

## **CHARTIERS-HOUSTON SD**

2020 W Pike St

Comprehensive Plan | 2021 - 2024

---

### **MISSION STATEMENT**

We will strive to achieve excellence in every aspect of our school districts with an emphasis on proficiency in reading, writing, and mathematics to become a regional leader in K-12 public education.

### **VISION STATEMENT**

It is our vision that the Charters-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.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

Students will be afforded the opportunity to enhance their self worth by valuing their individuality and that of others. Every child will be given the opportunity to learn through effective instructional strategies.

### **STAFF**

A dedicated professional staff will provide basic skills and critical thinking across all disciplines.

### **ADMINISTRATION**

Administration will see that ongoing appropriate staff development opportunities in instructional techniques are essential to meet the needs of learners.

### **PARENTS**

We will provide a safe, comfortable, and friendly environment for our students and staff.

### **COMMUNITY**

We as a district will reach out to the community and draw on the experiences of family and members of the community who have a positive influence on our students. Every child will be given the opportunity to learn through effective instructional strategies.

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Gary Peiffer	Superintendent	Chartiers-Houston School District
Philip Mary	H. S. Principal	Chartiers-Houston HS
Kurt Kesneck	H. S. Assistant Principal	Chartiers-Houston HS
Erin Gasper	H. S. English Teacher/ ITL	Chartiers-Houston HS
Missy Novak	H. S. Math Teacher/ ITL	Chartiers-Houston HS
Joe Lemley	Elementary Principal	Allison Park
Nicole Bockstoce	Assistant Elementary Principal	Allison Park
Debbie Engelman	Business Manager	Chartiers-Houston School District
Lindsey Hope	Elementary Teacher/ ITL	Chartiers-Houston
Steven Horvath	Township Police Officer	Chartiers-Twp.
Leslie Miklos	Parent	Houston Pa
Rob Baker	Counselor	Office for Vocational Rehabilitation
Charles Stewart	Community	Resident Houston PA

Name	Position	Building/Group
Karlyn Bayer	Student	Class of 2020
Sarah Sirokas	Students	Class of 2021

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
A professional development calendar should be developed for a three year period that reflects faculty and student needs for improvement	Professional learning
Lesson plans are to be aligned to the PA Common Core standards and should incorporate real world examples while providing multiple ways for students to participate in class.	Essential Practices 1: Focus on Continuous Improvement of Instruction  Essential Practices 1: Focus on Continuous Improvement of Instruction
The MTSS system needs to be adopted with fidelity, particularly the development of Tier II interventions and team review of student performance data	Essential Practices 3: Provide Student-Centered Support Systems

## ACTION PLAN AND STEPS

Evidence-based Strategy	
MTSS Implementation	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

---

MTSS implementation      Teachers will implement and design Tier I and Tier II interventions for students based upon student performance results from CDT and Benchmark data,

---

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Professional Development for admin team, then lead teachers and faculty. This will begin on November 20th, 2021 and will continue through the 2021-2022 school year.	2021-11-20 - 2022-06-01	Peter Domencic from IU1, Gary Peiffer, Phil Mary, Joe Lemley, Nicole Bocstoce	Paper, Online resources, SAS system

---

#### **Anticipated Outcome**

Administration will be able to serve as instructional leaders in this area with lead teachers to implement MTSS with fidelity

#### **Monitoring/Evaluation**

Monthly student data reviews, teacher walkthroughs and observations, ongoing discussions

---

---

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will implement and design Tier I and Tier II interventions for students based upon student performance results from CDT and Benchmark data, (MTSS implementation)	MTSS Implementation	Professional Development for admin team, then lead teachers and faculty. This will begin on November 20th, 2021 and will continue through the 2021-2022 school year.	11/20/2021 - 06/01/2022

---

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Teachers will implement and design Tier I and Tier II interventions for students based upon student performance results from CDT and Benchmark data, (MTSS implementation)	MTSS Implementation	Professional Development for admin team, then lead teachers and faculty. This will begin on November 20th, 2021 and will continue through the 2021-2022 school year.	11/20/2021 - 06/01/2022

---



## **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

2021-10-18

---

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

---

Chief School Administrator

Gary Peiffer

2021-10-18

---

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Math - Annual Academic Growth overall

Growth - Special Education in math

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

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

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

Closing learning gaps before students enter 9th grade with the use of Edmentum's Exact Path

Provide QRT time to students to allow for additional instruction/remediation

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

### Challenges

Attendance - for all students primarily special education subgroup

Achievement - Special education students ELA & Science

Attendance issues regarding the mindset of unexcused vs. excused absences as not problematic in learning.

