

McKeesport Area SHS

ATSI non-Title 1 School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
McKeesport Area High School		6105
Address 1		
1960 Eden Park Blvd.		
Address 2		
City	State	Zip Code
McKeesport	Pa	15132
Chief School Administrator		Chief School Administrator Email
Tia Wanzo		twanzo@mckasd.net
Principal Name		
Dale McCall		
Principal Email		
dmccall@mckasd.net		
Principal Phone Number		Principal Extension
412-664-3651		8252
School Improvement Facilitator Name		School Improvement Facilitator Email
Dina Hartford		dina.hartford@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dale McCall	Head Principal	MAHS	dmccall@mckasd.net
Angie Cale	Coordinator of Special Education and Alternative Services	MASD	acale@mckasd.net
Dr. Tia Wanzo	Chief School Administrator	MASD	twanzo@mckasd.net
Tim Brown	McKeesport City Councilman	MASD	Tbrown@mckasd.net
James Brown	School Board Member	MASD	renziepark@comcast.net
Dr. Menas Zannikos	Assistant Coordinator of Special Education	MASD	mzannikos@mckasd.net
Mark O'Connor	Teacher	MAHS	moconner@mckasd.net
Kris Nemchick	Teacher	MAHS	knemchick@mckasd.net
Tim Kunes	Parent	MAHS	tkunes@mckasd.net
Erica Guadalupe	Secondary Literacy Coordinator	MASD	eguadalupe@mckasd.net
Connor McGrew	Student	MASD	connormmcgrew@gmail.com
Sharon Mols	Community Member	MASD	faulsm@comcast.net

Vision for Learning

Vision for Learning

The McKeesport Area High School creates a learning environment which provides students an opportunity to maximize their potential and achieve success. When selecting members of the committee, we sought to identify a diverse group of stakeholders, who we believe are invested in the successful outcomes of our students. We feel that these stakeholders can provide input into identifying the areas of need for our building as a whole. Each member brings a different and informed perspective. Ms. Guadalupe was invited because she brings to the table advanced knowledge in the English and Language Arts Curriculum as well as knowledge of strategies that can be incorporated into daily teaching lessons. Mr. Tim Brown was chosen because he is a current city councilman as well as having two children graduate from the district. Ms. Kris Nemchick serves as the special education liaison for the high school, and can easily relate information from the team to the special education department. Mr. Jim Brown serves on our local school board and brings local supervision as well as a district perspective to the team.

Future Ready PA Index

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

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

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

Strengths

Indicator English Language Arts/Literature Academic Growth for PVAAS ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations The All Student Group, white and economically disadvantaged student groups met or exceeded the target for growth.
Indicator Science/Biology: Student groups met or exceeded Standard Demonstrating Growth for PVAAS ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Three of the four subgroups are either Green or Blue even though there was a decrease from the previous year. The White subgroup is Green and at 75.. Economically Disadvantaged is in Dark Green but decreased from the previous year.
Indicator Career Standards Benchmark ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations The 2 or more races subgroup is dark green and increased from the previous year.

Challenges

Indicator English Language Arts/Literature Academic Growth for PVAAS ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations The All Student Group, white and economically disadvantaged student groups met or exceeded the target for growth.
Indicator Science/Biology: Student groups met or	Comments/Notable Observations Three of the four subgroups are either Green or Blue even though there was a decrease from the previous

<p>exceeded Standard Demonstrating Growth for PVAAS</p> <p>ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities</p>	<p>year. The White subgroup is Green and at 75.. Economically Disadvantaged is in Dark Green but decreased from the previous year.</p>
<p>Indicator Career Standards Benchmark</p> <p>ESSA Student Subgroups Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations The 2 or more races subgroup is dark green and increased from the previous year.</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.

English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth
Science/Biology All Student Group Meets the Standard Demonstrating Growth
In the college and career standards benchmark, White student sub Group Meets Performance Standard and showed growth.
Three of the four subgroups are either Green or Blue even though there was a decrease from the previous year. The White subgroup is Green and at 75. Economically Disadvantaged is in Dark Green but decreased from the previous year. Students with Disabilities exceed growth standard in Science.

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.

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 increased from the previous year, but still far from state average and interim target. Working with the middle school administration to look at a possible vertical realignment of the curriculum. Continue to use MAPS exams and common assessments to check for progress and understanding.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
21-22 Literature Keystone	25.2 Below Basic, 38.7 Basic(Decrease), 31.6 Proficient (increase), 4.5% Advanced (Increase)
NWEA Testing	Although the percentage of students scoring in the 1-20th percentile stayed the same, Growth was evident among ELA students from the first round of testing in September 2022 to the last round in May of 2023 in the other percentiles.

