

PENN HILLS CS OF ENTREPRENEURSHIP

2501 Main Street

Schoolwide Title 1 School Plan | 2023 - 2024

MISSION STATEMENT

The mission of the Penn Hills Charter School of Entrepreneurship is to ensure all students have a real-life 21st century learning experience, in an innovative, community based public school setting that enables them to reach their highest potential.

VISION STATEMENT

Penn Hills Charter School of Entrepreneurship's Vision is for every student to reach their full potential and discover the pathways for lifelong success.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Student responsibilities include regular school attendance, conscientious effort in classroom work and homework and community/outdoor projects, and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within PHCSE that enables those at PHCSE to thrive academically, socially, and psychologically. No student has the right to interfere with the education or with the physical or psychological well-being of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner. It is the responsibility of the students to conform to the following: Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect. Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes. Assist PHCSE staff in operating a safe school for the students enrolled therein. Comply with federal, state, and local laws. Exercise proper care when using public facilities and equipment. Attend school daily and be on time at all classes and other school functions. Make up work when absent from school. Pursue and attempt to complete satisfactorily the courses of study prescribed by the administrators of PHCSE. Report accurately in student media. Not use obscene language in student media or on school premises.

STAFF

Staff are responsible for creating and implementing a dynamic learning environment focussing on entrepreneurial skillset to meet the needs of our student body. They are responsible for educating the whole child and emphasize the school values of WE "C.A.R.E." Staff are also responsible for educating and enhancing their own knowledge through consistent professional development held

ADMINISTRATION

The administration will ensure that the mission and core values are implemented schoolwide with fidelity through quarterly walkthroughs of the building. The administration will lead meetings by stating the core values and mission along with including the written language of the

schools' values on every agenda. Every morning administration will ensure that the school affirmation is recited which are the core values of the school.

PARENTS

Parent responsibilities and rights are outlined below: **Right:** Parents have the right to enroll their children in the Charter School, regardless of their district of residence, within the enrollment guidelines established by the Board of Trustees. Enrollment may not be denied on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, ancestry, physical handicap, or marital status. **Responsibility:** Parents have the responsibility to ensure that their children who are enrolled in the Charter School attend school regularly, on time, and for the entire school day in accordance with state law and the policies set forth by the Board of Trustees. **Progress Right:** Parents have the right to receive regular official reports of their children's academic progress, through Skyward family access system as well as written or oral communication. **Responsibility:** Parents have the responsibility to assist the School and their children in achieving their academic potential, including planning a time and place for completing homework, ensuring the completion of assignments that are missed, and providing the necessary supervision while their children complete assignments. In addition, parents have the responsibility to attend and participate in all parent-teacher conferences. **Language Preference Right:** Parents have the right to receive any oral and written communication from the School in the language used by the family in the home. This right includes the right to have a translator present at any disciplinary proceedings commenced against their child. **Responsibility:** Parents have the responsibility to inform the School when they need to receive oral and written communications in a language other than English. This responsibility includes the responsibility to notify the School if a translator will be necessary at any disciplinary proceedings commenced against their child. **Enforcement Right:** Parents have the right to ensure that the provisions of this Handbook are applied reasonably and fairly with respect to their children. **Responsibility:** Parents have the responsibility to understand the rules set forth in this Handbook and to discuss expected behavior with their children, as well as to inform the Administration and/or Board of Trustees of their concerns regarding the application of this Handbook to their children in a calm and reasoned manner.

COMMUNITY

The responsibility of the community is to uphold and reinforce the education of our students. The community's responsibility is to support local, public education through tax payments. Moreover, community members may support the youth through participating in school events including open houses, back to school events, opportunities of partnership/mentoring, and public board meetings.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Jessica Zuk	Principal	Penn Hills Charter School of Entrepreneurship
Heather Ruppert	District Level Leaders	Penn Hills Charter School of Entrepreneurship
Wayne Jones	Chief School Administrator	Penn Hills Charter School of Entrepreneurship
Alissa Padovano	Teacher	Penn Hills Charter School of Entrepreneurship
Tricia Shelton	Board Member	Penn Hills Charter School of Entrepreneurship
Debra Titus	Community Member	Penn Hills Charter School of Entrepreneurship
Ashley Turner	Parent	Penn Hills Charter School of Entrepreneurship
Terri Williams	District Level Leaders	Penn Hills Charter School of Entrepreneurship
Trevor Clinkscales	District Level Leaders	Penn Hills Charter School of Entrepreneurship

