

CHARTIERS VALLEY MS

50 Thoms Run Rd

TSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Chartiers Valley Middle School is committed to fostering a safe and supportive learning community that promotes high academic achievement and lifelong learning. We Believe.... Educators respect and value young adolescents. The school environment is welcoming, inclusive, and affirming for all. School safety is addressed proactively, justly, and thoughtfully. Comprehensive counseling and support services meet the needs of young adolescents. The school engages families as valued partners. The school collaborates with community and business partners. Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach. Curriculum is challenging, exploratory, integrative, and diverse. Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies. Instruction fosters learning that is active, purposeful, and democratic.

STEERING COMMITTEE

Name	Position	Building/Group
Johannah Vanatta	Chief School Administrator	Central Office
Julie Franczyk	District Level Leaders	Central Office
Michele A. Welter	Principal	Middle School
Robert Miele	Principal	Middle School
Amanda Beckett	Principal	Middle School
Jason Gardner	Community Member	Parent
Bill Hildabrand	Teacher	Middle School
Jill Chan	Teacher	Middle School
Beth Verzich	Parent	Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
COVID, increasing enrollment of EL student, larger EL class sizes, over 18 different languages in one classroom.	Other
Add more local formative assessments throughout the year to gage growth on language acquisition.	English Language Arts English Language Growth and Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy
Benchmark Assessments

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
CVMS ELL State Testing Goal	At the conclusion of the 2023-2024 school year, the CVMS EL students will have the opportunity to receive reading intervention in conjunction with the EL course to increase percent of EL students demonstrating proficiency on the PSSA state testing.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Benchmark assessment	2023-08-24 - 2024-06-03	EL Teacher	New curriculum, CDTs, and other formative assessments.

Anticipated Outcome
Student benchmark assessment scores. Analyzing the EL student profile individual plans.

Monitoring/Evaluation
Administrators and EL staff will monitor this quarterly. The method will be analyzing quarterly data.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At the conclusion of the 2023-2024 school year, the CVMS EL students will have the opportunity to receive reading intervention in conjunction with the EL course to increase percent of EL students demonstrating proficiency on the PSSA state testing. (CVMS ELL State Testing Goal)	Benchmark Assessments	Benchmark assessment	08/24/2023 - 06/03/2024

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).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Michele A. Welter, Ed.D.

2023-04-24

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

84% of EL Learners demonstrated growth in ELA.

70% of EL Learners demonstrated growth in Math.

Level 1 students in Language Live do well with the understanding of individual word/vocabulary in English.

Participating in project-based assessments gives EL students opportunities to apply math and speaking skills.

EL students are more successful with questions that are multiple choice.

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EL students are more successful with questions that are multiple choice.

Participating in project-based assessments gives EL students opportunities to apply math and speaking skills.

All students are provided multiple opportunities for success, as the lessons are scaffolded for all EL

Challenges

EL students scoring proficient/advanced on the ELA section of the PSSAS has declined from 38.1% in the 18/19 school-year to 30.0% in the 21/22 school-year.

EL students scoring proficient/advanced on the Math section of the PSSAS has declined from 33.3% in the 18/19 school-year to 12.5% in the 21/22 school-year.

Level 1 students in Language Live demonstrate difficulty with comprehension.

Differentiating instruction and translated directions to 18 different languages.

EL students demonstrate difficulty in the area of answering open ended word problem assessments.

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EL students demonstrate difficulty in the area of answering open ended word problem assessments.

Differentiating instruction and translated directions to 18 different

Strengths

Chartiers Valley Middle 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.

Professional development is designed based off of student data and staff input to address varying needs of all EL students and family needs.

Chartiers Valley Middle School initiated individualized student plans for all EL students. These include need to know information on student background, language, language acquisition level, and how their language aligns to the standards.

Chartiers Valley School district promotes inclusivity and family engagement . For example, our district annually organizes 'Celebrate CV'.

Challenges

languages.

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

We need a variety of assessments to analyze the needs of our EL Learners.

With the need of more assessments, we will be able to provide more formal feedback and practices.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
EL students scoring proficient/advanced on the ELA section of the PSSAS has declined from 38.1% in the 18/19 school-year to 30.0% in the 21/22 school-year.	COVID, increasing enrollment of EL student, larger EL class sizes, over 18 different languages in one classroom.	✓
We need a variety of assessments to analyze the needs of our EL Learners.	Add more local formative assessments throughout the year to gage growth on language acquisition.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Benchmark Assessments

Action Steps	Anticipated Start/Completion Date
Benchmark assessment	08/24/2023 - 06/03/2024
Monitoring/Evaluation	Anticipated Output
Administrators and EL staff will monitor this quarterly. The method will be analyzing quarterly data.	Student benchmark assessment scores. Analyzing the EL student profile individual plans.
Material/Resources/Supports Needed	PD Step
New curriculum, CDTs, and other formative assessments.	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At the conclusion of the 2023-2024 school year, the CVMS EL students will have the opportunity to receive reading intervention in conjunction with the EL course to increase percent of EL students demonstrating proficiency on the PSSA state testing. (CVMS ELL State Testing Goal)	Benchmark Assessments	Benchmark assessment	08/24/2023 - 06/03/2024

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
EL Curriculum Training	EL teachers and administrators.	New curriculum resource and associated benchmark assessments.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Exit slips	08/23/2023 - 06/03/2024	Amanda Beckett/EL Department Head
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments		Language and Literacy Acquisition for All Students
1b: Demonstrating Knowledge of Students		
3d: Using Assessment in Instruction		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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