



Allegheny Valley School District

Comprehensive Plan 2023-2026

*Partnership For Excellence:
Youth, School, and Community*

ALLEGHENY VALLEY SD

300 Pearl Ave

Comprehensive Plan | 2023 - 2026

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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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LEA Profile

With 964 students and 84 professional staff, Allegheny Valley is one of the smaller districts in Allegheny County near Pittsburgh in Southwestern Pennsylvania. The district emerged in 1965 when the municipalities of Cheswick Borough, Harmar Township, Springdale Borough, and Springdale Township agreed to dissolve their previous jointure. Allegheny Valley School District resulted from this new collaborative venture. Acmetonia Elementary School Grades PreK-6; and Springdale Jr-Sr High School, Grades 7-12 as well as the Dynamo Virtual Academy which provides online learning opportunities comprise the District. The District enrollment is slowly declining but the demand for personalized learning is growing. While the demographics of the District are becoming more diverse, with an increase in providing services for English Language Learners. Emphasize something here!

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Mission and Vision

Mission

The mission of the Allegheny Valley School District, a group of small traditional communities, is to educate all students to achieve their maximum potential. A dedicated staff, in partnership with school, home, and community, will empower students to become responsible and contributing citizens able to meet challenges in an international society.

Vision

It is the vision of the Allegheny Valley School District that all graduates are equipped with the skills necessary to meet with success. Educational opportunities provided to students throughout their educational career will provide the springboard they need to enter the world of work, the armed forces, or the fields of higher education.

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Educational Value Statements

Students

We Believe: – Students are able to ethically function in an international society. – Education is the foundation of future success and must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Staff

We Believe: – We prepare students to ethically function in an international society. – Education is the foundation of future success and students must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Administration

We Believe: – We prepare students to ethically function in an international society. – Education is the foundation of future success and students must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Parents

We Believe: – Education is the foundation of future success and students must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Community

We Believe: – Education is the foundation of future success and students must have application to real-life situations. – Education is the shared responsibility of the school, home, and community. – Technology is an essential learning tool. – Students learn best when provided with a variety of educational experiences. – All students are capable of responsible and respectful behavior. – All individuals have worth and dignity. – Students have value and the capability to learn and achieve success. – Students are life-long learners able to achieve their maximum potential.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
We are empowering students to meet challenges and to adapt the skills previously learned to new material, concepts, and situations.	Yes
94% of our student population participated in the state assessment.	Yes
The grade 4 student group Exceeds the Standard Demonstrating Growth and surpasses the 2030 standards of success.	No
Grade 8 showed growth with a focus on the economically disadvantaged.	No
Opportunities K-12 for effective co-teaching (interventionists, special education)	Yes
Diversity in Course Offerings K-12	Yes
New ELA curriculum which offers exposure to equity and diversity	Yes
Co-Teaching at all levels	Yes
Small district increases opportunities for communication	No
Home-to-school connection	No
Co-teaching opportunities for special education at all levels	No
Offering of programs for all learners (EL, Online, etc.)	No
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Yes
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Yes

Challenges

Challenge	Consideration In Plan
The challenge of not growing student reading academic achievement by more than one year is being addressed through systematic effective teaching strategies in a co-teaching environment.	Yes
The challenge of not growing student reading academic achievement by more than one year is being addressed through systematic effective teaching strategies in a co-teaching environment. Furthermore, using a Desmos style of instruction to look at pictures and graphs to interpret the basic functions and how the process leads to connections.	No
Grade 8 showed growth and had a lower participation rate at 89%.	No
Keystone Biology had a very low participation rate and low success rate; continued encouragement to take the Keystone exams and be successful the first time.	Yes
Increasing student attendance K-12	Yes
Increasing staff attendance district-wide	No
Assess class sizes and staffing (some classes are too small for effective discussions and some are too large)	No
Increase community and parent involvement in district-wide activities, sporting events, and academic opportunities	No
Need more staff training regarding special education and EL students	No
Need more staff available to help with most at-risk students	No
Need more diversity in learning opportunities for students	No
Focus more on career and technical options are students	No
Exposure of students to the world beyond the district boundaries	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Yes