English Language Arts Summary

Strengths

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

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
21-22 Algebra Keystone Data	47.7% Below Basic, 42.6% Basic, 7.7% Proficient, 1.9% Advanced Decrease in proficient and advanced students.
NWEA Maps	39% (1-20) 22%(21-40) 17%(41-60) 12%(61-80) 10% (80-100)

Mathematics Summary

Strengths

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

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
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21-22 Biology Keystone	39.5% Below Basic, 35.2 % Basic, 21% Proficient, 4.3% Advanced	44% Below Basic, 22% Basic, 20% Proficient, 11.8% Advanced
NWEA	Fall 2023 Session 33%, (1-20) 24%(21-40) 19%(41-60) 14%(61-80) 10%(81 - 100)	

Science, Technology, and Engineering Education Summary

Strengths

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

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.

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.

Related Academics

Career Readiness

Data	Comments/Notable Observations
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%.
Localized Benchmark Data	NOCTI exam was administered.

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

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.

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.

Increasing the total number of students in the approved CTE programs.

Increasing the completion rate of the CTE programs for students enrolled in those courses.
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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
Proficiency ELA	Students still scored below the state average and decreased from the previous year.
Proficiency Algebra 1	Students decreased in Math Proficiency(Basic and proficient) from the previous year.
Proficiency Biology	Students increased in Science Proficiency from the previous year.
Growth ELA	Students decreased in ELA growth from the previous year.
Growth Algebra 1	Students decreased in Math Proficiency from the previous year and are still below state average.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Proficiency ELA	ED Students did not meet the statewide interim target in this area.
Proficiency Algebra 1	ED Students did not meet the statewide interim target in this area but increased from the previous year.
Proficiency Biology	ED Students did not meet the statewide interim target in this area and increased from the previous year.
Growth ELA	ED Students did not meet the statewide interim target in this area and decreased from the previous year.
Growth Algebra 1	ED Students did not meet the statewide interim target in this area.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	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 decreased in this area from the previous year

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.

ED Students did not meet the statewide interim target in Algebra 1 but increased from the previous year.
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.

All student subgroups 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

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
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	Emerging
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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
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?

Promote and sustain a positive school environment where all members feel welcome and safe within the school.
Creating and maintaining partnerships with local businesses, community groups and other stakeholders to help with meeting the needs of the school.
Knowledge of Instructional Strategies and Academic Standards by both the special education and regular education staff
Curriculum alignment both horizontally and vertically for all content areas.

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?

Implement an evidence-based system of school wide positive behavior interventions and supports
Implement evidence-based strategies to engage families to support learning
Monitor and evaluate the impact of professional learning on staff practices and student learning
Identify professional learning needs through analysis of a variety of data

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
In the college and career standards benchmark, White student sub Group Meets Performance Standard and showed growth.	False
English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth	False
Science/Biology All Student Group Meets the Standard Demonstrating Growth	False
Three of the four subgroups are either Green or Blue even though there was a decrease from the previous year. The White subgroup is Green and at 75. Economically Disadvantaged is in Dark Green but decreased from the previous year. Students with Disabilities exceed growth standard in Science.	False
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
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.	True
Continue to increase the Career Standards Benchmark for the all Student Group as well as all subgroups.	True
English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth	False
Science/Biology All Student Group Meets the Standard Demonstrating Growth	False
Three of the four subgroups are either Green or Blue even though there was a decrease from the previous year. The White subgroup is Green and at 75. Economically Disadvantaged is in Dark Green but decreased from the previous year. Students with Disabilities exceed growth standard in Science.	False
Increase in the number of students in the top 2 percentage categories from Fall-Spring	False
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.	True
Promote and sustain a positive school environment where all members feel welcome and safe within the school.	True
Creating and maintaining partnerships with local businesses, community groups and other stakeholders to help with meeting the needs of the school.	True
Knowledge of Instructional Strategies and Academic Standards by both the special education and regular education staff	True
Curriculum alignment both horizontally and vertically for all content areas.	True
CTE Program Students are continuously increasing their NOCTE Exam scores from year to year.	True
ED Students did not meet the statewide interim target in Algebra 1 but increased from the previous year.	True

The Black Student subgroup had the highest percentage increase in Biology Growth from the previous year.	True
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Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
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.	True
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.	True
Science proficiency on state assessments has increased from the previous year, but still far from state average and interim target. Working with the middle school administration to look at a possible vertical realignment of the curriculum. Continue to use MAPS exams and common assessments to check for progress and understanding.	True
The number of students that scored below basic increased from the previous year.	True
We are still struggling with Algebra 1 test scores. We are continuing to work with the Middle School teachers to align curriculum 6-12.	True
Increasing the total number of students in the approved CTE programs.	True
Increasing the completion rate of the CTE programs for students enrolled in those courses.	True
Moving the students from the lowest percentile (1-20) in to a higher percentile in ELA	False
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
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.	False
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.	True
Implement an evidence-based system of school wide positive behavior interventions and supports	True
Implement evidence-based strategies to engage families to support learning	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
Identify professional learning needs through analysis of a variety of data	True
All student subgroups scored below the state interim targets for proficiency in ELA	True
All student subgroups scored below the state interim target for proficiency in Math	True
All student subgroups scored below the state interim target for proficiency in Biology	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.