Attendance issues regarding the mindset of unexcused vs. excused absences as not problematic in learning.

Attendance issues regarding the mindset of unexcused vs. excused absences as not problematic in learning.

Make lesson plans culturally relevant and engaging to students (real world applications)

Attendance issues for all students, in particular, students with disabilities and economically disadvantaged subgroups.

Attendance issues must be addressed, if students are not in school, they are not getting the necessary material to achieve and grow

**Strengths**

QRT allows students in grades 9-12 time for additional assistance in learning building concepts to show understanding and growth.

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

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

**Challenges**

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.

Changing the school community mindset about the misconceptions of excused and unexcused absences

Creating lesson plans that are relevant and engaging to students.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

---

**Most Notable Observations/Patterns**

---

---

---

**Challenges**

**Discussion Point**      **Priority for Planning**

---

Attendance - for all students primarily special education sub-group

Achievement - Special education students ELA & Science

Attendance issues regarding the mindset of unexcused vs. excused absences as not problematic in learning.

Attendance issues regarding the mindset of unexcused vs. excused absences as not problematic in learning.

Attendance issues regarding the mindset of unexcused vs. excused absences as not problematic in learning.

Make lesson plans culturally relevant and engaging to students (real world applications)

Attendance issues for all students, in particular, students with disabilities and economically disadvantages subgroups.

Attendance issues must be addressed, if students are not in school, they are not getting the necessary material to achieve and grow

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.

Changing the school community mindset about the misconceptions of excused and unexcused absences

Creating lesson plans that are relevant and engaging to students.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

**Challenges**

**Discussion  
Point**

**Priority for Planning**

---

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

---

## ADDENDUM B: ACTION PLAN

### Action Plan: MTSS Implementation

Action Steps	Anticipated Start/Completion Date
Professional Development for admin team, then lead teachers and faculty. This will begin on November 20th, 2021 and will continue through the 2021-2022 school year.	11/20/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
Monthly student data reviews, teacher walkthroughs and observations, ongoing discussions	Administration will be able to serve as instructional leaders in this area with lead teachers to implement MTSS with fidelity

Material/Resources/Supports Needed	PD Step	Comm Step
Paper, Online resources, SAS system	yes	yes

-----

-----

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Teachers will implement and design Tier I and Tier II interventions for students based upon student performance results from CDT and Benchmark data, (MTSS implementation)	MTSS Implementation	Professional Development for admin team, then lead teachers and faculty. This will begin on November 20th, 2021 and will continue through the 2021-2022 school year.	11/20/2021 - 06/01/2022

---

---

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Implementation	Administration and Faculty	Concepts of Intervention and Accommodation, standards alignment with course instruction, use of formative and summative assessment, differentiation of instruction, growth measurements

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher designed assessments and interventions, student participation and performance on class work and assessments, informal and formal observations of teacher practice	11/20/2021 - 06/01/2022	Gary Peiffer/Superintendent Phil Mary/Principal Joe Lemely/Principal Kurt Kesneck/Assistant Principal Nicole Bocstoce/Assistant Principal

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





## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Teachers will implement and design Tier I and Tier II interventions for students based upon student performance results from CDT and Benchmark data, (MTSS implementation)	MTSS Implementation	Professional Development for admin team, then lead teachers and faculty. This will begin on November 20th, 2021 and will continue through the 2021-2022 school year.	2021-11-20 - 2022-06-01



# COMMUNICATIONS PLAN

<b>Communication Step</b>	<b>Audience</b>	<b>Topics/Message of Communication</b>
MTSS Implementation	Faculty and staff	Definition of MTSS, interventions, accommodations, why this is being done, what the expectations are for effectiveness, how MTSS benefits both students and faculty, why MTSS is built into the regular class for Tier I and Tier II,
<b>Anticipated Timeframe</b>	<b>Frequency</b>	<b>Delivery Method</b>
11/20/2021 - 06/01/2022	Ongoing	Posting on district website Letter Email
<b>Lead Person/Position</b>		
Gary Peiffer/Superintendent		



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Online posting, letter to parents, email	Future Ready Comprehensive Plan and impact on student performance and daily operation	Electronic Format	all stakeholders	November 2021-June 2024

---

---