



## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Comprehensive Technology Education Program		103026037
<b>Address 1</b>		
3590 O'Neil Blvd.		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
McKeesport	PA	15132
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
N/A		N/A

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dale McCall	High School Principal	McKeesport Senior High School	dmccall@mckasd.net
Angie Cale	Coordinator of Special Education and Alternative Services	Special Education Department	acale@mckasd.net
Dr. Tia Wanzo	Other	MASD Central Offices	twanzo@mckasd.net
Brianne Lion	Assistant Coordinator of Special Education	Special Education Department	blion@mckasd.net
Kris Nemchick	High School Teacher	McKeesport Senior High School	knemchick@mckasd.net
Wayne Wade	District Safety Coordinator	McKeesport Area School District	wwade@mckasd.net
Chris Rowe	CTC Administrative Assistant	McKeesport Area CTC Program	crowe@mckasd.net
Marci Barry	High School Assistant Principal	McKeesport Senior High School	bdaye@mckasd.net
Steve Tomkowitz	CTC Teacher	McKeesport Area CTC Program	stomkowitz@mckasd.net
Brian DeCecco	CTC Teacher	McKeesport Area CTC Program	bdececco@mckasd.net
Dr. Jane L. Coughenour	Director of Federal Programs	MASD Central Offices	jcoughenour@mckasd.net
Thomas Knight	Administrator	MASD Central Offices	tknight@mckasd.net
Kelli Kosar	Teacher	Guidance Office	kmursch@mckasd.net

## 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 3, 2022 Snapshot the school district enrollment was 3,069 students, with 1,063 students at the 9th – 12th grade high school, 647 in the 6th – 8th middle school and 1,377 students in the K – 5th grade elementary schools. MASD's percentage of economically disadvantaged is 64.32%. The senior high school rate is 64.40%, at the middle school it increases to 70.79% and the two elementary buildings have a combined economically disadvantaged rate of 60.58%. MASD has a small English Language Learner population, with only 45 ELL students, district wide. McKeesport Area School District has its own CTC program with 8 programs of study. The CTC only provides the CTC course work, the core content is provided by the McKeesport Area Senior High School.

According to the September 21, 2023 Special Education Snapshot the overall percentage of students identified as special education is 26.20% or 804 students. The high school has 280 special education students, the middle school has 206 special education students and at the elementary level the number is 327 special education students.

## 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 one responsible for their success. Therefore, each student agrees to carry out the following responsibilities to the best of their ability. \* I will return completed work on time. \* I will return corrected work to my parent(s). \* I will arrive at school on time every day unless I am ill. \* I will be responsible for my own behavior. \* I will be a cooperative learner.

### 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 your student \* Communicate with you regarding your 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

### Administration

The administration will work to achieve 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 \* Explore 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 my child is punctual and attends school \* Supporting the school in its efforts to maintain proper discipline \* Establishing a time for homework and review daily \* Providing a quiet place to study \* Encouraging my child's efforts and being available for questions \* Staying aware of what my child is learning \* Reading with my child and letting my child see me read

### Community

MASD and the community organizations work together to support learning, and through this everyone benefits. Our partnerships strengthen, support, and transform individual partners, which results in improved program quality, more efficient use of resources, and better alignment of goals. Our partnerships with the community support student outcomes.

**Other (Optional)**

Omit selected.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations PVAAS McKeesport Area Senior High School English Language Arts/Literature	All Student Group Meets the Standard Demonstrating Growth Academic Average Growth Score 76.0
Meeting Annual Academic Growth Expectations PVAAS McKeesport Area Senior High School Science/Biology	All Student Group Exceeds the Standard Demonstrating Growth Academic Average Growth Score 74.6

### Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments McKeesport Senior High School English Language Arts/Literature	All Student Group Did Not Meet Interim Goal/Improvement Target
Proficient or Advanced on Pennsylvania State Assessments McKeesport Senior High School Mathematics/Algebra	All Student Group Did Not Meet Interim Goal/Improvement Target
Proficient or Advanced on Pennsylvania State Assessments McKeesport Senior High School Science/Biology	All Student Group Did Not Meet Interim Goal/Improvement Target

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

### Strengths

<b>Indicator</b> Meeting Annual Academic Growth Expectations PVAAS McKeesport Area Senior High School English Language Arts/Literature <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> Overall Academic Average Growth Score 76.0
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>



<b>Indicator</b> ESSA Student Subgroups	<b>Comments/Notable Observations</b>
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**Challenges**

<b>Indicator</b> Meeting Annual Academic Growth Expectations PVAAS McKeesport Area Senior High School English Language Arts/Literature <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> Overall Academic Average Growth Score 76.0
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<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
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<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
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<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
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**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.

Meeting Annual Academic Growth Expectations PVAAS McKeesport Area Senior High School English Language Arts/Literature
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**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.

All Student Group Did Not Meet Interim Goal/Improvement Target of Proficient or Advanced on Pennsylvania State Assessments McKeesport Senior High School Mathematics/Algebra
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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
High School - 20-21 Literature Keystone	25.2 Below Basic, 38.7 Basic(Decrease), 31.6 Proficient (increase), 4.5% Advanced (Increase)

### English Language Arts Summary

#### Strengths

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

High School - The number of students that scored below basic increased from the previous year.

