

AMBRIDGE AREA SD

901 Duss Avenue

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The mission of the Ambridge Area School District is to be the "Bridge" to leading and learning, preparing students for the future through academic excellence.

VISION STATEMENT

We believe:

- Our community should encourage and support its youth to succeed by being actively involved in the educational process
- We must build trust through a positive approach with our students, staff, and community
- An appreciation and respect for diversity enriches the learning experience
- Every student should be challenged by a curriculum that maximizes their academic potential
- The development of a positive self-esteem is necessary for individual growth
- In the preparation of students to become life long learners in an ever changing global society
- Accountability is essential for achieving high expectations

EDUCATIONAL VALUE STATEMENTS

STUDENTS

All students will: • Be academically challenged by current instructional resources, methods, technology and pedagogy • Participate in community service • Be engaged in a variety of activities that support and enhance academic and personal growth • Be prepared for post-graduate opportunities • Demonstrate proficiency in core academic subjects

STAFF

All staff will: • Academically challenge students by utilizing current instructional resources, methods, technology and pedagogy • Engage in a variety of activities that support and enhance academic and personal growth • Prepare students for post-graduate opportunities • Ensure students demonstrate proficiency in core academic subjects

ADMINISTRATION

All Administration will: • Empower staff to academically challenge students by facilitating the use of current instructional resources, methods, technology and pedagogy • Participate in community service • Engage staff in promoting a variety of activities that support and enhance student academic and personal growth • Strive to prepare faculty to engage students in relevant activities related to post-graduate opportunities • Promote the importance of student proficiency in core academic subjects

PARENTS

All Parents will: • Empower their student to challenge themselves academically and to use current instructional resources, methods, and technology • Encourage their student to participate in community service • Engage their student by allowing them to participate in a variety of activities that support and enhance student academic and personal growth • Strive to prepare their student to explore post-graduate opportunities • Promote the importance of their student's proficiency in core academic subjects

COMMUNITY

Community Members will: • Empower and challenge the school system to academically prepare students and to use current instructional resources, methods, and technology • Encourage students to participate in community service • Promote student participation in of a variety of activities that support and enhance student academic and personal growth with guidance from the LEA • Strive to provide and promote student exploration of post-graduate opportunities • Promote the importance of core academic subjects in students across the community

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Joseph Pasquerilla	Administrator	Ambridge Area School District
Barry King	Administrator	Ambridge Area School District
Janice Zupsic	Administrator	Ambridge Area High School
Thomas McKelvey	Administrator	Highland Elementary School
David Turk	Administrator	Ambridge Area Middle School
Aphrodite Galitsis	Administrator	Economy Elementary School
Jo Ann Hoover	Administrator	State Street Elementary School
Amy Filipowski	Administrator	Ambridge Area School District
Leonard Corazzi	Administrator	Ambridge Area School District
Tiffany Miller	Staff Member	Ambridge Area School District
Rebecca DeMase	Staff Member	Ambridge Area School District/Community Member
Jenn Phillips	Staff Member	Ambridge Area High School
Chelsea Benedict	Staff Member	Ambridge Area High School

Name	Position	Building/Group
Megan Clark	Parent	Parent
Tim Kovach	Parent	Community Member/Business Owner
Ashley Simpson	Staff Member	Ambridge Area Middle School
Lori Heim	Administrator	Ambridge Area School District
Kent Withrow	Staff Member	Ambridge Area High School
Carolyn Crawford	Staff Member	Ambridge Area Middle School-Special Education Teacher
Brenna Wandel	Staff Member	Ambridge Area Middle School
Cathy Fischer	Board Member	Board President/Community Member/Parent
Tammy Kennedy	Staff Member	Economy Elementary School
Sean Beighley	Staff Member	Economy Elementary School
Jason Gerle	Staff Member	Highland Elementary School-Special Education Teacher
Denise Manganello	Board Member	Board Member/Parent/Community Member
Amy Fitsko	Parent	Parent
Carrie Malinich	Staff Member	Economy Elementary School
Melinda Arlof	Parent	Parent

Name

Position

Building/Group

Amanda Szymoniak

Parent

Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implementation of the District's new Common Assessment initiative will address many of these weaknesses: The fact that all student groups did not meet standardized growth in mathematics according to Grades 6--8 PSSA scores indicates that there may be a systemic problem throughout the K- Algebra I and General Mathematics curriculum.	Mathematics
Implementation of the District's new Common Assessment initiative will address many of these weaknesses: The fact that all student groups did not meet standardized growth in mathematics according to the Algebra I cohort banked Keystone exam performance scores indicates that there may be a systemic problem throughout the K- Algebra I curriculum.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
High School Mathematics Improvement	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
High School Mathematics Improvement	Students with a score below proficient will show a 15% increase from the 19-20 baseline.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Obtain Aimsweb/Common Assessment data for progress monitoring and train teachers to implement and use data to drive instruction.	2021-08-18 - 2022-06-03	Amy Filipowski/ Director of Special Education	Aimsweb

