

McKeesport Area SD

Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN
Public School District		103026002
Address 1		
3590 O'Neil Blvd.		
Address 2		
City	State	Zip Code
McKeesport	PA	15132
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LEA Profile

The McKeesport Area School District is comprised of five communities: Dravosburg, White Oak, McKeesport, South Versailles and Versailles. All of these are located in the southwest region of the state, just outside of Pittsburgh, in Allegheny County. According to 2016 Census Data, McKeesport Area School District has a total population of 30,116 individuals. Of that population, 1,444 are under the age of five years old and 4,125 are between the ages of five through 17 years old. The poverty levels for these subgroups are 39.3% and 42.4% respectively. The diversity of the McKeesport Area School District can be described as 45.53% white, 45.34% black, 8% multiracial, and 1.02% Hispanic. The educational breakdown of the citizens of MASD, over the age of 25, is: 10.41% have less education than a high school diploma, 43.63% have a high school diploma or a GED, 29.66% have some college, and only 16.30% have a bachelor's degree or higher.

McKeesport Area School District is comprised of four school buildings. Located within McKeesport, the High School (9th-12th grades) and Founders' Hall Middle School (6th- 8th grades) occupy one campus along with neighboring Twin Rivers Elementary (K-5th grades). Our last building, Francis McClure Elementary (K-5th grades), is located in White Oak Borough. According to the October 1, 2019 Snapshot the school district enrollment was 3,178 students, with 1,015 students at the 9th – 12th grade high school, 763 in the 6th – 8th middle school and 1,450 students in the K – 5th grade elementary schools. MASD's percentage of economically disadvantaged is 61.61%. The senior high school rate is 55.33%, at the middle school it increases to 58.99% and the two elementary buildings have a combined economically disadvantaged rate of 67.15%. MASD has a small English Language Learner population, with only 17 ELL students, district wide.

According to the December 1, 2019 Special Education Snapshot the overall percentage of students identified as special education is 27.31% or 868 students. The high school has 237 special education students, the middle school has 230 special education students, which is approximately 1 in every 4 students and at the elementary level the number is 359 special education students or 24.76 % of the K – 5th grade population.

Mission and Vision

Mission

The McKeesport Area School District is a community working together to provide an excellent education for all students.

Vision

MASD strives to implement exemplary instructional practices and a rigorous curriculum through active student engagement. Our goal is to provide a supportive environment that embraces our diversity, promotes citizenship, and supports our students to overcome obstacles unique to our school district and surrounding communities.

Educational Values

Students

Students realize that their education is important and they know they are the key determinant for their own success. Therefore, each student agrees to carry out the following responsibilities to the best of their ability. * I will attend school every day unless I am sick and will complete missed work from absences. * I will arrive open to the knowledge being offered each day and be prepared to learn. * I will put forth my best effort as a learner and expect the same from my teachers. * I will complete assigned work and ask for help when I need assistance. * I will work on 21st century skills by learning to work cooperatively with others in solution-based tasks. * I will work with the school community to create a sense of belonging and acceptance for all students.

Staff

The staff understands the importance of the school experience to every student and our role as educators and models. Therefore, the staff agrees to carry out the following responsibilities to the best of our ability. * Teach grade level skills and concepts * Strive to address the individual needs of individual students and all students collectively * Communicate with parents regarding student's progress * Communicate homework and class work expectations * Improve student achievement and increase academic growth through PVAAS and Future Ready Index * Classroom Instruction will be actively engaging, relevant and aligned to state standards * Build relationships with students, families, and the community

Administration

The administration will work to achieve and successfully attain the mission and vision of the McKeesport Area School District in the following ways: * Continue to align K-12 curriculum to the PA Standards and incorporate accountability by posting the curriculum on the district website * Improve and revise professional development opportunities for all staff in relation to our educational and organizational goals * Continue to implement a one to one device project and improve the access and integration of technology throughout the district curriculum * Ensure safety and security for all staff and students by creating an uninterrupted learning environment * Increase and improve communications among all district stakeholders * Promote diversity within our staff and expand our teacher and student relationships through mentoring * Develop a plan for Improving and maintaining district facilities while ensuring sufficient resources to meet the academic needs of all students * Ensure MASD is the best educational option and develop an aggressive plan to recruit charter school students back to the district * Explore and exhaust non-traditional funding opportunities and projects to maximize educational resources for our students

Parents

Parents realize the importance of working cooperatively with the school. They understand that their participation in their child's education will help his/her achievement and attitude. Therefore, parents will encourage him / her by doing the following: * Seeing that their child is punctual and regularly attends school * Supporting the school in its efforts to maintain high student expectations and working collaboratively to find solutions * Holding their child accountable for active participation in academic settings and maintaining appropriate behaviors * Establishing a time for homework and review daily * Providing a quiet place to study * Encouraging their child's efforts and being available for questions * Staying aware of what their child is learning * Being an active participant in their child's education and serving as a role model for life-long learning

Community

MASD and the community organizations work collaboratively with transparency to support student learning in many and varied ways, and through this everyone benefits. Our partnerships strengthen, support, and transform our schools, which results in improved program quality, efficient use of and additional resources leading to the school district attaining its goals. All partnerships with our community organizations are to support student outcomes by providing resources that assist students' ability to focus on learning.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Founders' Hall- ELA Standard for Demonstrating Growth	The Academic Growth Score of 71.0 meets/exceeds the interim growth target.
Founders' Hall- College and Career Standard Benchmark	The Career and Standards Benchmark is 97.1% across all student groups. This meets the Statewide goal of 98%. Founders' Hall went from 96.5 % to 97.1%. As of March 13, 2020, Founders' Hall had procedures in place to be on track for meeting the College and Career Standards requirements.
Twin Rivers- Demonstrating growth in ELA and literature	The academic growth score is a 71.0 and meets the standard for demonstrating growth.
Twin Rivers- Demonstrating growth in mathematics and algebra 1	The academic growth score is a 75.0 and meets the standard score for demonstrating growth.
Francis McClure- ELA/Literature Standard for Demonstrating Growth	The academic growth score of 81.0 in all student groups exceeded the standard demonstrating growth.
Francis McClure- Mathematics Standard for Demonstrating Growth	The academic growth score of 70.0 meets the standard demonstrating growth.
High School - English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth	Academic Growth Score: 100.0 Statewide Average Growth Score: 75.5 Meeting Statewide Growth Standard: 70.0
High School - Science/Biology	Academic Growth Score 94.0 Statewide Average Growth Score: 74.5 Meeting Statewide Growth Standard: 70.0

Challenges

Indicator	Comments/Notable Observations
Founders' Hall ELA Percent Proficient	Founders' Hall did not meet the interim target for ELA Proficiency. In addition, the percent proficient and advanced decreased by 11.3% from the year before (37.2% to 25.9%)
Founders' Hall Math Percent Proficient	Founders' Hall did not meet the interim target for Math Proficiency. In addition, the % proficient and advanced decreased by 11.9%. (13.7% to 1.8%)
Twin Rivers ELA Percent Proficient	Twin Rivers has only 19.0% of students who reach proficient on the state exam. Which does not meet the interim target.
Twin Rivers Percent Proficient	Twin Rivers has only 9.6 of students reach proficient on the state exam. Which does not meet the interim target.
Francis McClure- ELA Percent Proficient	Francis McClure did not meet the interim goal/improvement target for ELA proficiency. It stayed the same as the previous year at 40%.

Francis McClure- Math Percent Proficient	Francis McClure did not meet the interim goal/improvement target for Mathematics proficiency. It dropped from 37.3%- 35.7%.
High School - Mathematics/Algebra All Student Group Did Not Meet the Standard Demonstrating Growth	Academic Growth Score: 50.0 Statewide Average Growth Score: 74.3 Meeting Statewide Growth Standard: 70.0
High School - English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Percent Proficient or Advanced: 28% Statewide Average: 55% Statewide 2030 Goal: 81.1%
High School - Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	Percent Proficient or Advanced: 11.1% Statewide Average : 63.7% Statewide 2030 Goal: 83.0%

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Founders' Hall- PVAAS ELA/ Literature Grade Level(s) and/or Student Group(s) All Student Groups, Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The All Student Group, Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities Groups exceeded the growth expectation for ELA/ Literature. The 2 or More Race Group did not meet the growth expectation for ELA/Literature
Indicator Founders' Hall- PVAAS Mathematics/ Algebra Grade Level(s) and/or Student Group(s) Black, Economically Disadvantaged, and Students with Disabilities	Comments/Notable Observations The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra. The All Student Group, White, 2 or More Races Group did not meet the growth expectation.
Indicator Twin Rivers- ELA Growth Grade Level(s) and/or Student Group(s) Black, White, Economically Disadvantage and students with disabilities	Comments/Notable Observations The Black, White, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for ELA.
Indicator Twin Rivers- Math Growth Grade Level(s) and/or Student Group(s) Black, White, 2 or more Races, Economically Disadvantage and students with disabilities	Comments/Notable Observations The Black, White, 2 or more races, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for math/algebra.
Indicator Francis McClure- PVAAS ELA/Literature Grade Level(s) and/or Student Group(s) Black, Economically Disadvantaged and Student with Disabilities groups	Comments/Notable Observations The Black, Economically Disadvantaged and Student with Disabilities groups met or exceeded the statewide growth expectation for ELA/Literature
Indicator	Comments/Notable Observations

Francis McClure- PVAAS Mathematics Grade Level(s) and/or Student Group(s) Black and Economically Disadvantaged groups	The Black and Economically Disadvantaged groups met the Interim Target for growth in Mathematics.
Indicator High School - English Language Arts/Literature Academic Growth for PVAAS Grade Level(s) and/or Student Group(s) All student group, white students	Comments/Notable Observations The scores for this particular group of students has increased from the previous year. The All Student Group met the target for growth.
Indicator High School - Science/Biology: All Student Group Exceeds the Standard Demonstrating Growth for PVAAS Grade Level(s) and/or Student Group(s) All student group, Black, Economically Disadvantaged, Student with Disabilities	Comments/Notable Observations All of the report is either Green or Blue and every subgroup had an increase from the previous year. The Black and White subgroups are in Dark Blue. Economically Disadvantaged and Students with Disabilities are in Dark Green and increased from the previous year.
Indicator High School - Career Standards Benchmark: All Student Group Meets Performance Standard Grade Level(s) and/or Student Group(s) All student group, White and Students with Disabilities	Comments/Notable Observations All of these subgroups met or exceeded the interim target for growth.

