

SOUTH ALLEGHENY HS

2743 Washington Blvd

ATSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

To establish a unified community that empowers stakeholders to create a universal pathway driven by high expectations that cultivates life-long learners to be successful in a global society.

STEERING COMMITTEE

Name	Position	Building/Group
Charles Michael	High School Principal	South Allegheny HS
Brianne Mayer	Reading Instructor - Grade 7	South Allegheny MS
Kim Piekut	English Instructor	South Allegheny HS
Chad Smith	Guidance Counselor 9-12	South Allegheny HS
Tim Smith	English Instructor	South Allegheny HS
Joy Wyler	Biology instructor	South Allegheny HS
Kerri Yablonsky	Social Studies instructor	South Allegheny MS/HS
Shawn Deverse	School Board President	South Allegheny SD
David McDonald	District Level Leaders	South Allegheny SD
Gavin Cleary	Student	Community
Amy Jackson	Parent	Community
Kelcy Barry	Community Member	Chestnut Ridge

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If attendance is monitored frequently and disaggregated by student groups , then attendance for students with disabilities and the economically disadvantages will increase by 4.5% by the end of the 2022-23 SY.	Regular Attendance
. If individual students' NWEA math assessment data is analyzed to inform instruction, then students will show at least as 4% increase in proficiency by the end of the 2022-23 SY.	Mathematics
If individual students' NWEA ELA assessment data is analyzed to inform instruction, then students will show at least as 3% increase in proficiency by the end of the 2022-23 SY.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
MTSS - Individual Student Learning Needs	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration).
Math	The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration).

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
To provide PD related to MTSS/Culturally Responsive Teaching Practices - What is Culturally Responsive Teaching? Continued from of 21-22 school year	2022-08-23 - 2023-06-01	MS/HS Principal	AIU Support
Administration and the Leadership Team will remain consistent and committed to providing professional development around culturally	2022-08-23 - 2023-06-02	Assistant to the Superintendent	Human Resources from AIU, materials related to student engagement COST - Need materials (reference and/or teaching materials)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>responsive teaching and monitoring it's use by conducting weekly walk-throughs that focus on maintaining a positive school environment that supports creativity, collaboration and innovation. These qualities will lead to students being positively motivated to attend school, make good choices and engage in meaningful classroom experiences.</p>	<p>2022-10-23 - 2023-06-02</p>	<p>Principals</p>	<p>Book Study on cultural responsiveness "Culturally and Linguistically Responsive Teaching and Learning" Sharroky Hollie and/or "CULTURIZE" Every Student. Every Day. Whatever It Takes by Jimmy Casas to</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>among all stakeholders by providing an orientation on Cultural Responsiveness with an emphasis on Personalized Learning through the lens of ELA and mathematics - The mindset of "EVERYONE CAN!" Continued from of 21-22 school year</p>			<p>COST - Purchase of BOOKS (200) be funded through ARP-ESSER funds</p>
<p>Create Teacher/Student Teams that focus on Culturally Responsive Practices targeting academic and behavioral</p>	<p>2021-11-02 - 2022-06-01</p>	<p>Principal</p>	<p>Culturally and Linguistic Responsive Teaching and Learning. Books and supports from Guest Speakers COST - Stipend for Guest Speaker(s), Books (200) funded through ARP-ESSER III Funds.</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>improvement (particularly attendance to school) Continued from of 21-22 school year</p>			
<p>To increase student engagement within the classroom by implementing skills learned around creating a culturally responsive classroom and collaborating with families regarding the importance of attending school on a regular basis . If implemented with fidelity there should be a decrease in</p>	<p>2022-08-23 - 2023-06-01</p>	<p>HS Principal</p>	<p>Marzano 2010 - CLR - reference source https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/217/Secondary%20Pacing%20Plan.pdf</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>student management issues and increase attendance to school.that will lead to increased academic achievement.</p> <p>Continued from of 21-22 school year</p>			

<p>Provide PD on Social Emotional Learning (SEL) for both students and adults</p> <p>Continued from of 21-22 school year</p>	<p>2022-08-23 - 2023-06-01</p>	<p>Guidance Counselors/HS Principal</p>	<p>Chestnut Ridge Counseling Team COST - Fee for Counseling Team (multiple sessions) to be funded through ARP-ESSER Funds</p>
--	--------------------------------	---	---

Anticipated Outcome

Teachers will become more responsive to students individual needs based on race, culture, ethnicity and economic standing. through participation in data analysis meetings where individual students needs will be identified in order to develop personalized learning plans that will lead to increased academic achievement and attendance to school. Continued from of 21-22 school year due to issues arising with pandemic.