Anticipated Outcome
Increase in students achievement for Mathematics

Monitoring/Evaluation
Aimsweb progress monitor and PD sign in sheets Common Assessment Results

Evidence-based Strategy
Middle School Mathematics Improvement

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Middle School Mathematics Improvement	Student achievement on state assessments will improve by 4.67 percentage points each year to meet the state target of 71.8% by 2030.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will remediate and enrich math during tutorial period, focusing on student needs identified on PA Core aligned common assessments. These assessments are derived from teacher-created standards-based calendars aligned to the PA Core standards.	2021-08-18 - 2022-06-30	Principal, Teachers	PA Core standards-based calendars, PA Core aligned mathematics common assessments created by designated teacher per department, remediation/enrichment lessons for tutorial

Anticipated Outcome
Walkthroughs and observations of tutorial periods using the PA Core aligned standards-based calendars and Data Team Meetings

Monitoring/Evaluation
Walkthroughs and observations of tutorial periods using the PA Core aligned standards-based calendars and Data Team Meetings

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students with a score below proficient will show a 15% increase from the 19-20 baseline. (High School Mathematics Improvement)	High School Mathematics Improvement	Obtain Aimsweb/Common Assessment data for progress monitoring and train teachers to implement and use data to drive instruction.	08/18/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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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

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

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

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

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

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

Economy Elementary School: Percent Career Standards Benchmark 100.0%

State Street Elementary School: Percent Career Standards Benchmark 100.0%

Ambridge Area High School : 86 % of students exceeded standards for demonstrating growth.

Challenges

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

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Foster a vision and culture of high expectations for success for all students, educators, and families

Ambridge Area High School: Increased use of the PAES lab would benefit students with accessing skill that are appropriate toward career acquisition.

Ambridge Area High School: Limited number of seats available at the Beaver County Career and Technology Center.

Ambridge Area High School: Student attendance

Ambridge Area High School: Percent Career Standards Benchmark 90.8%

Ambridge Area High School: All student groups did not meet standard growth in Mathematics.

Strengths

Economy Elementary School: 81.0% of students exceeded one year of growth according to PVAAS

Highland Elementary School: 78% of students demonstrated growth in mathematics.

State Street Elementary School: 70% of students demonstrated growth in English Language Arts

Ambridge Area High School ELA Academic Growth Score 86.0%

Economy Elementary School ELA Academic Growth Score 70.0%

Economy Elementary School: Percent Proficient or Advanced 56.3%

Economy Elementary School: Mathematics Academic Growth Score 77.0

Economy Elementary School: Science Academic Growth Score 81.0

70% of students with disabilities at the Ambridge Area High School met the standard growth.

77% of students with disabilities at the Ambridge Area Middle School met the standard growth.

Challenges

Ambridge Area Middle School: All student groups did not meet standard growth in Mathematics.

Economy Elementary School: Only 56.3% were proficient in Mathematics.

Highland Elementary School: All student groups did not meet standard growth in ELA.

State Street Elementary School: All student groups did not meet standard growth in Mathematics.

Highland Elementary School ELA Academic Growth Score 57.0%

Ambridge Area Middle School ELA Academic Growth Score 50.0%

Highland Elementary School: Percent Proficient or Advanced 16.0%

State Street Elementary School Mathematics Academic Growth Score 50.0

State Street Elementary School Science Academic Growth Score 50.0

Ambridge Area Middle School Science Academic Growth Score 50.0

Strengths

Highland Elementary School: In fourth grade, our lowest performing students are demonstrating growth, despite not demonstrating proficiency.

Highland Elementary School: CDT Data showed that over 25% fourth grade students demonstrated significant growth between fall and winter assessments.

K-12 Guidance Plan Goals: To enable all students to experience academic development To enable all students to develop decision making competencies and career awareness To assist students in issues of personal, social, emotional and development

We have a comprehensive Student Services Plan that incorporates a bullying prevention, peer-mediation, positive behavior support, school safety/SRO, and all other required student services.