Challenges

Indicator Founders' Hall- PVAAS ELA/ Literature Grade Level(s) and/or Student Group(s) All Student Groups, Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The All Student Group, Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities Groups exceeded the growth expectation for ELA/ Literature. The 2 or More Race Group did not meet the growth expectation for ELA/Literature
Indicator Founders' Hall- PVAAS Mathematics/ Algebra Grade Level(s) and/or Student Group(s) Black, Economically Disadvantaged, and Students with Disabilities	Comments/Notable Observations The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra. The All Student Group, White, 2 or More Races Group did not meet the growth expectation.
Indicator Twin Rivers- ELA Growth Grade Level(s) and/or Student Group(s) Black, White, Economically Disadvantage and students with disabilities	Comments/Notable Observations The Black, White, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for ELA.

<p>Indicator Twin Rivers- Math Growth Grade Level(s) and/or Student Group(s) Black, White, 2 or more Races, Economically Disadvantage and students with disabilities</p>	<p>Comments/Notable Observations The Black, White, 2 or more races, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for math/algebra.</p>
<p>Indicator Francis McClure- PVAAS ELA/Literature Grade Level(s) and/or Student Group(s) Black, Economically Disadvantaged and Student with Disabilities groups</p>	<p>Comments/Notable Observations The Black, Economically Disadvantaged and Student with Disabilities groups met or exceeded the statewide growth expectation for ELA/Literature</p>
<p>Indicator Francis McClure- PVAAS Mathematics Grade Level(s) and/or Student Group(s) Black and Economically Disadvantaged groups</p>	<p>Comments/Notable Observations The Black and Economically Disadvantaged groups met the Interim Target for growth in Mathematics.</p>
<p>Indicator High School - English Language Arts/Literature Academic Growth for PVAAS Grade Level(s) and/or Student Group(s) All student group, white students</p>	<p>Comments/Notable Observations The scores for this particular group of students has increased from the previous year. The All Student Group met the target for growth.</p>
<p>Indicator High School - Science/Biology: All Student Group Exceeds the Standard Demonstrating Growth for PVAAS Grade Level(s) and/or Student Group(s) All student group, Black, Economically Disadvantaged, Student with Disabilities</p>	<p>Comments/Notable Observations All of the report is either Green or Blue and every subgroup had an increase from the previous year. The Black and White subgroups are in Dark Blue. Economically Disadvantaged and Students with Disabilities are in Dark Green and increased from the previous year.</p>
<p>Indicator High School - Career Standards Benchmark: All Student Group Meets Performance Standard Grade Level(s) and/or Student Group(s) All student group, White and Students with Disabilities</p>	<p>Comments/Notable Observations All of these subgroups met or exceeded the interim target for growth.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Founders' Hall- The All Student Group, Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities Groups exceeded the growth expectation for ELA/Literature. Founders' Hall - The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra.
High School - High School - English Language Arts/Literature Academic Growth for PVAAS High School - Science/Biology: All Student Group Exceeds the Standard Demonstrating Growth for PVAAS High School - In the college and career standards benchmark, All Student Group Meets Performance Standard and showed growth in all sub categories.
Francis McClure- The Academic Growth of all student groups in ELA/Literature met or exceeded the growth expectation. Francis McClure- The Academic Growth of all student groups in Mathematics met the growth expectation.
Twin Rivers- The Black, White, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for ELA.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Founders' Hall- ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. Founders' Hall- The percent regular attendance of 58.9% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.
Francis McClure- ELA and Math proficiency percentages on the PSSA are low and are less than the statewide average. Francis McClure- The percent of regular attendance of 47.5% which dropped from previous years is a barrier to students accessing rigorous instruction with consistency.
High School - Algebra 1 proficiency decreased from the previous year. We are in the process of vertically realigning our Math curriculum and completing a needs assessment to understand where our deficiencies lie. ELA proficiency on state assessments decreased from the previous year. We will continue to use data to drive our instruction, continue to work on common assessments, and use formative assessments throughout in order to increase student understanding. Science proficiency on state assessments has decreased from the previous year. Working with the middle school administration to look at a possible vertical realignment of the curriculum. Continue to use CDT exams and common assessments to check for progress and understanding.
Twin Rivers- The Black, White, 2 or more races, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for math/algebra.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2021-2022 Pennsylvania State Assessments (Founders' Hall) - English Language Arts/Literature	All Students: 26.5% Proficient or Advanced Black: 20.4% Proficient or Advanced White: 37.0% Proficient or Advanced Multi-Racial: 22.8% Proficient or Advanced Economically Disadvantaged: 26.6% Proficient or Advanced Student with Disabilities: 6.4% Proficient or Advanced
2021-2022 Pennsylvania State Assessments (Twin Rivers) - English Language Arts/Literature	All Students: 19.0% Proficient or Advanced Black: 12.8% Proficient or Advanced White: 28.0% Proficient or Advanced Multi-Racial: 25.0% Proficient or Advanced Economically Disadvantaged: 19.0% Proficient or Advanced Student with Disabilities: 5.7% Proficient or Advanced
2021-2022 Pennsylvania State Assessments (Francis McClure) - English Language Arts/Literature	All Students: 40.4% Proficient or Advanced Black: 31.2% Proficient or Advanced White: 51.7% Proficient or Advanced Multi-Racial: 37.5.0% Proficient or Advanced Economically Disadvantaged: 40.5% Proficient or Advanced Student with Disabilities: 12.2% Proficient or Advanced
2021-2022 Pennsylvania State Assessments (High School) - English Language Arts/Literature	All Students: 30.2% Proficient or Advanced Black: 19.7% Proficient or Advanced White: 41.0% Proficient or Advanced Economically Disadvantaged: 30.9% Proficient or Advanced Student with Disabilities: 9.4% Proficient or Advanced
2021-2022 Meeting Annual Academic Growth Expectations (PVAAS) English Language Arts/Literature (Founders' Hall)	All Students: 73.0% Academic Growth Score Black: 71.0% Academic Growth Score White: 74.0% Academic Growth Score Multi-Racial: 77.0 Academic Growth Score Economically Disadvantaged: 72.0% Academic Growth Score Student with Disabilities: 74.0% Academic Growth Score
2021-2022 Meeting Annual Academic Growth Expectations (PVAAS) English Language Arts/Literature (Twin Rivers)	All Students: 71.0% Academic Growth Score Black: 74.0% Academic Growth Score White: 74.0% Academic Growth Score Multi-Racial: 67.0 Academic Growth Score Economically Disadvantaged: 71.0% Academic Growth Score Student with Disabilities: 71.0% Academic Growth Score
2021-2022 Meeting Annual Academic Growth Expectations (PVAAS) English Language Arts/Literature (Francis McClure)	All Students: 81.0% Academic Growth Score Black: 89.0% Academic Growth Score White: 75.0% Academic Growth Score Multi-Racial: 67.0 Academic Growth Score Economically Disadvantaged: 81.0% Academic Growth Score Student with Disabilities: 84.0% Academic Growth Score
2021-2022 Meeting Annual Academic Growth Expectations (PVAAS) English Language Arts/Literature (High School)	All Students: 74.0% Academic Growth Score Black: 62.0% Academic Growth Score White: 85.0% Academic Growth Score Economically Disadvantaged: 74.0% Academic Growth Score Student with Disabilities: 57.0% Academic Growth Score

English Language Arts Summary

Strengths

Founders' Hall: Based on data and in response to learning needs, we are continuing with the 80 minute ELA block. Additionally, teachers have a co-teaching block with one group of students, continued implementation of Title 1 Reading facilitator in 6th grade and ELA Supplemental classrooms taught by a special education teacher to students that struggle with itinerant support in the regular education classroom setting.

Twin Rivers: For the school all teachers of Kindergarten – Fifth Grade ELA and MATH are given a monthly meeting calendar at the beginning of the school year that identified all ELA and MATH meeting dates for the school year. Attendance is mandatory for these meeting. Student test data is reviewed during these

meeting and a plan to address student deficits is developed. Reading and Math Coaches and Specialist along with district administrators lead these meetings. Title One teachers will be deployed to focus on K-2 literacy and learners will be provided with intense small group instructions for grade level 1 and 2. This should allow for more growth in reading. MASD sets the direction for student learning by developing a curricular framework in the elementary schools through empowering teachers via professional development, to learn the best methods to personalized learning. We will continue to develop a seamless K-12 curriculum, vertically/horizontally aligned, that works to address the learning needs & styles of all students. The Houghton Mifflin Journey's Reading series was purchased for all Grade Levels K-5. Journeys is built on a deep foundation of scientific research but treats students as young people who need to be encouraged and to have fun. The School year will be the 6th year of Foundations.

Francis McClure: A 100 minute ELA block in the master schedule uninterrupted where possible. A dedicated 40 minute enrichment/intervention instruction period. Targeted support from reading specialists available to both students in all grade levels and classroom teachers. Specific evaluation schedule at each grade level – test data is used to chart progress, drive instruction, and make content and delivery adjustments involving our two elementary literacy coaches. Use of Wilson Foundations K-2 as direct instruction of sound and letter recognition along with the introduction of Heggerty in Grades K & 1. Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at various grade levels deemed in need of higher tier intervention and are also available to push in or pull our small groups of students during the core ELA block in several grade levels daily.