### Mathematics

Data	Comments/Notable Observations
20-21 Algebra Keystone Data	47.7% Below Basic, 42.6% Basic, 7.7% Proficient, 1.9% Advanced Decrease in proficient and advanced students.

### Mathematics Summary

#### Strengths

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 roll out a new math curriculum in 2022-2023 which will hopefully close these gaps even more.

#### Challenges

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.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
High School 2018-2019 Biology Keystone	39.5% Below Basic, 35.2 % Basic, 21% Proficient, 4.3% Advanced 44% Below Basic, 22% Basic, 20% Proficient, 11.8% Advanced

### Science, Technology, and Engineering Education Summary

#### Strengths

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.

## Challenges

High School - 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
High School Career Standards Benchmark	According to the Pa Future Ready Index, The All Student Group was at a 90.5 % for the 2020-2021 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
McKeesport Area Senior High School Industry-Based Learning All Student Group Percent Industry-Based Learning 62.3%	All Student Group: 62.3% Black: 72.7% White: 60.7% Economically Disadvantaged: 61.8% Student with Disabilities: Insufficient Sample
Advanced on Industry-Based Competency Assessment All Student Group Percent Advanced 24.6%	All Student Group: 24.6% Black: 18.2% White: 21.4% Economically Disadvantaged: 25.0% Student with Disabilities: Insufficient Sample

### 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.

High School - Continue to increase the Career Standards Benchmark for the all Student Group as well as all subgroups. CTE Program Students are continuously increasing their NOCTE Exam scores from year to year.

### 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.

High School - Increasing the completion rate of the CTE programs for students enrolled in those courses. Increasing the total number of students in the approved CTE programs.

## 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
High school- Proficiency ELA	Students still scored below the state average but increased from the previous year.
High School-Proficiency Biology	Students increased in Science Proficiency from the previous year.
High School- Proficiency Algebra 1	Students increased in Math Proficiency(Basic and proficient) from the previous year.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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	High School - ELA Proficiency: Did not meet the statewide proficiency in this area and showed a decrease from the previous years percentage.

	<p>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.</p>
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**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.

<p>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.</p>

**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.

<p>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</p>

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
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

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

**Challenges**

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Ensure effective, standards-aligned curriculum and assessment.
Coordinate and monitor supports aligned with students’ and families’ needs.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.

## 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
Meeting Annual Academic Growth Expectations PVAAS McKeesport Area Senior High School English Language Arts/Literature	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.	True
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 roll out a new math curriculum in 2022-2023 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.	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
High School - Continue to increase the Career Standards Benchmark for the all Student Group as well as all subgroups. CTE Program Students are continuously increasing their NOCTE Exam scores from year to year.	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Career Technical Center 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
All Student Group Did Not Meet Interim Goal/Improvement Target of Proficient or Advanced on Pennsylvania State Assessments McKeesport Senior High School Mathematics/Algebra	False
High School - The number of students that scored below basic increased from the previous year.	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.	False
High School - 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
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	True
High School - Increasing the completion rate of the CTE programs for students enrolled in those courses. Increasing the total number of students in the approved CTE programs.	True
Coordinate and monitor supports aligned with students' and families' needs.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	False
Ensure effective, standards-aligned curriculum and assessment.	False

### 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.

McKeesport Area School District has put a great deal of resources into Literacy across all grade levels and the results of this work are shown districtwide in the ELA/Literacy PSSA and PVAAS scores. Our goal is to continue to support literacy, but apply many more resources to Mathematical instruction K-12th grade.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
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	The reasons that have been determined for low Mathematics/Algebra Keystone scores. 1. No consistent standards based curriculum that is aligned with the PA Common Core. 2. No designated Mathematics coordinator to lead curriculum development and implementation. 3. Very little training for teachers regarding Mathematics instruction and delivery. 4. Need for high level of rigor and expectations for all students in the area of Mathematics. 5. Lack of student assessment data to drive instruction and find student deficits that need to be addressed.	True
High School - Increasing the completion rate of the CTE programs for students enrolled in those courses. Increasing the total number of students in the approved CTE programs.	The experience classes for each course could be redesigned to give a students a better foundation of what each course is about. This will increase student buy in on specific courses and result in better completion rates.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
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.	1. Implementation of new curriculum. 2. The addition of Department Head Leaders in ELA.
High School - Continue to increase the Career Standards Benchmark for the all Student Group as well as all subgroups. CTE Program Students are continuously increasing their NOCTE Exam scores from year to year.	Strong CTC program and a curriculum aligned to the standards has allowed the students to perform well on the NOCTI/NIMS.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The reasons that have been determined for low Mathematics/Algebra Keystone scores. 1. No consistent standards based curriculum that is aligned with the PA Common Core. 2. No designated Mathematics coordinator to lead curriculum development and implementation. 3. Very little training for teachers regarding Mathematics instruction and delivery. 4. Need for high level of rigor and expectations for all students in the area of Mathematics. 5. Lack of student assessment data to drive instruction and find student deficits that need to be addressed.
	The experience classes for each course could be redesigned to give a students a better foundation of what each course is about. This will

	increase student buy in on specific courses and result in better completion rates.
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## Goal Setting