Monitoring/Evaluation

Monthly meetings to generate and review implementation plan and discussion.

Evidence-based Strategy

Preventing Drop out in Secondary schools- What works clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf

Recommendation #1 – Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior or academic problems. Minimal Evidence

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Develop an early warning system spreadsheet that combines academic, behavior and attendance data at a glance. Update student data every two weeks in order to continually monitor individual student needs. Due to attendance issues with COVID this will again be a focus for 2022-2023.

2022-09-05 -
2023-05-22

Director of
Student
Services / HS
Principal

Excel Spreadsheet and/or
Google Doc, Access to
EdInsight Time for Bi-Weekly
Department Data Meetings

Organize and Analyze DATA to identify individual student behavior, attendance and academic needs. This will take place in data level meeting, department level meetings, and department chair meetings in coordination with Director of Student Services who is in charge of attendance. Due to attendance issues with COVID this will again be a focus for 2022-2023.

2022-09-01 -
2023-05-22

MS Principal,
Director of
Student
Services, Social
Worker and
Guidance
Counselors

Data from Skyward and
EdInsight – Student
Informational Systems

To provide PD session(s) on the proper use of PVAAS scores - What do they tell us?

2022-09-01 -

Assistant to the

PVAAS Portal, access, Cindy

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
How can instructional decisions be made? Continued for 2021-2022	2023-01-14	Superintendent / PDE PVAAS Representative	Goldsworthy - PDE PVAAS Representative
Purchased NWEA for grades 6-12 to assist teachers with decision making using data. Training for NWEA will occur throughout the school year.	2022-08-27 - 2023-06-01	MS/HS Principal	NWEA
Students will attend in-school tutoring sessions for ELA and/or mathematics on an as needed basis. MTSS strategies will be implemented so as to provide instruction on appropriate levels.	2022-08-27 - 2023-05-22	HS Principal	ALEK and other web based tutorial programs ELA resources both virtual and hands-on COST - purchase new virtual tutorial programs to be funded through ARP-ESSER Funds
Conduct monthly individual student data reviews	2022-11-05 - 2023-06-01	Guidance Counselors	Data At a Glance Spreadsheets, EdInsight Portal, Subject area in class assessments

Anticipated Outcome

All focus standards, anchors and eligible content will be taught with fidelity so as to show an increase in growth scores on NWEA scores, Keystone Exams as well as indicating significant growth on the PVAAS Data

Monitoring/Evaluation

NWEA Assessments, Keystone Exams, PVAAS Growth Scores



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	To provide PD related to MTSS/Culturally Responsive Teaching Practices - What is Culturally Responsive Teaching? Continued from of 21-22 school year	08/23/2022 - 06/01/2023
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)			
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	Administration and the Leadership Team will remain consistent and committed to providing professional development around culturally responsive teaching and monitoring it's use by conducting weekly walk-throughs that focus on maintaining a positive school environment that supports creativity, collaboration and innovation. These qualities will lead to students being	08/23/2022 - 06/02/2023
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)			
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

positively
motivated to
attend school,
make good
choices and
engage in
meaningful
classroom
experiences.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	To stimulate a positive mindset among all stakeholders by providing an orientation on Cultural Responsiveness with an emphasis on Personalized Learning through the lens of ELA and mathematics - The mindset of "EVERYONE CAN!" Continued from of 21-22 school year	10/23/2022 - 06/02/2023
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)			
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	Create Teacher/Student Teams that focus on Culturally Responsive Practices targeting academic and behavioral improvement (particularly attendance to school) Continued from of 21-22 school year	11/02/2021 - 06/01/2022
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)			
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	To increase student engagement within the classroom by implementing skills learned around creating a culturally responsive classroom and collaborating with families regarding the importance of attending school on a regular basis . If implemented with fidelity there should be a decrease in student management issues and increase attendance to school.that will	08/23/2022 - 06/01/2023
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)			
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

