

MCKEESPORT AREA SHS

1960 Eden Park Blvd

ATSI non-Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

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. Mr. Wayne Wade was chosen because he currently has three children enrolled in the high school and he is an active participant in many roles within the community; he will provide valuable input. 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.

STEERING COMMITTEE

Name	Position	Building/Group
Dale McCall	Head Principal	MAHS
Angie Cale	Coordinator of Special Education and Alternative Services	MASD
Dr. Mark Holtzman	Superintendent of Schools	MASD
Dr. Tia Wanzo	Assistant Superintendent of Schools	
Tim Brown	McKeesport City Councilman	
James Brown	School Board Member	
Dr. Menas Zannikos	Assistant Coordinator of Special Education	
Mark O'Connor	Teacher	
Kris Nemchick	Teacher	
Tim Kunes	Parent	
Erica Guadalupe	Secondary Literacy Coordinator	
Wayne Wade	Parent	

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>We will focus on two of the main subgroups that historically score below the state interim target, African American Students and Students with Disabilities.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>Community Engagement</p> <p>Career Standards Benchmark</p>
<p>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.</p>	<p>Professional learning</p> <p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p>
<p>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.</p>	<p>Professional learning</p> <p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p>
<p>Complete the process of our school wide PBIS plan</p>	<p>Essential Practices 3: Provide Student-Centered Support Systems</p> <p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Common Assessments

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Common Assessments

Common Assessments four times per year. Over the course of the year, a 10% increase will occur in academic achievement for students who have IEP's and students who identify as African American.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Review data of common assessments to identify students' areas of weakness

09/08/2020 - 09/30/2020

Principal

Common Assents/Data

Decide administration dates

09/08/2020 - 09/30/2020

Principal

District Calendar

Identify members of data team

09/08/2020 - 09/30/2020

Principal

Staff Meeting Calendar

Set Meeting Dates

09/08/2020 - 06/04/2021

Principal

District Calendar

Provide updates to all staff after each assessment.

09/08/2020 - 06/04/2021

Principal

District Calendar

Anticipated Outcome

Meeting notes, array of common assessments, collected data from each common assessment.

Monitoring/Evaluation

Review of student data by the Data Team, periodic meetings to be held quarterly with Building Principals, sharing of collected data to entire staff during monthly faculty meetings.

Evidence-based Strategy

PBIS Implementation

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Schoolwide PBIS

Identify a system of interventions available to students for advanced tiers two and three, which will reduce office referrals by 10% over the course of the year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Identify key staff members to develop the school wide positive behavior support plan

09/08/2020 - 06/04/2021

Building Administration

N/A

Train the school team on PBIS

09/08/2020 - 06/04/2021

Building Administration

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Train staff on school wide positive behavior support

09/08/2020 - 06/04/2021

Building Administration

PATTAN, Watson Institute, AIU 3,

Ongoing progress monitoring/changes to school wide as needed.

09/08/2020 - 06/04/2021

Building Administration

PATTAN, Watson Institute, AIU 3,

Anticipated Outcome

MAHS does currently not have an identified school wide system of positive behavior supports, critically at levels two and three. By the end of year one, we will have a fully functional system of behavior supports based off of a positive model.

Monitoring/Evaluation

Ensure that each of the action steps occurs within a timely manner of each other so that the completed process will be ready for full implementation in year two.

Evidence-based Strategy

Community Outreach

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Community Outreach

Creating a committee of teachers and administrators with the goal of fostering a culture of high expectations for success for all students, educators, families, and community members by increasing parent and community friendly events by adding three events per year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Identify parent friendly events that we offer currently

09/08/2020 - 06/04/2021

Principal

Core Team Meeting

Identify the needs of the stakeholders to determine what types of events would be relevant.

09/08/2020 - 06/04/2021

Principal

Random sample survey

Identify barriers to parents attending events

09/08/2020 - 06/04/2021

Principal

Random sample survey

Identify ways to publicize events to increase participation

09/08/2020 - 06/04/2021

Principal

Random sample survey

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Common Assessments four times per year. Over the course of the year, a 10% increase will occur in academic achievement for students who have IEP's and students who identify as African American. (Common Assessments)	Common Assessments	Review data of common assessments to identify students' areas of weakness	09/08/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify a system of interventions available to students for advanced tiers two and three, which will reduce office referrals by 10% over the course of the year. (Schoolwide PBIS)	PBIS Implementation	Train the school team on PBIS	09/08/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify a system of interventions available to students for advanced tiers two and three, which will reduce office referrals by 10% over the course of the year. (Schoolwide PBIS)	PBIS Implementation	Train staff on school wide positive behavior support	09/08/2020 - 06/04/2021

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement _____ ;

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The percentage of Basic and Proficient are relatively the same as 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.