High School: The percentage of Basic and Proficient improved from the previous year. The new curriculum that the ELA teachers are using as well as the number of Special Education Itinerants pushing into the classes will be beneficial to student growth in the coming years.

Challenges

Founders' Hall: Student attendance is low, creating loss of learning for groups of students and the Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.

Twin Rivers: Not all classroom teachers design standards aligned, differentiated instruction that reflects challenging learning expectations for all students. We need to assure that research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom. MASD has worked to align the ELA curricula. This alignment has been aided with the purchase of the HMH Journey's Reading series. Continued curricula alignment will occur for all other subject areas as well as always reviewing the current ELA curriculum. Attendance has been a hardship.

Francis McClure: Using our available reading specialists in a more narrow, targeted way may improve outcomes for our student groups requiring intervention. This could include dedicating one reading specialist to a two-grade span to dig into student data deeply and work with students consistently over two years. Our school day was interrupted this year by transportation issues. If these were alleviated more instruction would take place in ELA school-wide. Use of Edmentum Exact Path by students K-5 up to 40 minutes per week to work on individualized skill improvement.

High School: The number of students that scored below basic increased from the previous year. Moving the students from the lowest percentile (1-20) in to a higher percentile in ELA

Mathematics

Data	Comments/Notable Observations
2021-2022 Pennsylvania State Assessments (Founders' Hall) - Mathematics/Algebra	All Students: 5.5% Proficient or Advanced Black: 2.6% Proficient or Advanced White: 10.1% Proficient or Advanced Multi-Racial: 4.3% Proficient or Advanced Economically Disadvantaged: 5.5% Proficient or Advanced Student with Disabilities: 1.5% Proficient or Advanced
2021-2022 Pennsylvania State Assessments (Twin Rivers) - Mathematics/Algebra	All Students: 9.6% Proficient or Advanced Black: 5.3% Proficient or Advanced White: 18.1% Proficient or Advanced Multi-Racial: 8.9% Proficient or Advanced Economically Disadvantaged: 9.6% Proficient or Advanced Student with Disabilities: 3.8% Proficient or Advanced

2021-2022 Pennsylvania State Assessments (Francis McClure) - Mathematics/Algebra	All Students: 31.7% Proficient or Advanced Black: 22.2% Proficient or Advanced White: 42.4% Proficient or Advanced Multi-Racial: 30.3% Proficient or Advanced Economically Disadvantaged: 31.9% Proficient or Advanced Student with Disabilities: 12.2% Proficient or Advanced
2021-2022 Pennsylvania State Assessments (High School) - Mathematics/Algebra	All Students: 36.8% Proficient or Advanced Black: 12.5% Proficient or Advanced White: 54.3% Proficient or Advanced Economically Disadvantaged: 38.5% Proficient or Advanced Student with Disabilities: 10.5% Proficient or Advanced

Mathematics Summary

Strengths

Founders' Hall: Implementation of "Big Ideas" as an instructional tool to assist in increasing math academic achievement and continued implementation of Title 1 Math facilitator and district Math Coordinator.
Twin Rivers: MASD sets the direction for student learning by developing a curricular framework in the elementary schools through empowering teachers via professional development, to learn the best methods to personalized learning. We will continue to develop a seamless K-12 curriculum, vertically/horizontally aligned, that works to address the learning needs & styles of all students. ST Math was purchased for all students K-5 for the 2019-2020 school year. The classrooms that used ST Math in prior years showed improved on the PSSA tests as compared to classrooms that did not utilize ST Math
Francis McClure: 60 minute math block and 40 minute enrichment block present each school day with several math interventions available for teachers to utilize during the enrichment time. Title 1 Math Specialist teaches a math lab class to each classroom on a 6 day rotation that incorporates needs as co-planned with math teachers in each grade level. Use of ST Math, Extramath and Exact Path to aid in individual student needs during independent work time and during Enrichment daily. Use of Spring Math, Waggle, and Number Corner as intervention based programs in various grade level classrooms to assist teachers in meeting achievement gaps.
High School: The number of proficient students increased from the previous years. This is due to smaller student to teacher ratio which allows for more personalized instruction. We will be in year two of a new math curriculum in 2023-2024 which will hopefully close these gaps even more.

Challenges

Founders' Hall: Teachers were adjusting to a new curriculum this year, the Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support, Math teachers are in continued need of more thorough professional development, and student attendance is low, creating loss of learning for groups of students.
Twin Rivers: ELA continues to be a focus at all schools and Math is taught as a Core subject, but student individual weaknesses are not addressed as much as ELA. In the 2019-2020 School Year a Math Coach was added to address our Math weaknesses. During the 2019-2020 school year, a group of educators met to evaluate several Math programs and made the recommendation to keep the current program for the 2020-2021 school year. This group continued to evaluate the need for a new program and researched various programs throughout the 2020-2021 school year. During April of 2021, The Houghton Mifflin Harcourt Series was approved by the School Board for purchase and implementation for the 2021-2022 school year. McKeesport Area School District continually looks at the need to increase the number of Reading and/or Math Specialists that we employ. We believe in the importance of small groups to effectively deliver intensive support to our most at risk students. Our school schedules allow for all students to receive 120 minutes of Core Instruction and an additional 40 minutes of intervention instruction based on the student's need.
Francis McClure: We have a need for additional math specialists which would allow us to provide multiple levels of math intervention to students found to be in need. Having teachers who specialize in mathematics instruction teach more students in each grade. More effective implementation of math intervention-based

programs in classrooms. Transportation difficulties led to shorter math instruction time during this school year.

High School: We are still struggling with Algebra 1 test scores. We are continuing to work with the Middle School teachers to align curriculum 6-12. Teachers were new to NWEA testing and using the data to drive their instruction. With more PD, staff will be able to utilize the data more effectively to benefit their students.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2021-2022 Pennsylvania State Assessments (Founders' Hall) - Science/Biology	All Students: 11.9% Proficient or Advanced Black: 5.5% Proficient or Advanced White: 17.2% Proficient or Advanced Multi-Racial: 20.0% Proficient or Advanced Economically Disadvantaged: 11.9% Proficient or Advanced Student with Disabilities: 2.7% Proficient or Advanced
2021-2022 Pennsylvania State Assessments (Twin Rivers) - Science/Biology	All Students: 43.0% Proficient or Advanced Black: 33.9% Proficient or Advanced White: 63.2% Proficient or Advanced Economically Disadvantaged: 43.0% Proficient or Advanced Student with Disabilities: 32.0% Proficient or Advanced
2021-2022 Pennsylvania State Assessments (Francis McClure) - Science/Biology	All Students: 65.5% Proficient or Advanced Black: 46.7% Proficient or Advanced White: 79.1% Proficient or Advanced Economically Disadvantaged: 65.1% Proficient or Advanced Student with Disabilities: 36.8% Proficient or Advanced
2021-2022 Pennsylvania State Assessments (High School) - Science/Biology	All Students: 21.8% Proficient or Advanced Black: 10.5% Proficient or Advanced White: 33.3% Proficient or Advanced Economically Disadvantaged: 22.2% Proficient or Advanced Student with Disabilities: 6.0% Proficient or Advanced

Science, Technology, and Engineering Education Summary

Strengths

Founders' Hall: Department time to discuss and plan for NGSS.

Twin Rivers: Twin Rivers has developed a program called AIMS. There is one classroom in 3rd, 4th and 5th grades. Twin Rivers incorporates a 60 STEM rotation into its specials rotation, which meets 3 days during the 6 day rotation. Twin Rivers will add a Technology Specialist into the specials rotation for the 2021-2022 school year, which will meet 3 days during a 60 day block rotation.

Francis McClure: Hands on science kits are utilized during the science time. Academy in Math & Science was opened in grades 3/4/5 with one classroom focusing learning around science and math initiatives.

High School: Increase in every category except for % of advanced students. Creating more sections of Biology and lowering the student to teacher ratio helped with student understanding. Also putting a strong focus into our Biology curriculum and teaching what is necessary definitely helped improve scores. Increase in the number of students in the top 2 percentage categories from Fall-Spring

Challenges

Founders' Hall: The lack of data in science throughout the school year to measure student growth, consistency of instructor in the STEM class, student attendance is low, creating loss of learning for groups of students and transition to NGSS standards.

Twin Rivers: An updated K-5 Science curriculum

Francis McClure: An updated/ consistent science program for grades K-5. This should be arriving in the 2024-2025 school year. Amount of time dedicated to

science programming. Addition of phenomenon based science learning training for teachers of science in grades 3-5.

High School: Moving students into a new category from the Fall to Spring testing session. We did show some growth, but our lowest performing student percentage stayed relatively the same. We have a high number of students that require learning support and it is becoming more difficult to transition these students into a Biology Lab class as opposed to a non Biology Lab Class.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Founders' Hall Career Standards Benchmark	99.2% was achieved during the 21-22 school year as per the Future Ready PA Index. This percentage is above the statewide average.
Francis McClure Career Standards Benchmark	93.5% of the students met the benchmark. This is an increase of 17% from the previous school year.
Twin Rivers Career Standards Benchmark	100% of All Student Group Met the Career Standards Benchmark
High School Career Standards Benchmark	According to the Pa Future Ready Index, The All Student Group was at a 91.5 % for the 2021-2022 School Year and did not meet the statewide performance standard of 98%.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
29 Students Enrolled	Allied Health Technology: Increase the number of students that complete the entire program. Increase job placement upon graduation and certificate. Increase "real world" experiences through community partnerships.
76 Students Enrolled	Building Construction Technology: Increase the number of students that complete the entire program. Increase job placement upon graduation.
38 Students Enrolled	Child Care: Increase the number of students that complete the entire program. Increase job placement upon graduation and certificate.
5 Students Enrolled	Collision Repair: Increase the number of students in the program.
16 Students Enrolled	Commercial and Advertising Art
75 Students Enrolled	Cosmetology Technology: Increase the number of students that complete the entire program. Increase job placement upon graduation and certificate.
70 Students Enrolled	Culinary Arts: Increase the number of students in the program and increase percentage of job placement upon completion of the program.
9 Students Enrolled	Engineering Technology: Increase the number of students in the program.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

MASD has implemented various programs across all 4 schools to address the social and emotional needs of our students. By putting these programs in place we believe our students will have the necessary resources to deal with traumatic experiences.
--

MASD created a safety plan for all students in K - 10th grade in the area of Math. All students have access to enrichment software in school and at home on their instructional level as determine by MAP testing.
--

MASD staff continually analysis data to drive instruction.
--

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

MASD students lack the necessary reading skills to master on grade level material in ELA, Math and Science.