Most Notable Observations/Patterns

Communication is key to family and local partner engagement to support student academic growth.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
We are empowering students to meet challenges and to adapt the skills previously learned to new material, concepts, and situations.	Focus on personalizing learning opportunities.
94% of our student population participated in the state assessment.	Continue to celebrate not only participation but academic success.
Opportunities K-12 for effective co-teaching (interventionists, special education)	Support co-teaching in all core content areas to support all student growth.
Diversity in Course Offerings K-12	Review and propose updates to current course offerings as well as develop new course offerings.
New ELA curriculum which offers exposure to equity and diversity	Resources that offer historical perspectives, explore world-wide cultures and provide cross-content connections.
Co-Teaching at all levels	Effective strategies are employed in co-teaching at selected elementary classrooms, expanding co-teaching through high school.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Lead all professional development but demonstrate the connection of the district mission, vision, goals, and priorities to the program topics.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Development of focused walkthrough observation format and discussion points that support effective monitoring of instructional practices. Common expectations and language.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The challenge of not growing student reading academic achievement by more than one year is being addressed through systematic effective teaching strategies in a co-teaching environment.	Focus on phonological awareness and literacy routines with explicit teaching. Include home communication that shares the skills, strategies, and ideas for home support.	Yes	Focus on phonological awareness and literacy routines with explicit teaching to emphasize that literacy is key to learning all content. A connection for home communication to support our students' literacy growth is home communications that share the skills, strategies, and ideas for home support.
Keystone Biology had a very low participation rate and low success rate; continued encouragement to take the Keystone exams and be successful the first time.		No	
Increasing student attendance K-12	Communicating the importance of attendance for all over student growth and sense of belonging. Families/students want the opportunity for creative school schedules and flexible class access.	Yes	Increasing students' attendance K-12 by developing a student's sense of identity and purpose for school that affords personalized learning options.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Expand high school experiences with site visits to post-secondary schools, and work with local businesses and organizations to develop the students' understanding of durable skills.	Yes	Expand high school experiences with site visits to post-secondary schools which represent a variety of options as well as work with local businesses and organizations to develop the students' understanding of durable skills needed for the work place and life success.

Goal Setting

Priority: Focus on phonological awareness and literacy routines with explicit teaching to emphasize that literacy is key to learning all content. A connection for home communication to support our students' literacy growth is home communications that share the skills, strategies, and ideas for home support.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Early Literacy	The district will create an MTSS System for K-2 students to support 15% growth in decoding skills growth using culturally relevant indicators including but not limited to teacher input, screening scores, past academic history, or changes in progress over time as indicated in longitudinal data as available. Students are introduced to 44 phonemes of spoken English, and letter introduction and learn to apply each skill with automaticity. Students build background knowledge to support their later acquisition and mastery of skills including visual, auditory, blending, word work, irregular words, and connected text work.	Early Literacy	MTSS Core Team and staff training and implementation of strategies for all students.	Use intervention time and effective student learning strategies to grow in early literacy performance.	The district will create an MTSS System for K-2 students to support 15% growth in decoding skills growth using culturally relevant indicators including but not limited to teacher input, screening scores, past academic history, or changes in progress over time as indicated in longitudinal data as available. Students are introduced to 44 phonemes of spoken English, and letter introduction and learn to apply each skill with automaticity. Students build background knowledge to support their later acquisition and mastery of skills including visual, auditory, blending, word work, irregular words, and connected text work.

Priority: Increasing students' attendance K-12 by developing a student's sense of identity and purpose for school that affords personalized learning options.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Identifying and working with chronic attendance students using early warning indicators to make connections with students and families at the onset of the school year or emergence of patterns of non-attendance during the school year. Early warning indicators include prior year chronic absenteeism, 3 or more absences in the first 4 weeks of enrollment, and more than 10% of school days absent in any time period from the beginning of the student's enrollment.	Regular Attendance	Social Worker and Administration monitor data, engage students and families in an attendance success plan, work with parents to avoid legal consequences.	Continue Year 1 and add recognition of good and improved attendance, time frames that are attainable to help improve attendance. Nurture teacher interest and capacity, provide personalized outreach, and remove barriers by involving public agencies, community partners, and school nurses.	Identifying and working with chronic attendance students using early warning indicators to make connections with students and families at the onset of the school year or emergence of patterns of non-attendance during the school year. Early warning indicators include prior year chronic absenteeism, 3 or more absences in the first 4 weeks of enrollment, and more than 10% of school days absent in any time period from the beginning of the student's enrollment.