The number of Advanced students increased from 1.6 to 4.3 from 2018 to 2019. This is due to the lower student to teacher ratio in the Algebra 1 classes. We created more sections of Algebra 1 to help decrease the number of students per class, which in turn gives teachers smaller groups to work with and spend more time on each individual student.

Increase in every category across the board. Creating more sections of Biology and lowering the student to teacher ratio helped with student understanding. Also putting a strong focus in 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.

Knowledge of Instructional Strategies and Academic Standards by both the special education and regular education staff

Challenges

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

We are still struggling with Algebra 1 test scores. We are continuing to work with the Middle School teachers to align curriculum 6-12.

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.

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

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

Strengths

Curriculum alignment both horizontally and vertically for all content areas.

English Language Arts/Literature Academic Growth for PVAAS

Science/Biology: All Student Group Exceeds the Standard Demonstrating Growth for PVAAS

In the college and career standards benchmark, All Student Group Meets Performance Standard and showed growth in all sub categories.

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.

All student group and sub groups met or exceeded the statewide target in Biology Growth.

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

Challenges

assessments throughout in order to increase student understanding.

Science proficiency on state assessments has decreased from the previous year. Working with the middle school administration to look at a possible vertical realignment of the curriculum. Continue to use CDT exams and common assessments to check for progress and understanding.

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.

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



Most Notable Observations/Patterns

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.

Challenges	Discussion Point	Priority for Planning
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 Students with Disabilities	✓
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.	✓
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.	✓
Implement an evidence-based system of school wide positive behavior interventions and supports	We are currently in the process of establishing PBIS within the High School.	✓

Challenges

Discussion Point

Priority for Planning

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

Algebra 1 proficiency decreased from the previous year. We are in the process of vertically realigning our Math curriculum and completing a needs assessment to understand where our deficiencies lie.

ELA proficiency on state assessments decreased from the previous year. We will continue to use data to drive our instruction, continue to work on common assessments, and use formative assessments throughout in order to increase student understanding.

Science proficiency on state assessments has decreased from the previous year. Working with the middle school administration to look at a possible vertical realignment of the curriculum. Continue to use CDT exams and common assessments to check for progress and understanding.

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.

Increasing the completion rate of the CTE

Challenges**Discussion Point****Priority for Planning**

programs for students enrolled in those courses.

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

ADDENDUM B: ACTION PLAN

Action Plan: Common Assessments

Action Steps	Anticipated Start/Completion Date
Review data of common assessments to identify students' areas of weakness	09/08/2020 - 09/30/2020
Monitoring/Evaluation	Anticipated Output
Review of student data by the Data Team, periodic meetings to be held quarterly with Building Principals, sharing of collected data to entire staff during monthly faculty meetings.	Meeting notes, array of common assessments, collected data from each common assessment.
Material/Resources/Supports Needed	PD Step
Common Assents/Data	yes

Action Steps	Anticipated Start/Completion Date
Decide administration dates	09/08/2020 - 09/30/2020
Monitoring/Evaluation	Anticipated Output
Review of student data by the Data Team, periodic meetings to be held quarterly with Building Principals, sharing of collected data to entire staff during monthly faculty meetings.	Meeting notes, array of common assessments, collected data from each common assessment.
Material/Resources/Supports Needed	PD Step
District Calendar	no

Action Steps**Anticipated Start/Completion Date**

Identify members of data team

09/08/2020 - 09/30/2020

Monitoring/Evaluation**Anticipated Output**

Review of student data by the Data Team, periodic meetings to be held quarterly with Building Principals, sharing of collected data to entire staff during monthly faculty meetings.

Meeting notes, array of common assessments, collected data from each common assessment.

Material/Resources/Supports Needed**PD Step**

Staff Meeting Calendar

no

Action Steps**Anticipated Start/Completion Date**

Set Meeting Dates

09/08/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Review of student data by the Data Team, periodic meetings to be held quarterly with Building Principals, sharing of collected data to entire staff during monthly faculty meetings.