Students and parents within our school district do not always make education a priority and thus our students are not always in attendance at school.

MASD students struggle with appropriate ways to interact with peers and thus some behaviors are deemed inappropriate for school.
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Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Founders' Hall- Proficiency ELA	The percent advanced/proficient of 6.4% is well below the statewide average of 54.1% and the all student group at 26.5%
Founders' Hall- Proficiency Math	The percent advanced/proficient of 1.5% is well below the statewide average of 35.7% and below the all student group at 5.5%
Francis McClure- Proficiency ELA	The percent advanced/proficient of 12.2% is far less than the state average of 54.1% and dropped 7% from 20/21 data.
Francis McClure- Proficiency Math	The percent advanced/proficient of 12.2% is far less than the state average of 35.7% and below all other student groups.
Twin Rivers- Proficiency ELA	The percent advanced/proficient of 5.7% is far less than the state average of 54.1% and has had a slight decrease from previous year.
Twin Rivers- Proficiency Math	The percent advanced/proficient of 3.8% is far less than the state average of 35.7% and below all other student groups.
High school- Proficiency ELA	The percent advanced/proficient of 9.4% is well below the statewide average of 54.1% and the all student group at 30.2%
High School-Proficiency Biology	The percent advanced/proficient of 10.5% is well below the statewide average of 35.7% and the all student group at 21.8%
High School- Proficiency Algebra 1	The percent advanced/proficient of 6.0% is well below the statewide average of 54.4% and the all student group at 36.8%

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Founders' Hall- Proficiency ELA	The percent advanced/proficient of 18.6% is well below the statewide average of 55% and the all student group at 25.9%
Founders' Hall- Proficiency Math	The percent advanced/proficient of 1.1% is well below the statewide average of 37.3% and below the all student group at

	1.8%
Francis McClure- Proficiency ELA	The percent advanced/proficient of 40.4% is below the statewide average of 54.1% but equal to the all student group %.
Francis McClure- Proficiency Math	The percent advanced/proficient of 31.9% is slightly below the statewide average of 35.7% but equal to the all student group %.
Twin Rivers- Proficiency ELA	The percent advanced/proficient of 19.0% is below the statewide average of 54.1%.
Twin Rivers- Proficiency Math	The percent advanced/proficient of 9.6% is well below the statewide average of 35.7%.
High School-Proficiency ELA	ED Students did not meet the statewide interim target in this area.
High School-Proficiency Algebra 1	ED Students did not meet the statewide interim target in this area and decreased from the previous year.
High School-Proficiency Biology	ED Students did not meet the statewide interim target in this area and decreased from the previous year.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	Founders' Hall Proficiency ELA - The percent advanced/proficient of 14.5% is well below the statewide average of 55% and the all student group at 25.9% Proficiency Math - The percent advanced/proficient of .4% is well below the statewide average of 37.3% and below the all student group at 1.8% Growth ELA - This student group exceeded the statewide growth target at 72.0 and increased their score from the year before. Growth Math - This student group did not meet the statewide growth target at 84.0 and increased their score from the year before.
Black	Francis McClure Proficiency ELA- The percent advanced/proficient of 31.2% is below the statewide average of 54% but higher than the 20/21 measure of 23%. Francis McClure Proficiency Math- The percent advanced/proficient of 22.2% is below the statewide average of 35.7% but grew from 11.2% in 20/21. Growth ELA- This student group exceeded the statewide growth target of 70 and was the highest growth group at 89. Growth Math- This student group exceeded the statewide growth target at 75 and has steadily increased their score over the last 4 years.
Black	High School - ELA Proficiency: Did not meet the statewide proficiency in this area and showed a decrease from the previous years percentage. Math Proficiency: Did not meet the statewide proficiency in this area and showed a decrease from the previous years percentage. Biology Proficiency: Did not meet the statewide proficiency in this area but showed an increase from the previous years percentage. ELA Growth: Did not meet the statewide proficiency in this area and showed a decrease from the previous years percentage. Math Growth: These students did not meet the statewide interim target in this area and has the same percentage from the previous year. Biology Growth: These students increase dramatically in this area(85%) and are above the state interim target.
Black	Twin Rivers Proficiency- The students did not meet the statewide standard in Math, ELA, or biology. However, this group exceed statewide growth expectations for math and ELA. The testing scores are well below state expectations for students proficient and advanced.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Founders' Hall- Five out of 6 measured student groups (all students, Black, White, Economically Disadvantaged and student with disabilities) for ELA met or exceeded the statewide target for growth.
Francis McClure- All measured student groups for ELA separately met and exceeded the statewide target for growth.
Twin Rivers- All student groups met the standard for demonstrating growth in ELA and Math.
High School - All student group and sub groups met or exceeded the statewide target in Biology Growth. The Black Student subgroup had the highest percentage increase in Biology Growth from the previous year.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Founders' Hall- Only half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth.
Francis McClure- 2 of 4 measured student groups (White & Students with Disabilities) for Math did not meet or exceed the statewide target for growth.
Twin Rivers- All student groups did not meet the standard for meeting growth in area of science.
High School - All student subgroups but one scored below the state interim targets for proficiency in ELA All student subgroups scored below the state interim target for proficiency in Math. All student subgroups scored below the state interim target for proficiency in Biology

Designated Schools

Systemic LEA Challenges

Founders' Hall- EP14: Implement evidence-based strategies to engage families to support learning. EP 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. EP 13: Implement a multi-tiered system of supports for academics and behavior

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

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

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

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

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Founders' Hall- The All Student Group, Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities Groups exceeded the growth expectation for ELA/Literature. Founders' Hall - The Black, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for Mathematics/ Algebra.	False
High School - High School - English Language Arts/Literature Academic Growth for PVAAS High School - Science/Biology: All Student Group Exceeds the Standard Demonstrating Growth for PVAAS High School - In the college and career standards benchmark, All Student Group Meets Performance Standard and showed growth in all sub categories.	False
Francis McClure- The Academic Growth of all student groups in ELA/Literature met or exceeded the growth expectation. Francis McClure- The Academic Growth of all student groups in Mathematics met the growth expectation.	False
Twin Rivers- The Black, White, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for ELA.	False
Founders' Hall: Implementation of "Big Ideas" as an instructional tool to assist in increasing math academic achievement and continued implementation of Title 1 Math facilitator and district Math Coordinator.	False
Founders' Hall: Based on data and in response to learning needs, we are continuing with the 80 minute ELA block. Additionally, teachers have a co-teaching block with one group of students, continued implementation of Title 1 Reading facilitator in 6th grade and ELA Supplemental classrooms taught by a special education teacher to students that struggle with itinerant support in the regular education classroom setting.	False
Twin Rivers: MASD sets the direction for student learning by developing a curricular framework in the elementary schools through empowering teachers via professional development, to learn the best methods to personalized learning. We will continue to develop a seamless K-12 curriculum, vertically/horizontally aligned, that works to address the learning needs & styles of all students. ST Math was purchased for all students K-5 for the 2019-2020 school year. The classrooms that used ST Math in prior years showed improved on the PSSA tests as compared to classrooms that did not utilize ST Math	False
Founders' Hall: Department time to discuss and plan for NGSS.	False
Twin Rivers: Twin Rivers has developed a program called AIMS. There is one classroom in 3rd, 4th and 5th grades. Twin Rivers incorporates a 60 STEM rotation into its specials rotation, which meets 3 days during the 6 day rotation. Twin Rivers will add a Technology Specialist into the specials rotation for the 2021-2022 school year, which will meet 3 days during a 60 day block rotation.	False
Francis McClure: 60 minute math block and 40 minute enrichment block present each school day with several math interventions available for teachers to utilize during the enrichment time. Title 1 Math Specialist teaches a math lab class to each classroom on a 6 day rotation that incorporates needs as co-planned with math teachers in each grade level. Use of ST	False

