

AMBRIDGE AREA HS

909 Duss Avenue

ATSI Title 1 School Plan | 2023 - 2024

Steering Committee

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Vision for Learning

The vision for learning for students at Ambridge Area High School is for all students to leave high school with the skills to acquire meaningful employment and/or enter into post-secondary programs as well as be a productive citizen in the community. We believe all students can achieve and use growth mindset to recognize all students' growth and achievement.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
In ELA Learning Support classrooms. we have implemented a new reading intervention replacement curriculum Read to Achieve beginning in 2020-21. In addition, we have given all students in these classes access to a Tier 3 Reading Intervention called Reading Horizon for grades 9 and 10.	No
All students are now taking Common Assessments beginning in 22-23. Teachers now have real-time formative and summative assessment data to look at and compare to Keystone Literature expectations. School data teams meet monthly to review new data and central admin meets with school data teams each quarter.	No
We have addressed our LRE for students with disabilities and continue to increase the amount of co-teaching opportunities in ELA, Algebra, and Biology courses. We have also made co-teaching a district initiative to include students with disabilities in the general education classrooms as research shows they grow and perform better when included in the general education setting.	Yes
We are implementing a new curriculum (Teachtown) in the 2023-24 school year for our Low Incidence classrooms	Yes
We added TransMath intervention in 2022-23 for High school. We will continue to implement and hope to see improvement in scores in 2024-25 when the students take the Keystone.	Yes
As a district, we are focused on Social and Emotional Learning in 2023-24. We will be providing ongoing training through the school year by a trauma0informed specialist. We will also be introducing Kindness curriculum.	Yes
We sent two teachers to Science training in Summer 2022 to increase engagement through rigorous instruction. The teachers will bring materials back and share with all Science Teachers at all grade levels.	No
We have created new courses, Algebra 1A (2022-23 SY) and 1B (2023-24 SY) where students will receive a Tier 3 intervention called Transmath. It will take three years to see the results of this intervention as Students will have intervention for two years and then take the trigger course.	Yes
We have a clear professional learning portfolio annually. We utilize our partnership with the BVIU to implement regular and continuous professional learning sessions.	Yes
Teachers hold end-of-quarter data meetings after each Common Assessment administration to review data and align instruction based on test results.	No

When reviewing the Career Standard Benchmarks, 94.9% of our students have met the Performance Benchmark. This is 6.6% higher than the state average. All of our subgroups are higher than the state average as well with SWD being our target for ATSI performing at 92.6%	Yes
Industry-based learning graduates has increased for all students and students with disabilities, All students were at 13.4% in 2020-21 and increased to 16.5% in 21-22. Students with disabilities were at 18.9% in 2020-21 and increased to 30.8% in 21-22. We had a significant increase of 11.9% in the students with disabilities subgroup.	Yes
We have implemented common assessments for Algebra, Biology, and Literature. Teachers meet monthly to review new data and inform instructional practices. We also implemented Aimsweb for students with disabilities to monitor growth in math and reading skills.	No
We have developed clubs and activities that are student-driven. The staff has been an active part in selecting the intervention curriculum for Math and ELA. Staff and students will lead and own PBIS this upcoming 2023-24 school year.	No
Attendance: When reviewing our attendance data, we have shown significant improvement. In 20-21, our attendance rate for all students was 78.5% and for 21-22 it is 81.6%. Likewise for students with disabilities in 2021, it was 66.1% and it is now 71.2% with a 5.1% increase.	Yes
Math Proficiency: All students in Mathematics showed 37.7% increase in 2021-22 from 40.9% in 2020-21 SY. Students with disabilities had a 50% (10% to 20%) growth from 2019-20 to 2020-21. We had an insufficient sample in 2021-22.	No
Rigorous Courses of Study graduates: 66.5% of al students graduated from rigorous courses of study with 46% of students with disabilities graduating which is an increase from the previous year by .3%. 45% of the students in rigorous courses of study participate in AP courses, 48.5% in college courses, and 16.8% in CTE courses/programs at Beaver County Career and Technology Center	No
The high school has started training and implementation on PBIS and will continue implementation in 2023-24 school year.	Yes
We implemented Common Assessments for Biology and are now holding regular data team meetings.	No
We hired a certified teacher half way through the 2022-23 school as we had a teacher on leave for the first semester and then retire. We will start the 2023-24 school year with a certified Biology teacher.	No

