

MCKEESPORT AREA TECH CTR

1960 Eden Park Boulevard

Comprehensive Plan | 2023 - 2026

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## Steering Committee

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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 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.

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## Educational Value Statements

### 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)

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## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
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.	Yes
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.	No
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.	No
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.	No
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.	Yes
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	No
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	No
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	No
Meeting Annual Academic Growth Expectations PVAAS McKeesport Area Senior High School English Language Arts/Literature	No



## Challenges

Challenge	Consideration In Plan
High School - The number of students that scored below basic increased from the previous year.	No
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.	No
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.	No
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	Yes
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.	Yes
Ensure effective, standards-aligned curriculum and assessment.	No
Coordinate and monitor supports aligned with students' and families' needs.	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	No
All Student Group Did Not Meet Interim Goal/Improvement Target of Proficient or Advanced on Pennsylvania State Assessments McKeesport Senior High School Mathematics/Algebra	No

## Most Notable Observations/Patterns

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

### Strengths

Strength	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.

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
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.	Yes	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.
High School - Increasing the completion rate of the CTE programs for students enrolled in	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	Yes	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

those courses. Increasing the total number of students in the approved CTE programs.	buy in on specific courses and result in better completion rates.		buy in on specific courses and result in better completion rates.
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## Goal Setting

**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.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	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.	MASD Senior High School Math Curriculum	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.

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**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.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	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.	MASD Senior High School Math Curriculum	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.

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## Action Plan

Action Plan for: Curriculum Development						
Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>MASD Senior High School Math Curriculum</li> </ul>		A fully developed and written Math curriculum			At the end of June 2024 is there an established Math Curriculum that has been written.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop a process and timeline that will take place to write a K-12th grade Math curriculum aligned to the PA Common Core.	07/03/2023	12/31/2023	Superintendent Math Coordinator Math Department Head (6-12)	PA Common Core	No	No
Continued work on the development of the Math Curriculum improvements.	10/01/2023	12/31/2023	Superintendent Math Coordinator Math Department Head (6-12)	List of Employees	No	No
Make Math curriculum adjustments & enhancements.	01/01/2024	06/30/2024	Superintendent Math Coordinator Math Department Head (6-12)	PA Common Core	No	No
Get school board approval on changes and enhancements made to curriculum and publicly display the Math Curriculum.	07/01/2024	12/31/2024	Superintendent	Math Curriculum	No	No
Professional Development for the Math Curriculum	01/01/2025	06/30/2025	Superintendent	Math Curriculum	Yes	No

**Action Plan for: Evaluation of Programs/Materials**

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>MASD Senior High School Math Curriculum</li> <li>MASD Senior High School Math Curriculum</li> </ul>		All Stakeholders will be familiar with the new Math Curriculum and Materials.			Presentation Sign in Sheets	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
publicly display the Math Curriculum and Materials	08/21/2025	08/31/2025	Superintendent	Curriculum and Materials	No	Yes

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## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Development	<ul style="list-style-type: none"><li data-bbox="436 256 1087 289">• Professional Development for the Math Curriculum</li></ul>

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## Professional Development Activities

Math Curriculum Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Professional Development for the Math Curriculum</li> </ul>	All teachers who teach Math	What is in the curriculum? How should it be taught? What are the expectations for both students and teachers?	Teacher Evaluations	Math Coordinator	01/21/2025	08/31/2025
Learning Formats						
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Inservice day	Ongoing	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> </ul>		Teaching Diverse Learners in Inclusive Settings		

## Communications Action Steps

Evidence-based Strategy	Action Steps
Evaluation of Programs/Materials	<ul style="list-style-type: none"><li>publicly display the Math Curriculum and Materials</li></ul>

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## Communications Activities

Board Approval of New Materials and Curriculum Enhancements					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School Board and Community Stakeholders	Updated Math Curriculum Updated Materials	Superintendent	08/21/2025	08/31/2025
Communications					
Type of Communication			Frequency		
Posting on district website			Ongoing		

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