Math, Extramath and Exact Path to aid in individual student needs during independent work time and during Enrichment daily. Use of Spring Math, Waggle, and Number Corner as intervention based programs in various grade level classrooms to assist teachers in meeting achievement gaps.	
Francis McClure: Hands on science kits are utilized during the science time. Academy in Math & Science was opened in grades 3/4/5 with one classroom focusing learning around science and math initiatives.	False
	False
High School: The number of proficient students increased from the previous years. This is due to smaller student to teacher ratio which allows for more personalized instruction. We will be in year two of a new math curriculum in 2023-2024 which will hopefully close these gaps even more.	False
High School: Increase in every category except for % of advanced students. Creating more sections of Biology and lowering the student to teacher ratio helped with student understanding. Also putting a strong focus into our Biology curriculum and teaching what is necessary definitely helped improve scores. Increase in the number of students in the top 2 percentage categories from Fall-Spring	False
Twin Rivers: For the school all teachers of Kindergarten – Fifth Grade ELA and MATH are given a monthly meeting calendar at the beginning of the school year that identified all ELA and MATH meeting dates for the school year. Attendance is mandatory for these meeting. Student test data is reviewed during these meeting and a plan to address student deficits is developed. Reading and Math Coaches and Specialist along with district administrators lead these meetings. Title One teachers will be deployed to focus on K-2 literacy and learners will be provided with intense small group instructions for grade level 1 and 2. This should allow for more growth in reading. MASD sets the direction for student learning by developing a curricular framework in the elementary schools through empowering teachers via professional development, to learn the best methods to personalized learning. We will continue to develop a seamless K-12 curriculum, vertically/horizontally aligned, that works to address the learning needs & styles of all students. The Houghton Mifflin Journey's Reading series was purchased for all Grade Levels K-5. Journeys is built on a deep foundation of scientific research but treats students as young people who need to be encouraged and to have fun. The School year will be the 6th year of Foundations.	False
Francis McClure: A 100 minute ELA block in the master schedule uninterrupted where possible. A dedicated 40 minute enrichment/intervention instruction period. Targeted support from reading specialists available to both students in all grade levels and classroom teachers. Specific evaluation schedule at each grade level – test data is used to chart progress, drive instruction, and make content and delivery adjustments involving our two elementary literacy coaches. Use of Wilson Foundations K-2 as direct instruction of sound and letter recognition along with the introduction of Heggerty in Grades K & 1. Title I Reading Specialists are utilized to teach intervention blocks within the enrichment period at various grade levels deemed in need of higher tier intervention and are also available to push in or pull our small groups of students during the core ELA block in several grade levels daily.	False
High School: The percentage of Basic and Proficient improved from the previous year. The new curriculum that the ELA teachers are using as well as the number of Special Education Itinerants pushing into the classes will be beneficial to student growth in the coming years.	False
	False
Founders' Hall- Five out of 6 measured student groups (all students, Black, White, Economically Disadvantaged and student with disabilities) for ELA met or exceeded the statewide target for growth.	False

Francis McClure- All measured student groups for ELA separately met and exceeded the statewide target for growth.	False
Twin Rivers- All student groups met the standard for demonstrating growth in ELA and Math.	False
High School - All student group and sub groups met or exceeded the statewide target in Biology Growth. The Black Student subgroup had the highest percentage increase in Biology Growth from the previous year.	False
Coordinate and monitor supports aligned with students' and families' needs.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	True
MASD has implemented various programs across all 4 schools to address the social and emotional needs of our students. By putting these programs in place we believe our students will have the necessary resources to deal with traumatic experiences.	True
MASD created a safety plan for all students in K - 10th grade in the area of Math. All students have access to enrichment software in school and at home on their instructional level as determine by MAP testing.	True
MASD staff continually analysis data to drive instruction.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Founders' Hall- ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. Founders' Hall- The percent regular attendance of 58.9% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.	False
	False
Francis McClure- ELA and Math proficiency percentages on the PSSA are low and are less than the statewide average. Francis McClure- The percent of regular attendance of 47.5% which dropped from previous years is a barrier to students accessing rigorous instruction with consistency.	False
High School - Algebra 1 proficiency decreased from the previous year. We are in the process of vertically realigning our Math curriculum and completing a needs assessment to understand where our deficiencies lie. ELA proficiency on state assessments decreased from the previous year. We will continue to use data to drive our instruction, continue to work on common assessments, and use formative assessments throughout in order to increase student understanding. Science proficiency on state assessments has decreased from the previous year. Working with the middle school administration to look at a possible vertical realignment of the curriculum. Continue to use CDT exams and common assessments to check for progress and understanding.	False
Twin Rivers- The Black, White, 2 or more races, Economically Disadvantaged, and Students with Disabilities Groups met or exceeded the growth expectations for math/algebra.	False
Founders' Hall: Student attendance is low, creating loss of learning for groups of students and the Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.	False

Founders' Hall: Teachers were adjusting to a new curriculum this year, the Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support, Math teachers are in continued need of more thorough professional development, and student attendance is low, creating loss of learning for groups of students.	False
Twin Rivers: ELA continues to be a focus at all schools and Math is taught as a Core subject, but student individual weaknesses are not addressed as much as ELA. In the 2019-2020 School Year a Math Coach was added to address our Math weaknesses. During the 2019-2020 school year, a group of educators met to evaluate several Math programs and made the recommendation to keep the current program for the 2020-2021 school year. This group continued to evaluate the need for a new program and researched various programs throughout the 2020-2021 school year. During April of 2021, The Houghton Mifflin Harcourt Series was approved by the School Board for purchase and implementation for the 2021-2022 school year. McKeesport Area School District continually looks at the need to increase the number of Reading and/or Math Specialists that we employ. We believe in the importance of small groups to effectively deliver intensive support to our most at risk students. Our school schedules allow for all students to receive 120 minutes of Core Instruction and an additional 40 minutes of intervention instruction based on the student's need.	False
Founders' Hall: The lack of data in science throughout the school year to measure student growth, consistency of instructor in the STEM class, student attendance is low, creating loss of learning for groups of students and transition to NGSS standards.	False
Founders' Hall- Only half of the student groups (Black, Economically Disadvantaged, and Students with Disabilities) for Math met or exceeded the statewide target for growth.	False
Twin Rivers: An updated K-5 Science curriculum	False
Francis McClure: We have a need for additional math specialists which would allow us to provide multiple levels of math intervention to students found to be in need. Having teachers who specialize in mathematics instruction teach more students in each grade. More effective implementation of math intervention-based programs in classrooms. Transportation difficulties led to shorter math instruction time during this school year.	False
Francis McClure: An updated/ consistent science program for grades K-5. This should be arriving in the 2024-2025 school year. Amount of time dedicated to science programming. Addition of phenomenon based science learning training for teachers of science in grades 3-5.	False
High School: We are still struggling with Algebra 1 test scores. We are continuing to work with the Middle School teachers to align curriculum 6-12. Teachers were new to NWEA testing and using the data to drive their instruction. With more PD, staff will be able to utilize the data more effectively to benefit their students.	False
High School: Moving students into a new category from the Fall to Spring testing session. We did show some growth, but our lowest performing student percentage stayed relatively the same. We have a high number of students that require learning support and it is becoming more difficult to transition these students into a Biology Lab class as opposed to a non Biology Lab Class.	False
Twin Rivers: Not all classroom teachers design standards aligned, differentiated instruction that reflects challenging learning expectations for all students. We need to assure that research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom. MASD has worked to align the ELA curricula. This alignment has been aided with the purchase of the HMH Journey's Reading series. Continued curricula alignment will occur for all other subject areas as well as always reviewing the current ELA curriculum. Attendance has been a hardship.	False
Francis McClure: Using our available reading specialists in a more narrow, targeted way may improve outcomes for our student	False

groups requiring intervention. This could include dedicating one reading specialist to a two-grade span to dig into student data deeply and work with students consistently over two years. Our school day was interrupted this year by transportation issues. If these were alleviated more instruction would take place in ELA school-wide. Use of Edmentum Exact Path by students K-5 up to 40 minutes per week to work on individualized skill improvement.	
High School: The number of students that scored below basic increased from the previous year. Moving the students from the lowest percentile (1-20) in to a higher percentile in ELA	False
Francis McClure- 2 of 4 measured student groups (White & Students with Disabilities) for Math did not meet or exceed the statewide target for growth.	False
Twin Rivers- All student groups did not meet the standard for meeting growth in area of science.	False
High School - All student subgroups but one scored below the state interim targets for proficiency in ELA All student subgroups scored below the state interim target for proficiency in Math. All student subgroups scored below the state interim target for proficiency in Biology	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Foster a vision and culture of high expectations for success for all students, educators, and families	True
MASD students lack the necessary reading skills to master on grade level material in ELA, Math and Science.	True
Students and parents within our school district do not always make education a priority and thus our students are not always in attendance at school.	True
MASD students struggle with appropriate ways to interact with peers and thus some behaviors are deemed inappropriate for school.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers		False
Foster a vision and culture of high expectations for success for all students, educators, and families		False
MASD students lack the necessary reading skills to master on grade level material in ELA, Math and Science.	<p>Socioeconomic Factors: Limited access to educational resources, including books, tutoring, and technology, due to economic disparities. Higher rates of economic disadvantage, which can lead to stressors outside of school that affect students' ability to focus on academics. Learning Disabilities and Special Needs: A higher proportion of students with learning disabilities or special needs that can affect their ability to acquire reading skills and perform at grade level in various subjects. Teacher Qualifications and Resources: Unequal distribution of experienced and qualified teachers, leading to disparities in teaching quality.</p>	True
Students and parents within our school district do not always make education a priority and thus our students are not always in attendance at school.	<p>Socioeconomic Factors: Economic challenges within the community, such as poverty or high unemployment rates, can lead to students needing to work to support their families, thus reducing their school attendance. Families struggling to make ends meet may prioritize immediate financial needs over education. Lack of Awareness: Some parents may not fully understand the long-term benefits of education or may not be aware of the available resources and support systems within the school district. Cultural Factors: Cultural beliefs and practices that do not prioritize formal education or that value other aspects of life over schooling. Mistrust or misunderstanding of the education system due to cultural differences.</p>	True
MASD students struggle with appropriate ways to interact with peers and thus some behaviors are deemed inappropriate for school.	<p>Lack of Social Skills Education: The school district may not prioritize or provide sufficient social skills education or training, leaving students without the necessary tools to navigate social interactions effectively. Home Environment: Students' social behaviors can be influenced by their home environments. Chaotic or unstable family situations, lack of parental guidance, or exposure to inappropriate social behaviors at home can contribute to difficulties in school interactions. Peer Influence: Negative peer pressure or association with peers who engage in inappropriate behaviors can lead students to imitate such behaviors at school. Mental Health Issues: Undiagnosed or untreated mental health issues, such as anxiety or depression, can impact students' social interactions and behavior in school.</p>	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.</p>	<p>Continually provide resources to our teachers and students to improve the literacy skills of our students.</p>
<p>Establish and maintain a focused system for continuous improvement and ensure organizational coherence.</p>	<p>A focused system for continuous improvement serves as the bedrock for ensuring organizational coherence by establishing a dynamic framework that aligns the entire organization's efforts towards common goals and values. Through regular assessment, feedback, and adaptation, such a system enables the identification of inefficiencies, discrepancies, and opportunities for growth across all levels of the organization. It fosters a culture of transparency, collaboration, and learning, where employees are empowered to contribute their insights and innovations. This iterative process ensures that every department, team, and individual remains synchronized with the overarching mission and strategy, creating a cohesive and adaptable organizational ecosystem that consistently evolves to meet changing market demands and internal objectives.</p>
<p>MASD has implemented various programs across all 4 schools to address the social and emotional needs of our students. By putting these programs in place we believe our students will have the necessary resources to deal with traumatic experiences.</p>	<p>Social and Emotional Learning (SEL) programs in a school can significantly enhance the organization by nurturing a positive and supportive learning environment. These programs equip students with essential life skills such as self-awareness, emotional regulation, empathy, and effective communication, which not only enhance their overall well-being but also lead to improved behavior, reduced disciplinary issues, and enhanced academic performance. Moreover, SEL initiatives foster stronger teacher-student relationships, enhance classroom management, and promote a sense of belonging, ultimately contributing to a more harmonious and productive school community. By prioritizing the emotional and social development of students, SEL programs help create a well-rounded, resilient, and empathetic student body that benefits the entire school organization, fostering a culture of inclusivity and better preparing students for success in school and beyond.</p>
<p>MASD created a safety plan for all students in K - 10th grade in the area of Math. All students have access to enrichment software in school and at home on their instructional level as determine by MAP testing.</p>	<p>Enrichment software tailored to students' instructional levels can significantly boost learning in both reading and math, whether in school or at home. These programs provide personalized, adaptive content that aligns with each student's specific needs and abilities, ensuring that they are neither overwhelmed nor bored by material that is too advanced or too basic. In the realm of reading, such software can offer interactive exercises, adaptive reading materials, and targeted interventions, helping students improve comprehension, vocabulary, and fluency. In math, it can provide customized lessons and practice problems, reinforcing foundational concepts and gradually introducing more advanced ones. By tailoring the learning experience, these programs foster confidence, engagement, and mastery of key skills, promoting academic success and a deeper understanding of these fundamental subjects. Whether in a classroom or at home, enrichment software on</p>