Challenges

Challenge	Consideration In Plan
Although our special education subgroup has increased significantly in percent graduated in rigorous courses of study, our all students percentage dipped. We have to ensure all students increase.	No

Many students do not come prepared for Algebra, therefore we are adding a Tier 3 Math intervention in all grades 6-8 in Middle School for Learning Support. We are implementing an intervention but it takes three years to see an impact on scores.	No
A limited number of seats available at the Beaver County Career and Technology Center does not allow us to increase our numbers in CTC.	Yes
SWPBIS began in 2022-23. Teachers will continue to be trained in 2023-24. New student and staff incentives will also be introduced in August 2023. T Shirts were sold to raise money for incentives and bring awareness to the PBIS expectation acronym PRIDE.	Yes
MTSS is being developed in the high school but we have more work to do. We have introduced Tier 2 and Tier 3 interventions for Reading and Math, but we have to implement Social/Emotional interventions at a higher level. This is a focus for 2023-24 school year.	Yes
We are engaging families through Title I activities and Sporting Events, however, we are working on increasing family engagement through Implementing evidence-based strategies to support learning. We hope to engage families in more academic and cross-curricular events. We are hosting a family supports day in August of 2023 as a new event to support our students and families.	No
AimsWeb data shows we are on track for the 2022-23 9th grade cohort growth, however, we are showing a decline in 10th and 11th graders on the AlmsWeb reading data. We will analyze new data by individual student and pinpoint the issues. We will continue to work on implementing the interventions with fidelity and supporting teachers.	No
Student attendance continues to be an issue for Students with Disabilities. Students who do not attend tend to perform lower on State Assessments.	Yes
Students with disabilities struggle with the Biology content. We do give them Life Science as a pre-requisite course to try to build content.	No
ELA Proficiency: In ELA, we had a decline in all students for proficiency when we compare the 2021-22 data to the 19-20 pre-Covid data. In 18-19 and 19-20 school years, we had 62.1% proficient. In 2020-21 we had 55% and now in 21-22 we have 54.1% proficient. We are seeing a decline each year. For students with disabilities, we had 20% proficient/advanced in the previous two years in 2018-19 and 2019-20 and it remains at 20% proficient in 21-22.	Yes
ELA PVAAS Growth: In ELA, we had a decline in all students for growth when we compare the 2021-22 data to the 19-20 pre-Covid data. In 18-19 and 19-20 school years, we had 86% growth, and in 21-22, we have all students with 78% growth. Students with disabilities were at 72% growth pre-Covid (both 18-19 and 19-20 SY) and are now 64% growth.	Yes
Math PVAAS: All student growth has remained unchanged for four years at 50% growth. Students with disabilities have shown a decline in growth from 70% in 20-21 to 57% in 21-22. Students with disabilities have shown a decline in growth from 70% in 20-21 to 57% in 21-22	Yes
Students with disabilities have lower ELA growth rates and proficiency rates than students without disabilities. Students with disabilities have a high rate of reading disabilities (up to 80%) which would have an impact on performance given they are functioning two or more grade levels below. However, we should be seeing greater growth at the bare minimum and we are not making growth from year to year. We will make this a focus. Students with disabilities: ELA Proficiency:20% ELA Growth:64% All Students: ELA Proficiency:55.3% ELA Growth: 78%	No

20% of Students with Disabilities were Proficient or Advanced on the Algebra Keystone in 2020-21. All students group had 40.9% scored proficient or advanced. We had insufficient sample for 21-22 so we will continue to monitor. Students with disabilities perform lower than regular education same-age peers in the area of Algebra. There is an insufficient sample for 2021-22 but reviewing our trajectory for the three years prior, we will continue to make this a focus. .

