

Chartiers Valley HS

TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
School District		103021752
Address 1		
2030 Swallow Hill Rd		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15220
Chief School Administrator		Chief School Administrator Email
Ms Julie Franczyk		jfranczyk@cvsd.net
Principal Name		
Patrick Myers		
Principal Email		
pmyers@cvsd.net		
Principal Phone Number		Principal Extension
412-429-2265		
School Improvement Facilitator Name		School Improvement Facilitator Email
Julie Franczyk		jfranczyk@cvsd.net

Vision for Learning

Vision for Learning

Chartiers Valley High School is committed to fostering a safe and supportive learning community that promotes high academic achievement and lifelong learning. We are a community dedicated to shared leadership, graduating students who achieve personal success by providing an exceptional academic foundation in a safe, nurturing environment that inspires creativity and innovation while embracing diversity. The Chartiers Valley School District Vision is to inspire excellence in instruction, learning and innovation to prepare our students to achieve personal success.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
College and career readiness. Percent enrolled in rigorous courses of study (78.9%) greater than state average (54.9%).	CVHS offers 29 rigorous course options for students.
All student group regular attendance rebounded 60.3% to 75.9% and we are also above the state average of 73.9%.	CVHS moved from a blended hybrid option of learning to full in-person learning with a focus on the importance of being in school. There was no more virtual attendance with in-person learning.

Challenges

Indicator	Comments/Notable Observations
Percent proficient in ELA/Literature for school is below statewide average (54.5% state -> 48.8% CVHS).	Post COVID focus was on learning more so than testing. CVHS has shifted back to incorporating a focus state and local assessments.
All student group below statewide average for math (38.3% state -> 26.8% CVHS).	Post COVID focus was on learning more so than testing. CVHS has shifted back to incorporating a focus state and local assessments.

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

Strengths

Indicator Percentage regular attendance has rebounded significantly from 21-22 to 22-23 school-year across all subgroups, including economically disadvantaged students. Econ Dis (45.9% -> 62.5%). ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations CVHS moved from a blended hybrid option of learning to full in-person learning with a focus on the importance of being in school. There was no more virtual attendance with in-person learning.
Indicator Industry based learning credentials increased for Economically Disadvantaged (12.2% -> 22.6%). ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Post COVID focus was on learning more so than testing. CVHS has shifted to incorporating a focus on industry based credentials through a close partnership with a local career technical school.

Challenges

Indicator Economically Disadvantaged graduation rate dropped (94.9% -> 83.8%) 21-22 -> 22-23. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations CVHS has seen an increases in students who are economically disadvantaged with less of a focus on traditional education.
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<p>Indicator Percent proficient in math dropped for Economically Disadvantaged students (42.1% -> 11.9%).</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations CVHS has seen an increases in students who are economically disadvantaged with less of a focus on traditional education.</p>
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Summary

Strengths

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

Percentage regular attendance has rebounded significantly from 21-22 to 22-23 school-year across all subgroups, including economically disadvantaged students. Econ Dis (45.9% -> 62.5%).

All student group regular attendance rebounded 60.3% to 75.9% and we are also above the state average of 73.9%.

Challenges

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

Percent proficient in math dropped for Economically Disadvantaged students (42.1% -> 11.9%).

Percent proficient in ELA/Literature for school is below statewide average (54.5% state -> 48.8% CVHS).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Classroom Project-based Assessments	The assessments are tailored to the instructional goals and individual student needs.

English Language Arts Summary

Strengths

Project-based assessments can be tailored to individual students' needs and strengths.
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Challenges

No standard test or exam; need to ensure faculty are aligning project to state standards.

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Tool (CDT)	The assessments are online and are adaptive to student responses.

Mathematics Summary

Strengths

All students take the CDTs and that exam adapts to student level automatically.

Challenges

Ensuring staff evaluate the data and not simply give the exam without a follow-up.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom Diagnostic Tool (CDT)	The assessments are online and are adaptive to student responses.

Science, Technology, and Engineering Education Summary

Strengths

Multiple pathways for students to show content mastery.

Challenges

Currently, only the Biology classes have this setup. We would love to expand it to other science classes with a different program.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance	Multiple opportunities for grad pathways and life after HS; Numerous rigorous CIHS courses for students on the college pathway; Career analysis during advisory periods for all students

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

All students are provided multiple opportunities for success with the various pathways and opportunities.

Challenges

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

Accommodations used to support students with college & career readiness projects are not transferable to standardized testing environments.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Percent Attendance	Percent attendance declined in 21-22 for this subgroup and continues to be below the state average.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

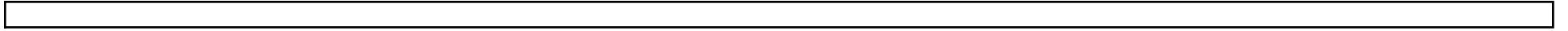
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Regular attendance has improved from 45.9% to 62.5%
Free tutoring after school, mandatory athletic tutoring

Challenges

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

Regular attendance is difficult for economically disadvantaged students.



Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Not Yet Evident

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Chartiers Valley High School is a No Place for Hate designated school by the Anti-defamation league. No Place for Hate designated school promotes inclusivity, tolerance, anti-bias, equity and positive school climate.
Chartiers Valley High School implements the Student Assistance Program (SAP) to support the needs of all students.
Professional development is designed based off of student data and staff input to address varying needs of all students and staff.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

We need a way to identify, analyze and implement targeted support for this subgroup while not singling the subgroup out.
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Percentage regular attendance has rebounded significantly from 21-22 to 22-23 school-year across all subgroups, including economically disadvantaged students. Econ Dis (45.9% -> 62.5%).	False
All student group regular attendance rebounded 60.3% to 75.9% and we are also above the state average of 73.9%.	True
Project-based assessments can be tailored to individual students' needs and strengths.	False
All students take the CDTs and that exam adapts to student level automatically.	False
Multiple pathways for students to show content mastery.	False
All students are provided multiple opportunities for success with the various pathways and opportunities.	False
Regular attendance has improved from 45.9% to 62.5%	False
Free tutoring after school, mandatory athletic tutoring	False
Chartiers Valley High School is a No Place for Hate designated school by the Anti-defamation league. No Place for Hate designated school promotes inclusivity, tolerance, anti-bias, equity and positive school climate.	False
Chartiers Valley High School implements the Student Assistance Program (SAP) to support the needs of all students.	False
Professional development is designed based off of student data and staff input to address varying needs of all students and staff.	False

Challenges

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

Strength	Check for Consideration in Plan
Percent proficient in math dropped for Economically Disadvantaged students (42.1% -> 11.9%).	True
Percent proficient in ELA/Literature for school is below statewide average (54.5% state -> 48.8% CVHS).	True
No standard test or exam; need to ensure faculty are aligning project to state standards.	False
Ensuring staff evaluate the data and not simply give the exam without a follow-up.	False
Currently, only the Biology classes have this setup. We would love to expand it to other science classes with a different program.	False
Accommodations used to support students with college & career readiness projects are not transferable to standardized testing environments.	False
Regular attendance is difficult for economically disadvantaged students.	False
We need a way to identify, analyze and implement targeted support for this subgroup while not singling the subgroup out.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Percent proficient in math dropped for Economically Disadvantaged students (42.1% -> 11.9%).	Keystone data continues negatively to impact our scores due to the lack of emphasis and importance during COVID, as well as low school attendance over COVID years.	True
Percent proficient in ELA/Literature for school is below statewide average (54.5% state -> 48.8% CVHS).	Keystone data continues negatively to impact our scores due to the lack of emphasis and importance during COVID, as well as low school attendance over COVID years.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All student group regular attendance rebounded 60.3% to 75.9% and we are also above the state average of 73.9%.	Attendance is showing improvement which will ultimately support our challenge priorities.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We have emphasized the importance of testing by promoting retesting, the importance of graduation pathways, attending school, and revamping our testing schedule.
	We have emphasized the importance of testing by promoting retesting, the importance of graduation pathways, attending school, and revamping our testing schedule.

Goal Setting

Priority: We have emphasized the importance of testing by promoting retesting, the importance of graduation pathways, attending school, and revamping our testing schedule.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Check High School attendance rate throughout the school-year.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Meeting with Guidance to review attendance and barriers coming to school.	Meeting with Guidance to review attendance and barriers coming to school.	Meeting with Guidance to review attendance and barriers coming to school.	Meeting with Guidance to review attendance and barriers coming to school.

Priority: We have emphasized the importance of testing by promoting retesting, the importance of graduation pathways, attending school, and revamping our testing schedule.

Outcome Category			
Other			
Measurable Goal Statement (Smart Goal)			
Monitor Keystone Math and ELA growth and attainment scores through PVAAS projected outcomes and adjust instructional planning.			
Measurable Goal Nickname (35 Character Max)			
Math and ELA Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
ELA and Math department meeting to review projected outcomes.	ELA and Math CDT exams, check for on target progress.	ELA and Math CDT exams, check for on target progress.	ELA and Math CDT exams, check for on target progress.

Action Plan

Measurable Goals

Regular Attendance	Math and ELA Growth and Attainment
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Action Plan For: PVAAS Projections

Measurable Goals:
• Monitor Keystone Math and ELA growth and attainment scores through PVAAS projected outcomes and adjust instructional planning.

Action Step		Anticipated Start/Completion Date	
Data Review		2024-09-02	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math and ELA Department Head	PVAAS Projection report; Math CDT; ELA CDT	Yes	
Action Step		Anticipated Start/Completion Date	
Attendance		2024-09-02	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrators, School Counselors	Attendance reports, EdInsight At Risk scores	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Review student PVAAS projection report; review student CDT scores in Fall and Winter	Administrators, Math Department Head, ELA Department Head, Math Teachers, ELA Teachers

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PVAAS Projections	Data Review

Department Head Meetings

Action Step		
• Data Review		
Audience		
Department Heads, administrators, math and ELA teachers		
Topics to be Included		
PVAAS Projection reports, CDT data review, Root Cause Analysis		
Evidence of Learning		
CDT progress reports		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administrators, Department Heads	2024-09-02	2025-02-28

Learning Format

Type of Activities	Frequency
Other	3 sessions
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Julie Franczyk	2024-05-20
Building Principal Signature	Date
School Improvement Facilitator Signature	Date