lead to increased
academic
achievement.
Continued from of
21-22 school year

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	Provide PD on Social Emotional Learning (SEL) for both students and adults Continued from of 21-22 school year	08/23/2022 - 06/01/2023
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)			
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Preventing Drop out in Secondary schools- What works clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf Recommendation #1 – Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior or academic problems. Minimal Evidence	To provide PD session(s) on the proper use of PVAAS scores - What do they tell us? How can instructional decisions be made? Continued for 2021-2022	09/01/2022 - 01/14/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Preventing Drop out in Secondary schools- What works clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf Recommendation #1 – Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior or academic problems. Minimal Evidence	Purchased NWEA for grades 6-12 to assist teachers with decision making using data. Training for NWEA will occur throughout the school year.	08/27/2022 - 06/01/2023

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).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The College and Career Standard Benchmark is at 99.5% and exceeds the state-wide performance standard by 1.5%. It also indicates an increase of 9% from the previous year. The White, ED and Students with Disabilities subgroups all exceeded the Career Standards Benchmark with a 100% score.

By having the ability to determine the professional learning needs through teacher surveys, analysis of individual teacher observations and evaluations and other formal data sources, it has helped to shape the vision for continuous improvement of teaching and learning.

According to a comprehensive 2021-2022 CDT report for ELA, 53% of the students who participated in the assessment scored Proficient or above .

48% of the students who participated in the Algebra I CDT assessment, Scored Proficient or above according to a comprehensive CDT Report.

33% of the students who participated in the Biology assessment, Scored Proficient or above according to a comprehensive CDT Report.

Students in all categories exceeded the Industry Based Learning Targets and far exceeded the State Average

The All student group scored at 37.1% proficient which is only .2% below the statewide Average of 37.3%. ED group for math proficiency was to increase by 3.3% in 20-21 SY and currently this group is at 25% showing approximately a 6% improvement from baseline (17-18 SY).

Challenges

The Statewide Average regarding Rigorous Courses of Study is at 57%. According to FRPI data, South Allegheny HS is presently at 46%. Thus being 11% below the Statewide Average.

There is a great need to establish a positive school environment where culturally responsive teaching is key to addressing individual student learning needs as well as social and emotional needs among the students with disabilities and the economically disadvantaged groups.

According to a comprehensive 2021-2022 CDT Report for ELA, 47% of the students who participated in the assessment scored in the Intensive range or basic and below in Reading/Literature.

According to a comprehensive 2021-2022 Algebra CDT Report, 52% of the students who participated in the assessment scored in the Intensive range or basic and below.

Due to students quarantining and attendance issues with COVID not all students participated in the CDTs. According to a comprehensive 2021-2022 Biology CDT Report, 67% of the students who participated in the assessment scored in the Intensive range or basic and below.

FRPI 20-21, four- year cohort graduation rates for these student groups could be improved: Economically disadvantaged 78.9; students with disabilities 64.3%.

ED Group indicates slight growth of 56% as compared to the All Student Group at 50% - The Statewide Growth Standard is 70% thus all groups are

Strengths

According to FRPI for 20-21, College and Career standard benchmark is met for all student groups: All Student Group 97.5% White 98.1% Economically Disadvantaged 95.5% Student with Disabilities 96.6%

While attendance is still below state average of 85.8%, attendance increased for Students with disabilities from previous year. Students with Disabilities 20 - 21 SY - 66%. (64.7% 19/20)

FRPI 20-21 indicates that 100% of students across all student groups have completed industry-based learning

Challenges

well below the statewide growth standard.

Attendance according to FRPI 20-21 did not meet interim targets: All Student Group 69.1%- Black 38.5%- White 71.6% - 2 or More Races 64.1% - Economically Disadvantaged 63.3% - Student with Disabilities 66%.

FRPI 20-21, four- year cohort graduation rates for these student groups could be improved: Economically disadvantaged 78.9; students with disabilities 64.3%.

Most Notable Observations/Patterns

We continue to uncover needs of our instructional staff regarding best practices that need to be implemented into their daily routines. We see instructional practices that teach to the "whole" and not to the individual needs of students. Continued focus on personalized learning through the improvement of instruction, as well as technological tools will be focused on the individual and drive professional development through these transitions in practice.

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

Attendance according to FRPI 20-21 did not meet interim targets: All Student Group 69.1%- Black 38.5%- White 71.6% - 2 or More Races 64.1% - Economically Disadvantaged 63.3% - Student with Disabilities 66%.