	students' instructional levels acts as a valuable educational tool, supporting their progress and building a strong foundation for lifelong learning.
MASD staff continually analysis data to drive instruction.	Continually analyzing data to drive instruction is a transformative practice that profoundly benefits students by enabling educators to pinpoint their individual needs and tailor learning experiences accordingly. By closely monitoring student performance and understanding their strengths and weaknesses, teachers can adapt teaching strategies, materials, and pacing to ensure each student receives targeted support and challenges. This data-driven approach fosters a personalized and responsive learning environment, enhancing student engagement, motivation, and overall comprehension. Furthermore, it allows for early identification of learning gaps and the implementation of timely interventions, preventing students from falling behind. Ultimately, this ongoing analysis of data empowers educators to optimize their teaching methods, leading to improved academic outcomes, increased confidence, and a sense of achievement among students as their educational journey becomes more attuned to their unique requirements.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Addressing the pressing concern that a significant portion of MASD students lack essential reading skills required to proficiently engage with grade-level content in English Language Arts, Mathematics, and Science is our paramount commitment. Recognizing the pivotal role of literacy as the cornerstone of academic success, we are dedicated to implementing a comprehensive, evidence-based intervention program aimed at equipping all students with the foundational reading skills they need to excel in these core subjects. Through collaborative efforts, data-driven strategies, and ongoing assessment, we aim to bridge this literacy gap, ensuring that every MASD student has the essential tools to thrive academically and prepare for a brighter future.
	Recognizing the critical impact of consistent attendance and parental involvement on the educational journey of our students, addressing the challenge that some students and parents within our school district do not consistently prioritize education is a top imperative. Our commitment is to foster a culture of active engagement and commitment to learning, ensuring that both students and parents are equipped with the necessary resources, support, and awareness of the importance of regular school attendance. Through targeted outreach, community partnerships, and educational initiatives, we are dedicated to instilling a shared commitment to academic success, so that every student has the opportunity to attend school regularly and thrive in their educational pursuits.
	Addressing the challenge of some MASD students struggling to engage in appropriate peer interactions and consequently displaying behaviors considered inappropriate for the school environment is a paramount concern. Our commitment is to create a safe, inclusive, and supportive school community where students are equipped with essential social-emotional skills and understand the importance of respectful and positive interactions. Through proactive social-emotional learning programs, comprehensive behavior support systems, and collaborative efforts involving educators, families, and community partners, we are dedicated to nurturing a school environment where all students can develop the necessary interpersonal skills to thrive academically and personally, while fostering a culture of empathy, respect, and inclusivity.

Goal Setting

Priority: Addressing the pressing concern that a significant portion of MASD students lack essential reading skills required to proficiently engage with grade-level content in English Language Arts, Mathematics, and Science is our paramount commitment. Recognizing the pivotal role of literacy as the cornerstone of academic success, we are dedicated to implementing a comprehensive, evidence-based intervention program aimed at equipping all students with the foundational reading skills they need to excel in these core subjects. Through collaborative efforts, data-driven strategies, and ongoing assessment, we aim to bridge this literacy gap, ensuring that every MASD student has the essential tools to thrive academically and prepare for a brighter future.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of the 2025-2026 academic year, MASD will increase the percentage of students proficient in reading by overall 10%, as measured by the PSSA and Keystone in English Language Arts. To achieve this, we will implement a targeted and evidence-based literacy program, including regular progress monitoring, peer collaboration among educators, and data analysis. Additionally, we will provide professional development opportunities for teachers to enhance their instructional strategies in literacy. Progress toward this goal will be tracked monthly, and adjustments to the program will be made based on data-driven insights to ensure that every MASD student has the foundational reading skills necessary for academic success.		
Measurable Goal Nickname (35 Character Max)		
Reading Goal		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2023-24 academic year, MASD will increase the percentage of students proficient in reading on the PSSA or Keystone Exam by 3%.	By the end of the 2024-25 academic year, MASD will increase the percentage of students proficient in reading on the PSSA or Keystone Exam by 5%.	By the end of the 2025-2026 academic year, MASD will increase the percentage of students proficient in reading by overall 10%, as measured by the PSSA and Keystone in English Language Arts. To achieve this, we will implement a targeted and evidence-based literacy program, including regular progress monitoring, peer collaboration among educators, and data analysis. Additionally, we will provide professional development opportunities for teachers to enhance their instructional strategies in literacy. Progress toward this goal will be tracked monthly, and adjustments to the program will be made based on data-driven insights to ensure that every MASD student has the foundational reading skills necessary for academic success.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2025-2026 academic year, MASD will increase the percentage of students proficient in math by overall 10%, as measured by the PSSA and Keystone in Mathematics. To achieve this, we will implement a targeted and evidence-based literacy program, including regular progress monitoring, peer		

collaboration among educators, and data analysis. Additionally, we will provide professional development opportunities for teachers to enhance their instructional strategies in literacy. Progress toward this goal will be tracked monthly, and adjustments to the program will be made based on data-driven insights to ensure that every MASD student has the foundational reading skills necessary for academic success.

Measurable Goal Nickname (35 Character Max)

Math Goal

Target Year 1	Target Year 2	Target Year 3
By the end of the 2023-24 academic year, MASD will increase the percentage of students proficient in math on the PSSA or Keystone Exam by 3%.	By the end of the 2024-25 academic year, MASD will increase the percentage of students proficient in math on the PSSA or Keystone Exam by 5%.	By the end of the 2025-2026 academic year, MASD will increase the percentage of students proficient in math by overall 10%, as measured by the PSSA and Keystone in Mathematics. To achieve this, we will implement a targeted and evidence-based literacy program, including regular progress monitoring, peer collaboration among educators, and data analysis. Additionally, we will provide professional development opportunities for teachers to enhance their instructional strategies in literacy. Progress toward this goal will be tracked monthly, and adjustments to the program will be made based on data-driven insights to ensure that every MASD student has the foundational reading skills necessary for academic success.

Outcome Category

STEM

Measurable Goal Statement (Smart Goal)

By the end of the 2025-2026 academic year, MASD will increase the percentage of students proficient in science skills by overall 10%, as measured by the PSSA and Keystone in Science. To achieve this, we will implement a targeted and evidence-based literacy program, including regular progress monitoring, peer collaboration among educators, and data analysis. Additionally, we will provide professional development opportunities for teachers to enhance their instructional strategies in literacy. Progress toward this goal will be tracked monthly, and adjustments to the program will be made based on data-driven insights to ensure that every MASD student has the foundational reading skills necessary for academic success.