No

Most Notable Observations/Patterns

Attendance impacts all academics.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
<p>We have addressed our LRE for students with disabilities and continue to increase the amount of co-teaching opportunities in ELA, Algebra, and Biology courses. We have also made co-teaching a district initiative to include students with disabilities in the general education classrooms as research shows they grow and perform better when included in the general education setting.</p>	<p>Research has proven that including students with disabilities in general education classrooms improves achievement.</p>
<p>We are implementing a new curriculum (Teachtown) in the 2023-24 school year for our Low Incidence classrooms</p>	<p>The PAES Lab exposes students with moderate to significant disabilities to employment skills that will allow them to be employed after high school.</p>
<p>We added TransMath intervention in 2022-23 for High school. We will continue to implement and hope to see improvement in scores in 2024-25 when the students take the Keystone.</p>	
<p>As a district, we are focused on Social and Emotional Learning in 2023-24. We will be providing ongoing training through the school year by a trauma0informed specialist. We will also be introducing Kindness curriculum.</p>	
<p>We have created new courses, Algebra 1A (2022-23 SY) and 1B (2023-24 SY) where students will receive a Tier 3 intervention called Transmath. It will take three years to see the results of this intervention as Students will have intervention for two years and then take the trigger course.</p>	<p>The new interventions will address skill gaps our students have in math.</p>
<p>We have a clear professional learning portfolio annually. We utilize our partnership with the BVIU to implement regular and continuous professional learning sessions.</p>	<p>Research shows that students develop intrinsic motivation when they have say in programming. The same holds true with staff buy-in.</p>
<p>When reviewing the Career Standard Benchmarks, 94.9% of our students have met the Performance Benchmark. This is 6.6% higher than the state average. All of our subgroups are higher than the state average as well with SWD being our target for ATSI performing at 92.6%</p>	
<p>Industry-based learning graduates has increased for all students and students with disabilities, All students were at 13.4% in 2020-21 and increased to 16.5% in 21-22. Students with disabilities were at 18.9% in 2020-21 and increased to 30.8% in 21-22. We had a significant increase of 11.9% in the students with disabilities subgroup.</p>	

Attendance: When reviewing our attendance data, we have shown significant improvement. In 20-21, our attendance rate for all students was 78.5% and for 21-22 it is 81.6%. Likewise for students with disabilities in 2021, it was 66.1% and it is now 71.2% with a 5.1% increase.	
The high school has started training and implementation on PBIS and will continue implementation in 2023-24 school year.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
A limited number of seats available at the Beaver County Career and Technology Center does not allow us to increase our numbers in CTC.	Increased exposure to a work development PAES lab where students get paid (simulated money) to explore multiple work areas using real work lessons. This will benefit some of our most vulnerable populations.	No	
SWPBIS began in 2022-23. Teachers will continue to be trained in 2023-24. New student and staff incentives will also be introduced in August 2023. T Shirts were sold to raise money for incentives and bring awareness to the PBIS expectation acronym PRIDE.	SWPBIS at the high school is emerging. We have met with consultants and trained staff in August 2022. We have purchased incentives and introduced them to students in the Winter of 2022-23 SY.	Yes	Continue to onboard SWPBIS with assistance from the Watson consultant. Training and data collection to continue in August 2023.
MTSS is being developed in the high school but we have more work to do. We have introduced Tier 2 and Tier 3 interventions for Reading and Math, but we have to implement Social/Emotional interventions at a higher level. This is a focus for 2023-24 school year.	We are in the process of adding to our Tier 1, 2, and 3 interventions both academically and socially/emotionally. We have added and will continue in 2022-23.	No	
Student attendance continues to be an issue for Students with Disabilities. Students who do not attend tend to perform lower on State Assessments.	Attendance is a concern. We have seen an increase from 2020-21 data to 2021-22 data. We will increase attendance incentives, continue to hold TEPS meetings on a regular basis for students	No	

	with attendance concerns, and file citations on chronic attenders.		
<p>ELA Proficiency: In ELA, we had a decline in all students for proficiency when we compare the 2021-22 data to the 19-20 pre-Covid data. In 18-19 and 19-20 school years, we had 62.1% proficient. In 2020-21 we had 55% and now in 21-22 we have 54.1% proficient. We are seeing a decline each year. For students with disabilities, we had 20% proficient/advanced in the previous two years in 2018-19 and 2019-20 and it remains at 20% proficient in 21-22.</p>		Yes	Increase ELA scores through use of Common Assessment and data analysis
<p>ELA PVAAS Growth: In ELA, we had a decline in all students for growth when we compare the 2021-22 data to the 19-20 pre-Covid data. In 18-19 and 19-20 school years, we had 86% growth, and in 21-22, we have all students with 78% growth. Students with disabilities were at 72% growth pre-Covid (both 18-19 and 19-20 SY) and are now 64% growth.</p>		Yes	Increase ELA scores through use of Common Assessments, and data analysis
<p>Math PVAAS: All student growth has remained unchanged for four years at 50% growth. Students with disabilities have shown a decline in growth from 70% in 20-21 to 57% in 21-22. Students with disabilities have shown a decline in growth from 70% in 20-21 to 57% in 21-22</p>		Yes	Increase Math scores through use of Common Assessments and data analysis