Attendance is not monitored and disaggregated by student groups. Also, the data is not monitored frequently enough to support students with attendance deficiencies nor to acknowledge students who meet/exceed attendance expectations.

According to a comprehensive 2021-2022 Algebra CDT Report, 52% of the students who participated in the assessment scored in the Intensive range or basic and below.

More than 50% of the students are scoring at the intensive range and/or below perhaps due to lack of monitoring individual student progress and the implementation of a true MTSS process. A need to analyze individual student data and plan accordingly. A deeper dive into PVASS and other growth assessments.

There is a great need to establish a positive school environment where culturally responsive teaching is key to addressing individual student learning needs as well as social and emotional needs among the students with disabilities and the economically disadvantaged groups.

Teacher Professional Development Technology tools to support transition. This is also a carry over from 21-22. Understand and develop cultural needs and embed into instructional practices

According to a comprehensive 2021-2022 CDT Report for ELA, 47% of the students who participated in the assessment scored in the Intensive range or basic and below in Reading/Literature.

47% of the students scored at the intensive range and/or below on the CDTs perhaps due to lack of monitoring individual student progress and the implementation of a true MTSS process. A need to analyze individual student data and plan accordingly. A deeper dive into PVASS and other growth assessments

ADDENDUM B: ACTION PLAN

Action Plan: MTSS - Individual Student Learning Needs

Action Steps	Anticipated Start/Completion Date
To provide PD related to MTSS/Culturally Responsive Teaching Practices - What is Culturally Responsive Teaching? Continued from of 21-22 school year	08/23/2022 - 06/01/2023
Monitoring/Evaluation	Anticipated Output
Monthly meetings to generate and review implementation plan and discussion.	Teachers will become more responsive to students individual needs based on race, culture, ethnicity and economic standing. through participation in data analysis meetings where individual students needs will be identified in order to develop personalized learning plans that will lead to increased academic achievement and attendance to school. Continued from of 21-22 school year due to issues arising with pandemic.
Material/Resources/Supports Needed	PD Step
AIU Support	yes

Action Steps**Anticipated Start/Completion Date**

Administration and the Leadership Team will remain consistent and committed to providing professional development around culturally responsive teaching and monitoring it's use by conducting weekly walk-throughs that focus on maintaining a positive school environment that supports creativity, collaboration and innovation. These qualities will lead to students being positively motivated to attend school, make good choices and engage in meaningful classroom experiences.

08/23/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Monthly meetings to generate and review implementation plan and discussion.

Teachers will become more responsive to students individual needs based on race, culture, ethnicity and economic standing. through participation in data analysis meetings where individual students needs will be identified in order to develop personalized learning plans that will lead to increased academic achievement and attendance to school. Continued from of 21-22 school year due to issues arising with pandemic.

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

Human Resources from AIU, materials related to student engagement COST - Need materials (reference and/or teaching materials)

yes

Action Steps**Anticipated Start/Completion Date**

To stimulate a positive mindset among all stakeholders by providing an orientation on Cultural Responsiveness with an emphasis on Personalized Learning through the lens of ELA and mathematics - The mindset of "EVERYONE CAN!" Continued from of 21-22 school year

10/23/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Monthly meetings to generate and review implementation plan and discussion.

Teachers will become more responsive to students individual needs based on race, culture, ethnicity and economic standing. through participation in data analysis meetings where individual students needs will be identified in order to develop personalized learning plans that will lead to increased academic achievement and attendance to school. Continued from of 21-22 school year due to issues arising with pandemic.

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

Book Study on cultural responsiveness "Culturally and Linguistically Responsive Teaching and Learning" Sharroky Hollie and/or "CULTURIZE" Every Student. Every Day. Whatever It Takes by Jimmy Casas to COST - Purchase of BOOKS (200) be funded through ARP-ESSER funds

yes

Action Steps**Anticipated Start/Completion Date**

Create Teacher/Student Teams that focus on Culturally Responsive Practices targeting academic and behavioral improvement (particularly attendance to school) Continued from of 21-22 school year

11/02/2021 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

Monthly meetings to generate and review implementation plan and discussion.

Teachers will become more responsive to students individual needs based on race, culture, ethnicity and economic standing. through participation in data analysis meetings where individual students needs will be identified in order to develop personalized learning plans that will lead to increased academic achievement and attendance to school. Continued from of 21-22 school year due to issues arising with pandemic.