Challenges

Ambridge Area High School Science Academic Growth Score 50.0

Ambridge Area High School Student with Disabilities :
Mathematics 10.0%

Ambridge Area Middle School Student with Disabilities:
Mathematics 10.1%

Economy Elementary School Student with Disabilities:
Mathematics 15.6%

Highland Elementary School Student with Disabilities:
Mathematics 7.7%

State Street Elementary School Student with Disabilities:
Mathematics 9.5%

The District's least restrictive environment percentages must improve to more closely align to the state average. The District will use the services listed above along with effective professional development to ensure all students are in the least restrictive environment and able to reach their full potential.

At the Ambridge Area High School, in the ELA category, students that are Economically Disadvantaged or have a Learning Disability are not meeting target goals and there has been a decrease in

Challenges

performance from the previous year.

In the Attendance category, Ambridge Area High School students that have learning disabilities did not meet the performance standard.

Most Notable Observations/Patterns

The most important challenge we have is Special Education test scores at the high school.

Challenges	Discussion Point	Priority for Planning
Ambridge Area High School: All student groups did not meet standard growth in Mathematics.	The fact that all student groups did not meet standardized growth in mathematics according to the Algebra I cohort banked Keystone exam performance scores indicates that there may be a systemic problem throughout the K- Algebra I curriculum.	
Ambridge Area Middle School: All student groups did not meet standard growth in Mathematics.	The fact that all student groups did not meet standardized growth in mathematics according to Grades 6--8 PSSA scores indicates that there may be a systemic problem throughout the K- Algebra I and General Mathematics curriculum.	

ADDENDUM B: ACTION PLAN

Action Plan: High School Mathematics Improvement

Action Steps	Anticipated Start/Completion Date		
Obtain Aimsweb/Common Assessment data for progress monitoring and train teachers to implement and use data to drive instruction.	08/18/2021 - 06/03/2022		
Monitoring/Evaluation	Anticipated Output		
Aimsweb progress monitor and PD sign in sheets Common Assessment Results	Increase in students achievement for Mathematics		
Material/Resources/Supports Needed	PD Step	Comm Step	
Aimsweb	yes	yes	
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<hr style="border-top: 1px dashed #ccc;"/>			

Action Plan: Middle School Mathematics Improvement

Action Steps		Anticipated Start/Completion Date	
Teachers will remediate and enrich math during tutorial period, focusing on student needs identified on PA Core aligned common assessments. These assessments are derived from teacher-created standards-based calendars aligned to the PA Core standards.		08/18/2021 - 06/30/2022	
Monitoring/Evaluation		Anticipated Output	
Walkthroughs and observations of tutorial periods using the PA Core aligned standards-based calendars and Data Team Meetings		Walkthroughs and observations of tutorial periods using the PA Core aligned standards-based calendars and Data Team Meetings	
Material/Resources/Supports Needed		PD Step	Comm Step
PA Core standards-based calendars, PA Core aligned mathematics common assessments created by designated teacher per department, remediation/enrichment lessons for tutorial		yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students with a score below proficient will show a 15% increase from the 19-20 baseline. (High School Mathematics Improvement)	High School Mathematics Improvement	Obtain Aimsweb/Common Assessment data for progress monitoring and train teachers to implement and use data to drive instruction.	08/18/2021 - 06/03/2022
Student achievement on state assessments will improve by 4.67 percentage points each year to meet the state target of 71.8% by 2030. (Middle School Mathematics Improvement)	Middle School Mathematics Improvement	Teachers will remediate and enrich math during tutorial period, focusing on student needs identified on PA Core aligned common assessments. These assessments are	08/18/2021 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		derived from teacher-created standards-based calendars aligned to the PA Core standards.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Standards-based calendars and common assessments	Math teachers in grades 6-8	Aligning curriculum to the PA Core Standards by creating standards-based pacing calendar and common assessments.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Walkthroughs and observations during instructional times and data team meetings to analyze student achievement on common assessments and plan instruction accordingly.	08/18/2021 - 06/02/2022	Principal and classroom teachers

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1f: Designing Student Assessments

Professional Development Step

Audience

Topics of Prof. Dev

Co-Teaching and Best-Practices

Special Education and Mathematics
Teachers

Effective methodology and co-teaching.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Walk-through observations, formal observations, lesson plan
design.

08/18/2021 - 06/02/2022

Building Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3e: Demonstrating Flexibility and Responsiveness

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		<p>derived from teacher-created standards-based calendars aligned to the PA Core standards.</p>	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Professional Development for Implementing Data to Drive Instruction	Teachers at the Ambridge Area High School	Mathematics Data Analysis, Common Assessment Creation Resources, effective SAS Portal use, data analysis by standard.
Anticipated Timeframe	Frequency	Delivery Method
08/18/2021 - 06/30/2023	Weekly or Monthly	Email
Lead Person/Position		
Ambridge Area School District Administrators		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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