1. We are still struggling with Algebra 1 test scores. We are continuing to work with the Middle School teachers to align curriculum 6-12. Constantly evaluating our students helps us identify our deficiencies and will help drive future instruction as well as identify areas in the vertical alignment of our curriculum that need improved. 2. Without valid and reliable student data, instruction cannot be improved to affect student growth, with a special focus on identified special education students and African American students 3. Not having a systematic way of using assessment to drive future instruction, that specifically addresses the needs of the special education students and/or the African American students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
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.	Teachers will be in year two of a new math curriculum for the 23-24 school year which aligns to the Pa state standards. We also combined departments for grades 6-12 for the upcoming school year to ensure horizontal alignment.	False
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.		False
Science proficiency on state assessments has increased from the previous year, but still far from state average and interim target. Working with the middle school administration to look at a possible vertical realignment of the curriculum. Continue to use MAPS exams and common assessments to check for progress and understanding.		False
We are still struggling with Algebra 1 test scores. We are continuing to work with the Middle School teachers to align curriculum 6-12.	More professional development on data collection and implementation must occur for teachers in order to improve scores. Teachers in grades 6-12 will meet departmentally once a month to ensure scope and sequence for each class is completed.	True
Increasing the total number of students in the approved CTE programs.	Finding new ways to promote our CTE programs to students and families. Evaluate the programs that we have and if their competencies align with future job needs. Increase the number of Auto Body CTE Program once an instructor is hired.	False
Increasing the completion rate of the CTE programs for students enrolled in those courses.		False
Implement an evidence-based system of school wide positive behavior interventions and supports	We are currently in year three of PBIS implementation within the High School.	True
Implement evidence-based strategies to engage families to support learning		False
Monitor and evaluate the impact of professional learning on staff practices and student learning		False
Identify professional learning needs through analysis of a variety of data		False
The number of students that scored below basic increased from the previous year.	Focus will be on our two subgroups that have historically scored below the state interim level, African American students and	True

	Students with Disabilities	
All student subgroups scored below the state interim targets for proficiency in ELA		False
All student subgroups scored below the state interim target for proficiency in Math		False
All student subgroups scored below the state interim target for proficiency in Biology		False
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.	The need for more PD to help teachers interpret data obtained after common assessments to drive future instruction, specifically for those subgroups that do not fair well on exams.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
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.	Increasing student supports throughout the curriculum and in specific classes.
ED Students did not meet the statewide interim target in Algebra 1 but increased from the previous year.	
The Black Student subgroup had the highest percentage increase in Biology Growth from the previous year.	
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.	
Promote and sustain a positive school environment where all members feel welcome and safe within the school.	
Creating and maintaining partnerships with local businesses, community groups and other stakeholders to help with meeting the needs of the school.	The need to increase parent friendly events to be held at school and in the community will help build our relationship with all community stakeholders.
Knowledge of Instructional Strategies and Academic Standards by both the special education and regular education staff	
Curriculum alignment both horizontally and vertically for all content areas.	
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.	
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.	Increase in the number of sections offered also lowered the student to teacher ratio and allowed for more small group instruction.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	More opportunities will be made available for math teachers in grades 6-12 to meet and discuss curriculum needs and complete assessment of current curriculum.
	Complete the process of our school wide PBIS plan
	Training teachers to better utilizing NWEA scores to drive instruction and make adaptations to the scope and sequence where necessary.
	The teachers will receive additional professional development in order to find creative ways to engage learners of all levels in order to set them up for success.

Goal Setting

Priority: More opportunities will be made available for math teachers in grades 6-12 to meet and discuss curriculum needs and complete assessment of current curriculum.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Train staff on how to effectively use collected data to drive future instruction.			
Measurable Goal Nickname (35 Character Max)			
Data Collection Professional Development			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Initial Training of all staff members.	Targeted training of Reading, Math and Special Education Teachers.	Review training points and apply to live data.	Complete training and set goals.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
We will spend time training teachers on data collection as well as how to analyze, breakdown and implement the data into their daily lessons.			
Measurable Goal Nickname (35 Character Max)			
Data Collection			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Train staff on data collections and its benefits	Use walkthroughs to collect data and have teachers show evidence of data adjustments.	Use adapted walkthrough forms based off of first round of walkthroughs, to collect data and have teachers show evidence of data adjustments.	Share evidence with entire staff at faculty meeting to show how data collected affected the curriculum/scope and sequence.