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

Culturally and Linguistic Responsive Teaching and Learning. Books and supports from Guest Speakers COST - Stipend for Guest Speaker(s), Books (200) funded through ARP-ESSER III Funds.

yes

Action Steps**Anticipated Start/Completion Date**

To increase student engagement within the classroom by implementing skills learned around creating a culturally responsive classroom and collaborating with families regarding the importance of attending school on a regular basis . If implemented with fidelity there should be a decrease in student management issues and increase attendance to school.that will lead to increased academic achievement. Continued from of 21-22 school year

08/23/2022 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Monthly meetings to generate and review implementation plan and discussion.

Teachers will become more responsive to students individual needs based on race, culture, ethnicity and economic standing. through participation in data analysis meetings where individual students needs will be identified in order to develop personalized learning plans that will lead to increased academic achievement and attendance to school. Continued from of 21-22 school year due to issues arising with pandemic.

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

Marzano 2010 - CLR - reference source <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/217/Secondary%20Pacing%20Plan.pdf>

yes

Action Steps**Anticipated Start/Completion Date**

Provide PD on Social Emotional Learning (SEL) for both students and adults Continued from of 21-22 school year

08/23/2022 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

Monthly meetings to generate and review implementation plan and discussion.

Teachers will become more responsive to students individual needs based on race, culture, ethnicity and economic standing. through participation in data analysis meetings where individual students needs will be identified in order to develop personalized learning plans that will lead to increased academic achievement and attendance to school. Continued from of 21-22 school year due to issues arising with pandemic.

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

Chestnut Ridge Counseling Team COST - Fee for Counseling Team (multiple sessions) to be funded through ARP-ESSER Funds

yes

Action Plan: Preventing Drop out in Secondary schools- What works clearinghouse

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf Recommendation #1 – Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior or academic problems. Minimal Evidence

Action Steps**Anticipated Start/Completion Date**

Develop an early warning system spreadsheet that combines academic, behavior and attendance data at a glance. Update student data every two weeks in order to continually monitor individual student needs. Due to attendance issues with COVID this will again be a focus for 2022-2023.

09/05/2022 - 05/22/2023

Monitoring/Evaluation**Anticipated Output**

NWEA Assessments, Keystone Exams, PVAAS Growth Scores

All focus standards, anchors and eligible content will be taught with fidelity so as to show an increase in growth scores on NWEA scores, Keystone Exams as well as indicating significant growth on the PVAAS Data

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

Excel Spreadsheet and/or Google Doc, Access to EdInsight Time for Bi-Weekly Department Data Meetings

no

Action Steps**Anticipated Start/Completion Date**

Organize and Analyze DATA to identify individual student behavior, attendance and academic needs. This will take place in data level meeting, department level meetings, and department chair meetings in coordination with Director of Student Services who is in charge of attendance. Due to attendance issues with COVID this will again be a focus for 2022-2023.

09/01/2022 - 05/22/2023

Monitoring/Evaluation**Anticipated Output**

NWEA Assessments, Keystone Exams, PVAAS Growth Scores

All focus standards, anchors and eligible content will be taught with fidelity so as to show an increase in growth scores on NWEA scores, Keystone Exams as well as indicating significant growth on the PVAAS Data

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

Data from Skyward and EdInsight – Student Informational Systems

no



Action Steps**Anticipated Start/Completion Date**

To provide PD session(s) on the proper use of PVAAS scores - What do they tell us? How can instructional decisions be made? Continued for 2021-2022

09/01/2022 - 01/14/2023

Monitoring/Evaluation**Anticipated Output**

NWEA Assessments, Keystone Exams, PVAAS Growth Scores

All focus standards, anchors and eligible content will be taught with fidelity so as to show an increase in growth scores on NWEA scores, Keystone Exams as well as indicating significant growth on the PVAAS Data

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

PVAAS Portal, access, Cindy Goldsworthy - PDE PVAAS Representative

yes

Action Steps**Anticipated Start/Completion Date**

Purchased NWEA for grades 6-12 to assist teachers with decision making using data. Training for NWEA will occur throughout the school year.