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Priority: Expand high school experiences with site visits to post-secondary schools which represent a variety of options as well as work with local businesses and organizations to develop the students' understanding of durable skills needed for the work place and life success.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Post-secondary transition to school, military, or work	75% of the senior high school students participate in the school-provided options for post-secondary life, in turn, are able to develop a plan and intended path prior to April of their graduation year.	Post-secondary Options	Develop post-secondary relationships to support student engagement options.	90% of the Grade 11 students participate in more than one post-secondary exploration option.	75% of the senior high school students participate in the school-provided options for post-secondary life, in turn, are able to develop a plan and intended path prior to April of their graduation year.

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Action Plan

Action Plan for: MTSS for Early Literacy

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Early Literacy 		Teachers of literacy and the reading specialist will provide students with literacy skills instruction and interventions based on their performance on benchmark and progress monitoring assessments.			Progress will be monitored through student progress on regular benchmarks and progress monitoring assessments.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Hire and provide extensive professional development to MTSS Core Team at Acmetonia Elementary School.	08/01/2023	07/31/2024	Jennifer L. Vecchio, Coordinator of Curriculum and Instruction	MTSS Coordinators, Allegheny Intermediate Unit Consultants, and Core Team	Yes	No
Develop an MTSS process for literacy in grades K-2 and appropriate interventions to support students' growth.	10/31/2023	10/01/2024	Jennifer L. Vecchio, Coordinator of Curriculum and Instruction	Allegheny Intermediate Unit Consultants, Core Team Members, MTSS Coordinators	Yes	No
Reading specialists and Allegheny Intermediate Unit professional development staff to provide appropriate professional development	01/02/2024	05/29/2026	Jennifer L. Vecchio, Coordinator of Curriculum and Instruction	Allegheny Intermediate Unit Consultants and Professional Development Staff, Core Team Members, MTSS Coordinators	Yes	Yes

Action Plan for: PBIS for Regular Attendance

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Regular Attendance 		Students' pro-social and academic behaviors will increase and attendance will improve.			Attendance monitoring or chronically absent students, truancy referrals, and school climate survey data will be monitored and assessed on a regular basis.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The District will implement the tenets of PBIS to engage students in addressing areas that affect regular school attendance to promote pro-social behaviors and academic success.	11/01/2023	05/25/2026	Dr. Melissa Holler, Pupil Services Supervisor	Springdale Jr-Sr High School staff; Jr-Sr High School Assistant Principal; Social Worker; Data Collection System, Awards and Prizes	Yes	Yes

Action Plan for: Post-secondary Options

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Post-secondary Options 		Develop, support and expand community partnerships or post-secondary options for student exploration. This includes local businesses and community partnerships to host high school students, increase student participation in post-secondary exploration opportunities to make better informed decisions about future endeavors.			Expanded offering of exploratory options including technical schools/apprenticeships, 2-year colleges, and 4-year colleges. Business-hosted experiences that provide engagement feedback to students. Student participation and feedback student and host surveys will be administered and reviewed.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The District supports the students through the College and Career Readiness by developing an exploratory program for post-secondary options.	01/02/2024	05/30/2025	Andrew Leviski, Principal	Community and Business Partnerships; High School Teachers, Guidance Counselors and transportation	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS for Early Literacy	<ul style="list-style-type: none">• Hire and provide extensive professional development to MTSS Core Team at Acmetonia Elementary School.• Develop an MTSS process for literacy in grades K-2 and appropriate interventions to support students' growth.• Reading specialists and Allegheny Intermediate Unit professional development staff to provide appropriate professional development
PBIS for Regular Attendance	<ul style="list-style-type: none">• The District will implement the tenets of PBIS to engage students in addressing areas that affect regular school attendance to promote pro-social behaviors and academic success.
Post-secondary Options	<ul style="list-style-type: none">• The District supports the students through the College and Career Readiness by developing an exploratory program for post-secondary options.