Meeting notes, array of common assessments, collected data from each common assessment.

Material/Resources/Supports Needed**PD Step**

District Calendar

no

Action Steps**Anticipated Start/Completion Date**

Provide updates to all staff after each assessment.

09/08/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Review of student data by the Data Team, periodic meetings to be held quarterly with Building Principals, sharing of collected data to entire staff during monthly faculty meetings.

Meeting notes, array of common assessments, collected data from each common assessment.

Material/Resources/Supports Needed**PD Step**

District Calendar

no

Action Plan: PBIS Implementation**Action Steps****Anticipated Start/Completion Date**

Identify key staff members to develop the school wide positive behavior support plan

09/08/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Ensure that each of the action steps occurs within a timely manner of each other so that the completed process will be ready for full implementation in year two.

MAHS does currently not have an identified school wide system of positive behavior supports, critically at levels two and three. By the end of year one, we will have a fully functional system of behavior supports based off of a positive model.

Material/Resources/Supports Needed**PD Step**

N/A

no

Action Steps**Anticipated Start/Completion Date**

Train the school team on PBIS

09/08/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Ensure that each of the action steps occurs within a timely manner of each other so that the completed process will be ready for full implementation in year two.

MAHS does currently not have an identified school wide system of positive behavior supports, critically at levels two and three. By the end of year one, we will have a fully functional system of behavior supports based off of a positive model.

Material/Resources/Supports Needed**PD Step**

PATTAN, Watson Institute, AIU 3,

yes

Action Steps**Anticipated Start/Completion Date**

Train staff on school wide positive behavior support

09/08/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Ensure that each of the action steps occurs within a timely manner of each other so that the completed process will be ready for full implementation in year two.

MAHS does currently not have an identified school wide system of positive behavior supports, critically at levels two and three. By the end of year one, we will have a fully functional system of behavior supports based off of a positive model.

Material/Resources/Supports Needed**PD Step**

PATTAN, Watson Institute, AIU 3,

yes

Action Steps

Anticipated Start/Completion Date

Ongoing progress monitoring/changes to school wide as needed.

09/08/2020 - 06/04/2021

Monitoring/Evaluation

Anticipated Output

Ensure that each of the action steps occurs within a timely manner of each other so that the completed process will be ready for full implementation in year two.

MAHS does currently not have an identified school wide system of positive behavior supports, critically at levels two and three. By the end of year one, we will have a fully functional system of behavior supports based off of a positive model.

Material/Resources/Supports Needed

PD Step

PATTAN, Watson Institute, AIU 3,

no

Action Plan: Community Outreach

Action Steps

Anticipated Start/Completion Date

Identify parent friendly events that we offer currently

09/08/2020 - 06/04/2021

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Core Team Meeting

no

Action Steps**Anticipated Start/Completion Date**

Identify the needs of the stakeholders to determine what types of events would be relevant.

09/08/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Random sample survey

no

Action Steps**Anticipated Start/Completion Date**

Identify barriers to parents attending events

09/08/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Random sample survey

no

Action Steps**Anticipated Start/Completion Date**

Identify ways to publicize events to increase participation

09/08/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output****Material/Resources/Supports Needed****PD Step**

Random sample survey

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Common Assessments four times per year. Over the course of the year, a 10% increase will occur in academic achievement for students who have IEP's and students who identify as African American. (Common Assessments)	Common Assessments	Review data of common assessments to identify students' areas of weakness	09/08/2020 - 09/30/2020
Identify a system of interventions available to students for advanced tiers two and three, which will reduce office referrals by 10% over the course of the year. (Schoolwide PBIS)	PBIS Implementation	Train the school team on PBIS	09/08/2020 - 06/04/2021
Identify a system of interventions available to students for advanced tiers two and three, which will reduce office referrals by 10% over the course of the year. (Schoolwide PBIS)	PBIS Implementation	Train staff on school wide positive behavior support	09/08/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Common Assessment	Faculty broken up into Departments	Data collection, different types of assessments(formative/summative), how to utilize the data to drive future instruction.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers submit evidence of assessments, data collected from students, teachers will present ideas/evidence at faculty meetings throughout the school year.	09/08/2020 - 06/04/2021	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
PBIS	School Staff	MTSS Behavior

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of a successful PBIS	09/08/2020 - 06/04/2021	Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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