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Using math fluency interventions at a Tier I level (whole - school) will improve student performance and build knowledge and confidence in math skills. This will assist students in improving math skills, as measured by math growth through iReady math, PSSAs, and PVASS.	Mathematics
The math instructors and math coach will engage in interventions with students at the Tier II and III levels when data indicates that these interventions are needed. This will assist students in improving math skills, as measured by math growth through iReady math, PSSAs, and PVASS.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy			
Math Fluency Interventions			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Math PSSA Goal	35% (or 10% increase) of PHCSE students in grades 3 through 8 will score proficient on the PSSAs		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom teachers and Instructional Support Teachers will implement math fluency interventions at Tier I level.	2023-09-01 - 2024-05-31	Jessica Zuk/Principal	Math Fluency Intervention Program Teacher guide Student computers (ChromeBooks) Student log in/program information Title I money to be used to pay Instruction Support Teacher (IST) salaries. ISTs decrease student to teacher ratio, allowing more specific and individualized learning of students. Please note that 100% of PHCSE's Title 1 funding goes to pay the salary of these teachers.

Anticipated Outcome
 Student PSSA scores Increase of math fluency skills

Monitoring/Evaluation
 PSSA scores & PVASS data by Principal, Math Coach, Math Teachers, & Instructional Support Teachers through the analysis of PSSA data

Evidence-based Strategy
 Math Fluency Interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math iReady	50% of students at PHCSE in grades k - 8 will meet their stretch growth goal on the iReady math.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom teachers and Instructional Support Teachers will implement math fluency interventions at Tier II and III levels.	2023-09-01 - 2024-05-31	Jessica Zuk/Principal	Math Fluency Intervention Program Teacher guide Student computers (ChromeBooks) Student log in/program information Title I money to be used to pay Instruction Support Teacher (IST) salaries. ISTs decrease student to teacher ratio, allowing more specific and individualized learning of students. Please note that 100% of PHCSE's Title 1 funding goes to pay the salary of these teachers. PD for ISTs by math coach

Anticipated Outcome

Student math scores will increase on the iReady math.

Monitoring/Evaluation

iReady math analysis by Principal, Math Coach, Instructional Support Teachers, & Math Teachers through examining the 3 administrations of the iReady math assessment data.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students at PHCSE in grades k - 8 will meet their stretch growth goal on the iReady math. (Math iReady)	Math Fluency Interventions	Classroom teachers and Instructional Support Teachers will implement math fluency interventions at Tier II and III levels.	09/01/2023 - 05/31/2024

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 this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

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

Chief School Administrator

Wayne Jones

2023-08-03

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student groups exceeded performance standards on career readiness.

All student groups exceeded the standard demonstrating growth. The growth score for PHCSE was 100.

All grade levels exceeded typical growth in the area.

PHCSE has Instructional Support Teachers engaging in tier 2 & 3 interventions with students in the area of ELA in all grade levels.

PHCSE identifies students in need of assistance through the Multi-Tiered System of Support (MTSS) program.

PHCSE employs both a reading coach and reading specialist to assist students and consult with staff.

PHCSE has Instructional Support Teachers engaging in tier 2 & 3 interventions with students in the area of math in grade levels K - 6.

PHCSE identifies students in need of assistance through the Multi-Tiered System of Support (MTSS) program.

Challenges

PHCSE did not meet the standard demonstrating growth, with a growth score of 67.8%.

All student groups did not meet interim goal/improvement target for math. PHCSE had 25.5% of students scoring proficient or advanced in math.

PHCSE continues to show a need for focused interventions on the grade levels showing less growth.

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PHCSE needs to focus on better engaging in empirically supported interventions targeting math fluency skills.

PHCSE continues to show a need for focused interventions on the grade levels showing less growth.

PHCSE should continue to ensure all students meet the career readiness benchmark.

For students who are economically disadvantaged, there was decrease in performance from the previous year in the Science

Strengths

PHCSE employs a math coach to work directly with students and consult with teachers.

PHCSE has engaged in a hands-on, research based science curriculum that is consistently taught in all grade levels.

PHCSE has Instructional Support Teachers engaging in tier 2 & 3 interventions with students.

All PHCSE students met the career readiness standards benchmark.

Our student groups are achieving at or above the level of the whole school. No student groups are a needed focus at this time.

All student groups are exceeding ELA growth standards.

Economically disadvantaged students met the growth goal/interim target in math growth.

