

MCKEESPORT AREA SHS

1960 Eden Park Blvd

ATSI non-Title 1 School Plan | 2021 - 2022

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.

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	MASD
Tim Brown	McKeesport City Councilman	MASD
James Brown	School Board Member	MASD
Dr. Menas Zannikos	Assistant Coordinator of Special Education	MASD
Mark O'Connor	Teacher	MAHS
Kris Nemchick	Teacher	MAHS
Tim Kunes	Parent	MAHS
Erica Guadalupe	Secondary Literacy Coordinator	MASD

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Complete the process of our school wide PBIS plan	Essential Practices 3: Provide Student-Centered Support Systems
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.	Professional learning
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.	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Schoolwide PBIS Implementation	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Schoolwide PBIS	Identify and implement 5 practicing items of Tier 1 of the Schhol Wide PBIS System.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Identify 5 Tier 1 interventions that are available to all students.	2021-08-18 - 2022-06-01	Schoolwide PBIS Team	Tier 1 interventions, AIU3, PBIS Team
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Anticipated Outcome

Tier 1 Intervention (5) completed. School awareness of Tier 1 Interventions.

Monitoring/Evaluation

The identified PBIS team will present PBIS Tier 1 interventions to the staff via a staff meeting.

Evidence-based Strategy

Common Assessments/Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Data Collection Professional Development	Train staff on how to effectively use collected data to drive future instruction.
Professional Development Plan	Teachers will participate in 4 professional development activities on new teaching strategies to engage learners of all levels with a focus on data, across the school year.
Schoolwide PBIS	Identify and implement 5 practicing items of Tier 1 of the School Wide PBIS System.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify Common Assessment Dates, Review Data and Utilize Data to Drive future instruction	2021-08-18 - 2022-06-01	Principal	Common Assessments/Data/Benchmarks/Goals

Anticipated Outcome

Implementation of Common Assessments Increase in Student Scores Increase in student participation

Monitoring/Evaluation

Student participation in common Assessments Review of Data Utilize data to drive future instruction



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify and implement 5 practicing items of Tier 1 of the Schhol Wide PBIS System. (Schoolwide PBIS)	Common Assessments/Professional Development	Identify Common Assessment Dates, Review Data and Utilize Data to Drive future instruction	08/18/2021 - 06/01/2022
Train staff on how to effectively use collected data to drive future instruction. (Data Collection Professional Development)			
Teachers will participate in 4 professional development activitites on new teaching strategies to engage learners of all levels with a focus on data, across the school year. (Professional Development Plan)			

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

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.

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

Challenges

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.

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.

Strengths

helped with student understanding. Also putting a strong focus in our Biology curriculum and teaching what is necessary definitely helped improve scores.

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.

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

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.

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

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

Strengths

Challenges

Identify professional learning needs through analysis of a variety of data

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

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 implementing a new math curriculum for the 21-22 school year which aligns to the Pa state standards.

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

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

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.

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.

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 programs for students enrolled in those courses.

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.

Implement evidence-based strategies to engage families to support learning

Monitor and evaluate the impact of professional learning on staff practices and student learning

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

Identify professional learning needs through analysis of a variety of data

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

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

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.

ADDENDUM B: ACTION PLAN

Action Plan: Schoolwide PBIS Implementation

Action Steps	Anticipated Start/Completion Date
Identify 5 Tier 1 interventions that are available to all students.	08/18/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
The identified PBIS team will present PBIS Tier 1 interventions to the staff via a staff meeting.	Tier 1 Intervention (5) completed. School awareness of Tier 1 Interventions.

Material/Resources/Supports Needed	PD Step
Tier 1 interventions, AIU3, PBIS Team	no



Action Plan: Common Assessments/Professional Development

Action Steps	Anticipated Start/Completion Date
Identify Common Assessment Dates, Review Data and Utilize Data to Drive future instruction	08/18/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
Student participation in common Assessments Review of Data Utilize data to drive future instruction	Implementation of Common Assessments Increase in Student Scores Increase in student participation

Material/Resources/Supports Needed	PD Step
Common Assessments/Data/Benchmarks/Goals	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Identify and implement 5 practicing items of Tier 1 of the Schhol Wide PBIS System. (Schoolwide PBIS)	Common Assessments/Professional Development	Identify Common Assessment Dates, Review Data and Utilize Data to Drive future instruction	08/18/2021 - 06/01/2022
Train staff on how to effectively use collected data to drive future instruction. (Data Collection Professional Development)			
Teachers will participate in 4 professional development activitites on new teaching strategies to engage learners of all levels with a focus on data, across the school year. (Professional Development Plan)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Staff Meeting	Entire Building Staff	Dates of Common Assessments, Evidence of Student participation, Student goals
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student participation in common assessments, sharing of strategies and resources amongst staff members, Data review meetings	08/18/2021 - 06/01/2022	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