Measurable Goal Nickname (35 Character Max)

Science Goal

Target Year 1	Target Year 2	Target Year 3
By the end of the 2023-24 academic year, MASD will increase the percentage of students proficient in science on the PSSA or Keystone Exam by 3%.	By the end of the 2024-25 academic year, MASD will increase the percentage of students proficient in science on the PSSA or Keystone Exam by 5%.	By the end of the 2025-2026 academic year, MASD will increase the percentage of students proficient in science skills by overall 10%, as measured by the PSSA and Keystone in Science. To achieve this, we will implement a targeted and evidence-based literacy program, including regular progress monitoring, peer collaboration among educators, and data analysis. Additionally, we will provide professional development opportunities for teachers to enhance their instructional strategies in literacy. Progress toward this goal will be tracked monthly, and adjustments to the program will be made based on data-driven insights to ensure that every MASD student has the foundational reading skills

	necessary for academic success.
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Priority: Recognizing the critical impact of consistent attendance and parental involvement on the educational journey of our students, addressing the challenge that some students and parents within our school district do not consistently prioritize education is a top imperative. Our commitment is to foster a culture of active engagement and commitment to learning, ensuring that both students and parents are equipped with the necessary resources, support, and awareness of the importance of regular school attendance. Through targeted outreach, community partnerships, and educational initiatives, we are dedicated to instilling a shared commitment to academic success, so that every student has the opportunity to attend school regularly and thrive in their educational pursuits.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of the 2025-2026 academic year, our school district aims to increase student attendance rate from 80.97% to 88.0%. To achieve this goal, we will launch a comprehensive attendance improvement program that includes regular communication with parents, community outreach, and awareness campaigns. We will track attendance data weekly and implement early intervention strategies for at-risk students. Additionally, we aim to boost parental involvement by organizing a minimum of three parent-teacher engagement events throughout the year. Progress towards this goal will be reviewed monthly, with adjustments made to our strategies based on data analysis to ensure that every student within our district has the opportunity to attend school regularly and succeed academically.		
Measurable Goal Nickname (35 Character Max)		
Attendance Goal		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2023-24 academic year, MASD will increase student attendance rates from the current rate of 80.97% to 83.0%.	By the end of the 2024-25 academic year, MASD will increase student attendance rates from the current rate of 80.97% to 86.0%.	By the end of the 2025-2026 academic year, our school district aims to increase student attendance rate from 80.97% to 88.0%. To achieve this goal, we will launch a comprehensive attendance improvement program that includes regular communication with parents, community outreach, and awareness campaigns. We will track attendance data weekly and implement early intervention strategies for at-risk students. Additionally, we aim to boost parental involvement by organizing a minimum of three parent-teacher engagement events throughout the year. Progress towards this goal will be reviewed monthly, with adjustments made to our strategies based on data analysis to ensure that every student within our district has the opportunity to attend school regularly and succeed academically.

Priority: Addressing the challenge of some MASD students struggling to engage in appropriate peer interactions and consequently displaying behaviors considered inappropriate for the school environment is a paramount concern. Our commitment is to create a safe, inclusive, and supportive school community where students are equipped with essential social-emotional skills and understand the importance of respectful and positive interactions. Through proactive social-emotional learning programs, comprehensive behavior support systems, and collaborative efforts involving educators, families, and community partners, we are dedicated to nurturing a school environment where all students can develop the necessary interpersonal skills to thrive academically and personally, while fostering a culture of empathy, respect, and inclusivity.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
By the end of the 2025-2026 academic year, MASD aims to reduce incidents of inappropriate behavior among students by 20%, as measured by disciplinary reports and teacher observations, in order to create a more inclusive and respectful school environment. To achieve this, we will implement a targeted social-emotional learning (SEL) curriculum for all grade levels, conduct regular workshops and training for educators on behavior management strategies, and establish a system for tracking and analyzing behavioral incidents to identify trends and areas for improvement. Additionally, we will involve parents and community partners in awareness campaigns and engagement initiatives to reinforce positive peer interactions. Progress toward this goal will be monitored on a quarterly basis, with adjustments made to interventions based on data insights, ensuring the development of essential interpersonal skills and a culture of empathy, respect, and inclusivity within our school community.		
Measurable Goal Nickname (35 Character Max)		
Social and Emotional Learning Goal		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2023-2024 academic year, MASD aims to reduce incidents of inappropriate behavior among students by 20%, as measured by disciplinary reports and teacher observations, in order to create a more inclusive and respectful school environment.	By the end of the 2024-2025 academic year, MASD aims to reduce incidents of inappropriate behavior among students by 20%, as measured by disciplinary reports and teacher observations, in order to create a more inclusive and respectful school environment.	By the end of the 2025-2026 academic year, MASD aims to reduce incidents of inappropriate behavior among students by 20%, as measured by disciplinary reports and teacher observations, in order to create a more inclusive and respectful school environment. To achieve this, we will implement a targeted social-emotional learning (SEL) curriculum for all grade levels, conduct regular workshops and training for educators on behavior management strategies, and establish a system for tracking and analyzing behavioral incidents to identify trends and areas for improvement. Additionally, we will involve parents and community partners in awareness campaigns and engagement initiatives to reinforce positive peer interactions. Progress toward this goal will be monitored on a quarterly basis, with adjustments made to interventions based on data insights, ensuring the development of

		essential interpersonal skills and a culture of empathy, respect, and inclusivity within our school community.
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Action Plan

Measurable Goals

Reading Goal	Math Goal
Science Goal	Attendance Goal
Social and Emotional Learning Goal	

Action Plan For: Structured Reading Programs:

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 2025-2026 academic year, MASD will increase the percentage of students proficient in reading by overall 10%, as measured by the PSSA and Keystone in English Language Arts. To achieve this, we will implement a targeted and evidence-based literacy program, including regular progress monitoring, peer collaboration among educators, and data analysis. Additionally, we will provide professional development opportunities for teachers to enhance their instructional strategies in literacy. Progress toward this goal will be tracked monthly, and adjustments to the program will be made based on data-driven insights to ensure that every MASD student has the foundational reading skills necessary for academic success.
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Action Step		Anticipated Start/Completion Date	
Train teachers and staff holding certifications in PreK-2, Upper Elementary and Middle School ELA, Special Education Teachers, Reading Specialists, and ESL Teachers in Structured Literacy.		2023-11-07	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Paul Sweda/Academic Interim Director	AIU Reading Achievement Center Contacts (Heather Moschetta and Lisa Yonek); PD Materials	Yes	No
Action Step		Anticipated Start/Completion Date	
Research, pilot, and select a new ELA series for K-5, 6-8, 9-12 core ELA instruction.		2023-08-21	2024-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Paul Sweda/Academic Interim Director	Ed Reports, Achieve the Core Curricular Review Materials, Tools for Culturally Responsive Audit/Reivew of Programs, AIU Reading Achievement Center Mentors	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Purchase and Implement a new ELA series for K-5, 6-8, 9-12 core ELA instruction.		2024-06-28	2026-06-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Paul Sweda/Academic Interim Director	ELA series; Materials for all teachers, Professional learning plan, Instructional Coaching, Professional development sessions from the company	Yes	Yes
Action Step		Anticipated Start/Completion Date	

Support teachers during program implementation and monitor fidelity of instruction through classroom observation and review of student learning data.		2024-08-26	2026-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Paul Sweda/Academic Interim Director Building Principals	Professional learning sessions; grade level meetings; Instructional coaching; walkthrough forms; student learning data	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of 2025-26 academic school year, MASD will increase the percentage of students proficient in reading by 10% as measured by the PSSA and Keystone in ELA.	People: Paul Sweda/Academic Interim Director, Building Principals Frequency: Monthly progress monitoring Method: Teacher Observations- Walkthrough Forms, Student Learning Data (Acadience, NWEA MAP, Program assessments)

Action Plan For: Attendance

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2025-2026 academic year, our school district aims to increase student attendance rate from 80.97% to 88.0%. To achieve this goal, we will launch a comprehensive attendance improvement program that includes regular communication with parents, community outreach, and awareness campaigns. We will track attendance data weekly and implement early intervention strategies for at-risk students. Additionally, we aim to boost parental involvement by organizing a minimum of three parent-teacher engagement events throughout the year. Progress towards this goal will be reviewed monthly, with adjustments made to our strategies based on data analysis to ensure that every student within our district has the opportunity to attend school regularly and succeed academically.

Action Step	Anticipated Start/Completion Date		
Create awareness campaign (posters, social media posts, parent mailing)	2023-07-03	2023-09-29	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Community Outreach and Attendance Liaisons	Poster MAKing Material, Attendance Works Website	No	
Action Step	Anticipated Start/Completion Date		
Develop/revise attendance incentives	2023-08-02	2024-06-05	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Attendance Teams	Incentive materials	No	
Action Step	Anticipated Start/Completion Date		
Review Attendance Data	2023-08-02	2024-06-05	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Attendance Teams	Attendance Data from Skyward	No	
Action Step	Anticipated Start/Completion Date		
Review and modify attendance procedures.	2023-08-02	2023-10-31	

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Community Outreach and Attendance Liaisons		No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase Student Attendance	Attendance teams meet bi-weekly to discuss and track attendance.

Action Plan For: Schema Based and CRA Instruction in Mathematics

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2025-2026 academic year, MASD will increase the percentage of students proficient in math by overall 10%, as measured by the PSSA and Keystone in Mathematics. To achieve this, we will implement a targeted and evidence-based literacy program, including regular progress monitoring, peer collaboration among educators, and data analysis. Additionally, we will provide professional development opportunities for teachers to enhance their instructional strategies in literacy. Progress toward this goal will be tracked monthly, and adjustments to the program will be made based on data-driven insights to ensure that every MASD student has the foundational reading skills necessary for academic success.