Professional Development Activities

MTSS for Early Literacy						
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"> Hire and provide extensive professional development to MTSS Core Team at Acmetonia Elementary School. 	Elementary staff and MTSS core team will be provided professional development on what is MTSS and its application.	MTSS Overview - whole staff Core Team and AIU TaC - training	Attendance at staff development; engagement in the MTSS Process	Jennifer Vecchio, Coordinator of Curriculum	08/01/2023	02/29/2024
Learning Formats						
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	quarterly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally 			Language and Literacy Acquisition for All Students	

MTSS for Early Literacy

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"> Develop an MTSS process for literacy in grades K-2 and appropriate interventions to support students' growth. 	Elementary Staff; Core Team and Interventionalists	Utilize the MTSS Core Team and interventionists to support staff in implementing evidence-based interventions for students.	In the classroom small group intervention groups using stations based on data. Student growth in specific identified intervention skills.	Jennifer Vecchio, Coordinator of Curriculum	10/16/2023	05/31/2024
Learning Formats						
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	quarterly	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 		Language and Literacy Acquisition for All Students		

MTSS for Early Literacy

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"> Reading specialists and Allegheny Intermediate Unit professional development staff to provide appropriate professional development 	Acmetonia Elementary School teaching and paraprofessional staff.	Phonemic strategies, advanced phonics, and fluency routine.	student engagement, teacher observations, progress monitoring and benchmark student data growth.	Jennifer L. Vecchio, Coordinator of Curriculum	10/16/2023	10/25/2024
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Every 4-6 weeks		<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 		Language and Literacy Acquisition for All Students	

PBIS for Regular Attendance

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"> The District will implement the tenets of PBIS to engage students in addressing areas that affect regular school attendance to promote pro-social behaviors and academic success. 	District high school staff, social worker and administration	Data-based Decision Making High School PBIS School-Wide training will provide guidance for schools or districts looking to integrate strategies for improving attendance within the PBIS tenets.	Staff attendance, core team development, and chronic absenteeism student engagement to support pro-social and academic growth through increase in attendance.	Dr. Melissa Holler, Pupil Services Supervisor	11/01/2023	10/31/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 	

Post-secondary Options

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"> The District supports the students through the College and Career Readiness by developing an exploratory program for post-secondary options. 	District senior high students	Durable skills needed for college and career success.	Written reflection, survey, attendance	Andrew Leviski, Principal	12/01/2023	05/30/2025

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 	Indicator 14 Pennsylvania Post School Outcomes Training

Communications Action Steps

Evidence-based Strategy	Action Steps
MTSS for Early Literacy	<ul style="list-style-type: none">• Reading specialists and Allegheny Intermediate Unit professional development staff to provide appropriate professional development
PBIS for Regular Attendance	<ul style="list-style-type: none">• The District will implement the tenets of PBIS to engage students in addressing areas that affect regular school attendance to promote pro-social behaviors and academic success.
Post-secondary Options	<ul style="list-style-type: none">• The District supports the students through the College and Career Readiness by developing an exploratory program for post-secondary options.

Communications Activities

MTSS for Early Literacy					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Reading specialists and Allegheny Intermediate Unit professional development staff to provide appropriate professional development 	Reading specialists and professional development staff	Topics, dates, times, anticipated outcome.	Jennifer L. Vecchio, Coordinator of Curriculum	10/16/2023	10/14/2024
Communications					
Type of Communication			Frequency		
Email			quarterly		
Presentation			quarterly		

PBIS for Regular Attendance

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The District will implement the tenets of PBIS to engage students in addressing areas that affect regular school attendance to promote pro-social behaviors and academic success. 	High School staff, social worker, guidance counselors and parents.	Family school relationships; truancy and the importance of attending school, school and related services	Dr. Melissa Holler, Pupil Services Supervisor	10/31/2023	12/20/2024
Communications					
Type of Communication			Frequency		
Newsletter			Quarterly		

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Post-secondary Options					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The District supports the students through the College and Career Readiness by developing an exploratory program for post-secondary options. 	High school staff, students and families	Career awareness and preparation, self-awareness, establishing and pursuing goals and postsecondary education, employment, and living within the community.	Andrew Leviski, Principal	12/01/2023	12/20/2024
Communications					
Type of Communication			Frequency		
Email			Quarterly		

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