Priority: The teachers will receive additional professional development in order to find creative ways to engage learners of all levels in order to set them up for success.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Teachers will participate in monthly professional development activities on new teaching strategies to engage learners of all levels with a focus on data, across the school year. This will be in partnership with our Middle School teachers in order to create a more centralized focus in grades 6-12			
Measurable Goal Nickname (35 Character Max)			
Professional Development Plan			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Introduce and train teachers on one teaching strategy for engaging all learners.	Introduce and train teachers on one teaching strategy for engaging all learners. Look for strategy in walk throughs.	Introduce and train teachers on one teaching strategy for engaging all learners. Look for at least 3 strategies in walk throughs.	Introduce and train teachers on one teaching strategy for engaging all learners. Look for all 4 strategies in walk throughs.
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Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
With the implementation of our new attendance program initiated by our COALS team, 85% of students will attend school regularly by June 6, 2024			
Measurable Goal Nickname (35 Character Max)			
Attendance Plan			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60% of high school students will attend school regularly.	70% of high school students will attend school regularly.	80% of high school students will attend school regularly	85% of students will attend school regularly.

Priority: Complete the process of our school wide PBIS plan

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Continue with practicing items of Tier 2 and introduce and implement Tier 3 Interventions of the School Wide PBIS System.			
Measurable Goal Nickname (35 Character Max)			
Schoolwide PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Introduce social workers into the tiered system of support.	Introduce lessons to be taught in social studies classes to all students to teach appropriate behaviors.	Identify all Tier 2 interventions.	Identify and publish all Tier 2 interventions (at least 5).

Priority: Training teachers to better utilizing NWEA scores to drive instruction and make adaptations to the scope and sequence where necessary.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
75% of students will show growth from BOY assessment to the to EOY assessments as measured by NWEA assessments for Math,			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
90% of students will	60% of students will show growth	70% of students will show	75% of students will show growth from BOY assessment to

take NWEA	from BOY to MOY	growth MOY to EOY	the to EOY assessments for Math
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Action Plan

Measurable Goals

Data Collection	Data Collection Professional Development
	Professional Development Plan
Attendance Plan	Schoolwide PBIS
Math	

Action Plan For: Schoolwide PBIS

Measurable Goals:
<ul style="list-style-type: none"> Continue with practicing items of Tier 2 and introduce and implement Tier 3 Interventions of the School Wide PBIS System.

Action Step		Anticipated Start/Completion Date	
Introduce what tier 3 interventions are to the staff and provide professional development while also reinforcing Tier 1 & 2 strategies		2023-08-21	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Schoolwide PBIS Team	Tier 3 interventions, AIU, PBS team	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Tier 3 Intervention completed. School awareness of Tier 1,2 and 3 Interventions.	The identified PBIS team will present PBIS Tier 3. interventions to the staff via a staff meeting.

Action Plan For: Data Collection Professional Development

Measurable Goals:
<ul style="list-style-type: none"> We will spend time training teachers on data collection as well as how to analyze, breakdown and implement the data into their daily lessons. Train staff on how to effectively use collected data to drive future instruction. Teachers will participate in monthly professional development activities on new teaching strategies to engage learners of all levels with a focus on data, across the school year. This will be in partnership with our Middle School teachers in order to create a more centralized focus in grades 6-12

Action Step	Anticipated Start/Completion Date
Identify MAP testing dates as well as common assessments, Review Data and Utilize Data to Drive future instruction	2023-08-21 2024-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	MAP testing, Common Assessments/Data/Benchmarks/Goals/New curriculum pathway, Exactpath Data	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Student Scores, Increase in student participation, Increase in use of ExactPath in the Algebra 1 and Geometry classes	Student participation in NWEA, Review of Data Utilize data to drive future instruction, Principal, department heads and coaches will supervise.

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

Evidence-based Strategy	Action Steps
Data Collection Professional Development	Identify MAP testing dates as well as common assessments, Review Data and Utilize Data to Drive future instruction

PBIS Tier 3 Intervention PD

Action Step		
<ul style="list-style-type: none"> Introduce what tier 3 interventions are to the staff and provide professional development while also reinforcing Tier 1 & 2 strategies 		
Audience		
Staff		
Topics to be Included		
PBIS supports at all tiers. Determining what supports are available and data used to identify students in need of tier 3 support.		
Evidence of Learning		
Students identified and supports are accessed- PBIS data reflects changes in numbers of students receiving support.		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS tier 3 team and coach.	2023-09-01	2023-10-31

Learning Format

Type of Activities	Frequency
Workshop(s)	once per quarter
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">MASD Reg. Mgt. Board Minutes 08_096_2023 Item# 6.15 Pg. 7.pdf

Chief School Administrator	Date
Tia Wanzo	2023-08-15
Building Principal Signature	Date
Dale McCall	2023-08-15
School Improvement Facilitator Signature	Date
Dina Hartford	2023-09-01