Action Step		Anticipated Start/Completion Date	
Professional Development to incorporate 3 Read Protocol and Schema-Based Instruction in math classrooms		2023-09-01	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Paul Sweda/Academic Interim Director	Training from IU (Shelly Burr) PD and implementation classroom materials	Yes	
Action Step		Anticipated Start/Completion Date	
Professional Development to incorporate CRA Instruction in math classrooms		2023-09-01	2024-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Paul Sweda/Academic Interim Director	Training from IU (Shelly Burr) PD and implementation classroom materials	Yes	
Action Step		Anticipated Start/Completion Date	
Support teachers around implementation of evidence-based instructional strategies through classroom observation and review of		2023-09-	2024-06-

student learning data.		01	01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Paul Sweda/Academic Interim Director Building Principals	Professional learning sessions; grade level meetings; Instructional coaching; walkthrough forms; student learning data	Yes	
Action Step		Anticipated Start/Completion Date	
<p>Gather a Curriculum Evaluation Team: Assemble a team of educators, administrators, and stakeholders who will participate in the curriculum evaluation process. This team should represent a diverse range of perspectives. Identify and Understand the New Standards: Thoroughly review the new science standards that the curriculum must align with. Understand the specific learning objectives and expectations for each grade level. Set Clear Goals and Criteria: Define the goals and criteria that the new curriculum must meet. These could include alignment with standards, engagement of students, differentiation for diverse learners, etc. Research Curriculum Options: Conduct research to identify potential science curriculum options. Explore both traditional textbook-based curricula and digital resources. Request Samples and Review Materials: Contact curriculum publishers or providers and request samples of their materials. Review these materials in-depth to assess their alignment with standards and the quality of content. Seek Input from Teachers and Stakeholders: Engage teachers and other stakeholders (parents, students) in the evaluation process. Gather their feedback and insights on the curriculum options being considered. Evaluate Pedagogical Approach: Assess how the curriculum supports effective teaching and learning methods, such as inquiry-based learning, hands-on activities, and opportunities for critical thinking. Examine Assessment and Evaluation Components: Analyze the assessment tools and evaluation methods included in the curriculum. Ensure they align with the standards and provide opportunities for formative and summative assessment. Consider Accessibility and Inclusivity: Evaluate how the curriculum accommodates the needs of diverse learners, including students with disabilities and English language learners. Budget and Resource Assessment: Determine the cost of implementing the chosen curriculum, including materials, training, and ongoing support. Ensure it fits within your school or district's budget. Professional Development Needs: Identify any professional development requirements for teachers to effectively implement the new curriculum. Plan for training sessions if necessary. Pilot Test the Curriculum: Select a small group of teachers to pilot the curriculum in their classrooms. Collect feedback from both teachers and students during this phase. Data Analysis and Decision-Making: Analyze the data and feedback collected during the pilot phase. Use this information to make an informed decision about whether the curriculum meets your goals and criteria. Make a Selection: Based on the evaluation and feedback, choose the science curriculum that best aligns with the standards and meets your educational goals. Plan for Implementation: Develop an implementation plan that includes a timeline, resource allocation, professional development, and communication with stakeholders. Continuous Evaluation and Improvement: After implementation, regularly evaluate the effectiveness of the curriculum and make necessary adjustments to improve student outcomes. Communicate with Parents and Students: Inform parents and students about the new curriculum, its benefits, and how it aligns with standards. Address any concerns or questions they may have. Monitor Progress and Outcomes: Continuously monitor student progress and outcomes to ensure that the new curriculum is achieving its intended goals.</p>		2023-11-01	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Paul Sweda, Academic Director		No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of 2025-26 academic school year, MASD will increase the percentage of students proficient in mathematics by 10% as measured by the PSSA and Keystone in Mathematics.	People: Paul Sweda/Academic Interim Director, Building Principals Frequency: Monthly progress monitoring Method: Teacher Observations- Walkthrough Forms, Student Learning Data (Acadience, NWEA MAP, Program assessments)

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Reading Programs:	Train teachers and staff holding certifications in PreK-2, Upper Elementary and Middle School ELA, Special Education Teachers, Reading Specialists, and ESL Teachers in Structured Literacy.
Structured Reading Programs:	Research, pilot, and select a new ELA series for K-5, 6-8, 9-12 core ELA instruction.
Structured Reading Programs:	Purchase and Implement a new ELA series for K-5, 6-8, 9-12 core ELA instruction.
Structured Reading Programs:	Support teachers during program implementation and monitor fidelity of instruction through classroom observation and review of student learning data.
Schema Based and CRA Instruction in Mathematics	Professional Development to incorporate 3 Read Protocol and Schema-Based Instruction in math classrooms
Schema Based and CRA Instruction in Mathematics	Professional Development to incorporate CRA Instruction in math classrooms
Schema Based and CRA Instruction in Mathematics	Support teachers around implementation of evidence-based instructional strategies through classroom observation and review of student learning data.

Structured Literacy Training

Action Step
<ul style="list-style-type: none"> Train teachers and staff holding certifications in PreK-2, Upper Elementary and Middle School ELA, Special Education Teachers, Reading Specialists, and ESL Teachers in Structured Literacy.
Audience
All early childhood, elementary and middle teachers, all special education and English as a second language.
Topics to be Included
<p>The Pennsylvania Department of Education (PDE) Structured Literacy Program encompasses a range of topics and strategies designed to support students' literacy development. Structured literacy programs are evidence-based approaches to teaching reading and writing that emphasize explicit and systematic instruction. Here are some key topics typically covered in such programs:</p> <p>Phonemic Awareness: Instruction begins with phonemic awareness, teaching students to recognize and manipulate individual sounds (phonemes) in spoken language.</p> <p>Phonics: Students learn the relationships between letters (graphemes) and sounds (phonemes), including consonant and vowel sounds, consonant blends, and digraphs.</p> <p>Decoding Skills: Instruction focuses on teaching students how to decode, or sound out, words using phonics and word analysis skills.</p> <p>Syllable Types: Students learn about different syllable types (closed, open, silent e, etc.) and how they affect pronunciation and spelling.</p> <p>Fluency: Strategies for improving reading fluency, including reading with expression, accuracy, and appropriate pacing, are taught.</p> <p>Vocabulary Development: Building a strong vocabulary is crucial, and structured literacy programs often include strategies for developing word knowledge.</p> <p>Comprehension Strategies: Students are taught comprehension strategies such as making predictions, summarizing, questioning, and making connections to improve their understanding of text.</p> <p>Spelling Rules: Instruction in spelling rules and patterns helps students become better spellers and reinforces their decoding skills.</p> <p>Writing Skills: Structured literacy programs often include writing instruction, covering topics like sentence structure, grammar, and the writing process.</p> <p>Morphology: Understanding the structure and meaning of morphemes (the smallest units of language) is important for reading and spelling.</p> <p>Syntax: Syntax instruction helps students understand the rules governing sentence structure and sentence comprehension.</p> <p>Reading Comprehension:</p>

Beyond basic comprehension strategies, structured literacy programs address higher-level reading comprehension skills, including critical thinking and text analysis. Assessment: Structured literacy programs often include assessment tools and procedures to monitor student progress and adjust instruction accordingly. Multisensory Approaches: Many programs incorporate multisensory techniques, such as using tactile and kinesthetic methods alongside visual and auditory instruction. Individualized Instruction: Structured literacy programs recognize that students may progress at different rates and provide strategies for tailoring instruction to individual needs.

Evidence of Learning

Formative Assessment Survey for Certificate of Completion, Sign-in Sheets,

Lead Person/Position	Anticipated Start	Anticipated Completion
Paul Sweda- Academic Interim Director, Principals	2023-11-01	2025-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Structured Reading Programs:	Research, pilot, and select a new ELA series for K-5, 6-8, 9-12 core ELA instruction.
Structured Reading Programs:	Purchase and Implement a new ELA series for K-5, 6-8, 9-12 core ELA instruction.
Schema Based and CRA Instruction in Mathematics	<p>Gather a Curriculum Evaluation Team: Assemble a team of educators, administrators, and stakeholders who will participate in the curriculum evaluation process. This team should represent a diverse range of perspectives. Identify and Understand the New Standards: Thoroughly review the new science standards that the curriculum must align with. Understand the specific learning objectives and expectations for each grade level. Set Clear Goals and Criteria: Define the goals and criteria that the new curriculum must meet. These could include alignment with standards, engagement of students, differentiation for diverse learners, etc. Research Curriculum Options: Conduct research to identify potential science curriculum options. Explore both traditional textbook-based curricula and digital resources. Request Samples and Review Materials: Contact curriculum publishers or providers and request samples of their materials. Review these materials in-depth to assess their alignment with standards and the quality of content. Seek Input from Teachers and Stakeholders: Engage teachers and other stakeholders (parents, students) in the evaluation process. Gather their feedback and insights on the curriculum options being considered. Evaluate Pedagogical Approach: Assess how the curriculum supports effective teaching and learning methods, such as inquiry-based learning, hands-on activities, and opportunities for critical thinking. Examine Assessment and Evaluation Components: Analyze the assessment tools and evaluation methods included in the curriculum. Ensure they align with the standards and provide opportunities for formative and summative assessment. Consider Accessibility and Inclusivity: Evaluate how the curriculum accommodates the needs of diverse learners, including students with disabilities and English language learners. Budget and Resource Assessment: Determine the cost of implementing the chosen curriculum, including materials, training, and ongoing support. Ensure it fits within your school or district's budget. Professional Development Needs: Identify any professional development requirements for teachers to effectively implement the new curriculum. Plan for training sessions if necessary. Pilot Test the Curriculum: Select a small group of teachers to pilot the curriculum in their classrooms. Collect feedback from both teachers and students during this phase. Data Analysis and Decision-Making: Analyze the data and feedback collected during the pilot phase. Use this information to make an informed decision about whether the curriculum meets your goals and criteria. Make a Selection: Based on the evaluation and feedback, choose the science curriculum that best aligns with the standards and meets your educational goals. Plan for Implementation: Develop an implementation plan that includes a timeline, resource allocation, professional development, and communication with stakeholders. Continuous Evaluation and Improvement: After implementation, regularly evaluate the effectiveness of the curriculum and make necessary adjustments to improve student outcomes. Communicate with Parents and Students: Inform parents and students about the new curriculum, its benefits, and how it aligns with standards. Address any concerns or questions they may have. Monitor Progress and Outcomes: Continuously monitor student progress and outcomes to ensure that the new curriculum is achieving its intended goals.</p>

Presentations from reading companies

Action Step		
Audience		
Various stakeholder groups including ELA classroom teachers, instructional coaches, building principals, special education teachers, central administration staff, students, parent/guardian representatives.		
Topics to be Included		
Presentations from Reading companies, school visitations, piloting of reading series		
Lead Person/Position	Anticipated Start	Anticipated Completion
Paul Sweda/ Academic Director Building Principals	2023-09-04	2024-03-29

Communication

Type of Communication	Frequency
Presentation	Monthly activities (Presentations from reading companies, presentations by instructional coaches, lessons in classrooms by teachers, presentations at school board committee meetings, presentations for family events)

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation Statement Comprehensive Plan 2023 - 2026.pdf

Chief School Administrator	Date
Tia M. Wanzo	2023-10-31