Utilizing partners to support student needs

Utilizing the school's MTSS program to identify students with academic needs

Utilizing the school's PBIS school - wide program to sustain the positive school culture of PHCSE

Challenges

scores.

All student groups, with the exception of economically disadvantaged, did not meet the growth goal/interim target in math growth.

PHCSE needs to better follow through on trainings given to staff members in regards to math. Specifically, when faculty attend trainings, we must better utilize the information and best practices delivered at those trainings in order to increase teaching efficacy.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

All student groups did not meet interim goal/improvement target for math. PHCSE had 25.5% of students scoring proficient or advanced in math.

Most students at PHCSE PSSA math scores were below proficient (approximately 75%). The root of this challenge is that students are struggling with the basic math fluency skills and solving higher-order problems and multiple-step problems.

✓

PHCSE needs to focus on better engaging in empirically supported interventions targeting math fluency skills.

Most students at PHCSE scored below proficient (approximately 75%). The root of this challenge is that students are struggling with the basic math fluency skills and solving higher-order problems and multiple-step problems.

✓

All student groups, with the exception of economically disadvantaged, did not meet the growth goal/interim target in math growth.

ADDENDUM B: ACTION PLAN

Action Plan: Math Fluency Interventions

Action Steps	Anticipated Start/Completion Date
Classroom teachers and Instructional Support Teachers will implement math fluency interventions at Tier I level.	09/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
PSSA scores & PVASS data by Principal, Math Coach, Math Teachers, & Instructional Support Teachers through the analysis of PSSA data	Student PSSA scores Increase of math fluency skills

Material/Resources/Supports Needed	PD Step	Comm Step
Math Fluency Intervention Program Teacher guide Student computers (ChromeBooks) Student log in/program information Title I money to be used to pay Instruction Support Teacher (IST) salaries. ISTs decrease student to teacher ratio, allowing more specific and individualized learning of students. Please note that 100% of PHCSE's Title 1 funding goes to pay the salary of these teachers.	no	yes

Action Plan: Math Fluency Interventions

Action Steps	Anticipated Start/Completion Date
Classroom teachers and Instructional Support Teachers will implement math fluency interventions at Tier II and III levels.	09/01/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
iReady math analysis by Principal, Math Coach, Instructional Support Teachers, & Math Teachers through examining the 3 administrations of the iReady math assessment data.	Student math scores will increase on the iReady math.

Material/Resources/Supports Needed	PD Step	Comm Step
Math Fluency Intervention Program Teacher guide Student computers (ChromeBooks) Student log in/program information Title I money to be used to pay Instruction Support Teacher (IST) salaries. ISTs decrease student to teacher ratio, allowing more specific and individualized learning of students. Please note that 100% of PHCSE's Title 1 funding goes to pay the salary of these teachers. PD for ISTs by math coach	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students at PHCSE in grades k - 8 will meet their stretch growth goal on the iReady math. (Math iReady)	Math	Classroom	09/01/2023
	Fluency	teachers and	-
	Interventions	Instructional Support Teachers will implement math fluency interventions at Tier II and III levels.	05/31/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Instructional Support Teacher iReady Training	Instructional Support Teachers	How to administer math fluency interventions and analyze data to support instruction	
Evidence of Learning	Anticipated Timeframe	Lead Person/Position	
Exit tickets of math fluency intervention knowledge and planned next steps	08/14/2023 - 05/23/2024	Brienne Collins/Math Coach	
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:		
	Teaching Diverse Learners in Inclusive Settings		

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
35% (or 10% increase) of PHCSE students in grades 3 through 8 will score proficient on the PSSAs (Math PSSA Goal)	Math Fluency Interventions	Classroom teachers and Instructional Support Teachers will implement math fluency interventions at Tier I level.	2023-09-01 - 2024-05-31
50% of students at PHCSE in grades k - 8 will meet their stretch growth goal on the iReady math. (Math iReady)	Math Fluency Interventions	Classroom teachers and Instructional Support Teachers will implement math fluency interventions at Tier II and III levels.	2023-09-01 - 2024-05-31

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Title I Parent Meetings	Parents/Guardian	Parent information about math scores and interventions; parent resources on how to assist their child(ren) at home
Anticipated Timeframe	Frequency	Delivery Method
09/01/2023 - 05/30/2024	2 times per year	Presentation Letter Letter
Lead Person/Position		
Jessica Zuk/Principal		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