Priority: The experience classes for each course could be redesigned to give a students a better foundation of what each course is about. This will increase student buy in on specific courses and result in better completion rates.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
McKeesport Senior High School will develop a written Math curriculum aligned to the PA Common Core. The curriculum will state what materials are needed, what assessments will occur and the professional development that will take place, as well as any other items necessary for full and successful implementation.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
MASD Senior High School Math Curriculum		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The written curriculum will be completed.	Materials and assessments will be purchased and PD will take place.	McKeesport Senior High School will develop a written Math curriculum aligned to the PA Common Core. The curriculum will state what materials are needed, what assessments will occur and the professional development that will take place, as well as any other items necessary for full and successful implementation.

Priority: The reasons that have been determined for low Mathematics/Algebra Keystone scores. 1. No consistent standards based curriculum that is aligned with the PA Common Core. 2. No designated Mathematics coordinator to lead curriculum development and implementation. 3. Very little training for teachers regarding Mathematics instruction and delivery. 4. Need for high level of rigor and expectations for all students in the area of Mathematics. 5. Lack of student assessment data to drive instruction and find student deficits that need to be addressed.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
McKeesport Senior High School will develop a written Math curriculum aligned to the PA Common Core. The curriculum will state what materials are needed, what assessments will occur and the professional development that will take place, as well as any other items necessary for full and successful implementation.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
MASD Senior High School Math Curriculum		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The written curriculum will be completed.	Materials and assessments will be purchased and PD will take place.	McKeesport Senior High School will develop a written Math curriculum aligned to the PA Common Core. The curriculum will state what materials are needed, what assessments will occur and the professional development that will take place, as well as any other items necessary for full and successful implementation.





## Action Plan

### Measurable Goals

MASD Senior High School Math Curriculum	MASD Senior High School Math Curriculum
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### Action Plan For: Curriculum Development

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>McKeesport Senior High School will develop a written Math curriculum aligned to the PA Common Core. The curriculum will state what materials are needed, what assessments will occur and the professional development that will take place, as well as any other items necessary for full and successful implementation.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Develop a process and timeline that will take place to write a K-12th grade Math curriculum aligned to the PA Common Core.		2023-07-03	2023-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent Math Coordinator Math Department Head (6-12)	PA Common Core	No	No
Action Step		Anticipated Start/Completion Date	
Continued work on the development of the Math Curriculum improvements.		2023-10-01	2023-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent Math Coordinator Math Department Head (6-12)	List of Employees	No	No
Action Step		Anticipated Start/Completion Date	
Make Math curriculum adjustments & enhancements.		2024-01-01	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent Math Coordinator Math Department Head (6-12)	PA Common Core	No	No
Action Step		Anticipated Start/Completion Date	
Get school board approval on changes and enhancements made to curriculum and publicly display the Math Curriculum.		2024-07-01	2024-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Math Curriculum	No	No
Action Step		Anticipated Start/Completion Date	
Professional Development for the Math Curriculum		2025-01-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Superintendent	Math Curriculum	Yes	No
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
A fully developed and written Math curriculum	At the end of June 2024 is there an established Math Curriculum that has been written.

### Action Plan For: Evaluation of Programs/Materials

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>McKeesport Senior High School will develop a written Math curriculum aligned to the PA Common Core. The curriculum will state what materials are needed, what assessments will occur and the professional development that will take place, as well as any other items necessary for full and successful implementation.</li> <li>McKeesport Senior High School will develop a written Math curriculum aligned to the PA Common Core. The curriculum will state what materials are needed, what assessments will occur and the professional development that will take place, as well as any other items necessary for full and successful implementation.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		
publicly display the Math Curriculum and Materials	2025-08-21	2025-08-31	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Superintendent	Curriculum and Materials	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All Stakeholders will be familiar with the new Math Curriculum and Materials.	Presentation Sign in Sheets

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Curriculum Development	Professional Development for the Math Curriculum

### Math Curriculum Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development for the Math Curriculum</li> </ul>		
<b>Audience</b>		
All teachers who teach Math		
<b>Topics to be Included</b>		
What is in the curriculum? How should it be taught? What are the expectations for both students and teachers?		
<b>Evidence of Learning</b>		
Teacher Evaluations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Math Coordinator	2025-01-21	2025-08-31

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Evaluation of Programs/Materials	publicly display the Math Curriculum and Materials

### Board Approval of New Materials and Curriculum Enhancements

<b>Action Step</b>		
<b>Audience</b>		
School Board and Community Stakeholders		
<b>Topics to be Included</b>		
Updated Math Curriculum Updated Materials		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Superintendent	2025-08-21	2025-08-31

### Communication

Type of Communication	Frequency
Posting on district website	Ongoing

## Approvals & Signatures

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

<b>Chief School Administrator</b>	<b>Date</b>
Tia M. Wanzo	2023-10-31
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>