Goal Setting

Priority: Continue to onboard SWPBIS with assistance from the Watson consultant. Training and data collection to continue in August 2023.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	complete second half of Year 1 implementation of SWPBIS at the high school level.	SWPBIS	Provide review of SW expectations and implement with fidelity.	Collect data on suspensions and target students who are not buying into the SWPBIS.	Collect data on suspensions and target students who are not buying into the SWPBIS.	Conduct a fidelity check of implementation alongside Watson Consultant

Priority: Increase ELA scores through use of Common Assessment and data analysis

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	Increase ELA Scores by utilizing the Common Assessment to identify areas of need and align instruction to meet students needs and increase performance.	ELA Common Assessments	Administer Common Assessments and collect data	Implement instruction based on Common Assessment results. Evidence is based on teacher analysis and lesson implementation	Administer Common Assessments again and collect data	Review second semester changes to instruction. Evidence is based on teacher analysis and lesson implementation

Priority: Increase ELA scores through use of Common Assessments, and data analysis

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Growth and Attainment	Students with disabilities will show an increase on Aimsweb benchmarks to show growth toward reading fluency.	ELA Aimsweb	Administer Aimsweb and get baseline data	Administer 2nd benchmark of Aimsweb. Collect data	Analyze second benchmark data and identify students who are not making progress and implement intervention. Evidence: List of targeted student	Administer end-of-year Aimsweb benchmark and analyze data.

Priority: Increase Math scores through use of Common Assessments and data analysis

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	Increase Math Scores by utilizing the Common Assessments to identify areas of needs and align instruction to meet students needs and increase performance.	Math Common Assessments	Administer Common Assessments and collect data	Implement instruction based on CDT results. Evidence is based on teacher analysis and lesson implementation	Administer Common Assessments again and collect data	Review second semester changes to instruction. Evidence is based on teacher analysis and lesson implementation

Action Plan

Action Plan for: Implement PBIS with fidelity					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> SWPBIS 		PBIS will give clear expectations for student behavior, student buy-in, decreased behaviors, increased student learning and achievement.		PBIS Leadership team	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Collect and analyze suspension data and rewards data	08/21/2023	05/31/2024	Nicole Connelly, Marian Puet, Janice Zupsic	Suspension reports. Reward reports	No
Meet with PBIS Team and review fidelity requirements for Year 1 and ensure we are implementing with fidelity according to rubric.	08/23/2023	09/29/2023	Nicole Connelly, Marian Puet, Janice Zupsic	NA	Yes

Action Plan for: Implement benchmark assessment tools to give insight into student understanding and identify instruction needed to improve achievement

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> • ELA Common Assessments • ELA Aimsweb • Math Common Assessments 		Increase in ELA and Math performance and growth.		Janice Zupsic and her ELA, Math, and Special Education Teachers through data analysis, planning, and feedback.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Implement Common Assessments two time a year for all students and Aimsweb benchmark three times a year for students with disabilities to collect real-time data on student skills and knowledge.	08/28/2023	05/17/2024	Janice Zupsic	Common Assessments and Aimsweb	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement PBIS with fidelity	<ul style="list-style-type: none">• Meet with PBIS Team and review fidelity requirements for Year 1 and ensure we are implementing with fidelity according to rubric.

Professional Development Activities

PBIS Implementation with Fidelity						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Meet with PBIS Team and review fidelity requirements for Year 1 and ensure we are implementing with fidelity according to rubric. 	PBIS team	Meet with PBIS Team to review criteria for Implementation of PBIS with fidelity and ensure all components are in place.	Agenda and year 1 implementation rating	Janice Zupsic/ Principal	08/23/2023	06/30/2024
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	once per semester					
Workshop(s)	2 sessions in first quarter				Teaching Diverse Learners in Inclusive Settings	