central

## Strengths

All data indicates steadiness in blue/green categories according to PA Future Ready. Also exceeds the statewide 2030 of 98%.

Incorporation of programs like study.com to integrate both classroom teaching and student learning gaps established through CDT testing and focus groups.

Incorporation of programs like study.com and Delta Math to integrate both classroom teaching and student learning gaps established through CDT testing and focus groups.

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## Challenges

office and school-based staff in alignment with district and school mission, vision, goals, and priorities.

No notable challenges at this time.

Science Growth

ELA - Advanced/proficient

Students with disabilities is a difficult group to motivate because many already have a pathway to graduate that does NOT involve passing the keystones. This is a factor in every testable subject.

LS Subgroup often is aware of other pathways to graduation, therefore they do not make passing the Keystone exams a priority.

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## Most Notable Observations/Patterns

Overall, we are pleased when we review data from 2018-19 to the data from 2021-22, we see numbers are on the upswing which is a positive post pandemic.

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Challenges	Discussion Point	Priority for Planning
Attendance		✓
Math - Advanced/proficient		✓
The ED group did not meet state average but is showing improvement		
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		✓
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.		
Despite achieving growth in getting to grade level performance, some students show growth but still not at grade level which still allows for efficiencies throughout the academic year.		
Additional remediation needed.		
Science - Advanced/proficient		
Science Growth		
ELA - Advanced/proficient		

## **ADDENDUM B: ACTION PLAN**

**Action Plan: Check and Connect**



**Action Steps****Anticipated Start/Completion Date**

Attendance Improvement Plan implemented - We use Edinsight (Early Warning intervention and Risk system to review risk scores of students that helps us determine the target group of chronic absentee students. Every marking period an attendance record is pulled to review students who are at the chronically absent threshold. That list is reviewed and discussed with the SAP/Attendance team. That list is then compared to risk scores and those students are reviewed by the Check & Connect Team.

08/24/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

Attendance reports will be collected monthly. Absenteeism numbers will be reviewed; excuses will be evaluated. As absenteeism per student increase, positive supports will be implemented to reinforce the behavior

Student attendance contracts and reports will be reviewed weekly by the assistant principal and counselor, chronically absent students will be referred to the student assistance program ( SAP) and other outside agencies for support

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

attendance records, student grades, parent contact information, updated attendance policies to SAP team.

no



**Action Steps****Anticipated Start/Completion Date**

Reestablish Remind 101 to establish "a text-based communication system providing 'nudges' to parents can encourage daily attendance, provide personalized feedback on a child's attendance, and provide support to mitigate challenges that threatened parents' ability to get their child to school regularly (Smythe-Leistico & Page, 2018)."

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

Remind 101, Parent activation, time

no



**Action Steps****Anticipated Start/Completion Date**

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

time, attendance reports, parent contact information, Blue Prints contact and follow-up reports, magistrate

yes



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**Action Steps****Anticipated Start/Completion Date**

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Letters and phone calls are made by administration and counselors to students who have three unexcused absences on the third day of the absence. Phone calls go out to parents to discuss the absences and the student is called to the office to discuss his or her attendance. Parent meetings are set up with those families to develop a truancy prevention plan and a monitoring timeline. Student attendance is monitored on a daily basis. If unexcused absences continue, students will lose the ability to participate in extra-curricular activities and may have to take academic intervention as electives to bring grades up. A building level team will meet weekly to discuss chronic absentee students and to identify what factors may be able to be addressed in school and with the family to improve the student's attendance.

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08/24/2023 - 05/31/2024

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**Material/Resources/Supports Needed**

**PD Step**

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time, attendance reports, parent / student meetings

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yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

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

**Action Plan Name**

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		addressed in school and with the family to improve the student's attendance.	
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		magistrate.	

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Check and Connect	SAP Team, Faculty	Attendance information regarding chronic absenteeism, revised attendance policy, attendance interventions through the Attendance Improvement Plan

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Copy of attendance policy, Attendance Improvement Plan for strategies and intervention	08/24/2023 - 05/31/2024	Phil Mary

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The stakeholders in the district will be notified through the district web page and mass communication system.	The goals and procedures for the A-TSI Plan	District web page	CHSD Community	Semi-Annually

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