08/27/2022 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

NWEA Assessments, Keystone Exams, PVAAS Growth Scores

All focus standards, anchors and eligible content will be taught with fidelity so as to show an increase in growth scores on NWEA scores, Keystone Exams as well as indicating significant growth on the PVAAS Data

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

NWEA

yes



Action Steps**Anticipated Start/Completion Date**

Students will attend in-school tutoring sessions for ELA and/or mathematics on an as needed basis. MTSS strategies will be implemented so as to provide instruction on appropriate levels.

08/27/2022 - 05/22/2023

Monitoring/Evaluation**Anticipated Output**

NWEA Assessments, Keystone Exams, PVAAS Growth Scores

All focus standards, anchors and eligible content will be taught with fidelity so as to show an increase in growth scores on NWEA scores, Keystone Exams as well as indicating significant growth on the PVAAS Data

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

ALEK and other web based tutorial programs ELA resources both virtual and hands-on COST - purchase new virtual tutorial programs to be funded through ARP-ESSER Funds

no



Action Steps**Anticipated Start/Completion Date**

Conduct monthly individual student data reviews

11/05/2022 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

NWEA Assessments, Keystone Exams, PVAAS Growth Scores

All focus standards, anchors and eligible content will be taught with fidelity so as to show an increase in growth scores on NWEA scores, Keystone Exams as well as indicating significant growth on the PVAAS Data

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

Data At a Glance Spreadsheets, EdInsight Portal, Subject area in class assessments

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	To provide PD related to MTSS/Culturally Responsive Teaching Practices - What is Culturally Responsive Teaching?	08/23/2022 - 06/01/2023
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)		Continued from of 21-22 school year	
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)			
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	Administration and the Leadership Team will remain consistent and committed to providing professional development	08/23/2022 - 06/02/2023
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>2022 (baseline) to May 2023 (final administration). (Math)</p> <p>Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)</p>	<p>MTSS - Individual Student Learning Needs</p>	<p>around culturally responsive teaching and monitoring it's use by conducting weekly walk-throughs that focus on maintaining a positive school environment that supports creativity, collaboration and innovation. These qualities will lead to students being positively motivated to attend school, make good choices and engage in meaningful classroom experiences.</p>	<p>10/23/2022 -</p>
<p>The percentage of students who meet growth projections on the NWEA will</p>	<p>MTSS - Individual Student Learning Needs</p>	<p>To stimulate a positive mindset</p>	<p>10/23/2022 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)</p>	<p>The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)</p>	<p>among all stakeholders by providing an orientation on Cultural Responsiveness with an emphasis on Personalized Learning through the lens of ELA and mathematics - The mindset of "EVERYONE CAN!" Continued from of 21-22 school year</p>	<p>06/02/2023</p>
<p>The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)</p>	<p>MTSS - Individual Student Learning Needs</p>	<p>Create Teacher/Student Teams that focus on Culturally Responsive Practices targeting academic and behavioral improvement (particularly attendance to</p>	<p>11/02/2021 - 06/01/2022</p>
<p>The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)		school) Continued from of 21-22 school year	
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	To increase student engagement within the classroom by implementing skills learned around creating a culturally responsive classroom and collaborating with families regarding the importance of attending school on a regular basis .	08/23/2022
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)		within the classroom by implementing skills learned around creating a culturally responsive classroom and collaborating with families regarding the importance of attending school on a regular basis .	-
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)		If implemented with fidelity there should be a decrease in student management issues and increase	06/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		attendance to school.that will lead to increased academic achievement. Continued from of 21-22 school year	
The percentage of students who meet growth projections on the NWEA will increase by 3% or more from September 2022 (baseline) to May 2023 (final administration). (ELA)	MTSS - Individual Student Learning Needs	Provide PD on Social Emotional Learning (SEL) for both students and adults Continued from of 21-22 school year	08/23/2022 - 06/01/2023
The percentage of students who meet growth projections on the NWEA will increase by 4% or more from September 2022 (baseline) to May 2023 (final administration). (Math)			
Regular Attendance for students with disabilities and the economically disadvantaged will increase by 4.5% by the end of the 2022-23 SY. (Attendance)			
	Preventing Drop out in Secondary schools- What works clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf Recommendation #1 – Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior or academic problems. Minimal Evidence	To provide PD session(s) on the proper use of PVAAS scores - What do they tell	09/01/2022 - 01/14/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		us? How can instructional decisions be made? Continued for 2021-2022	
	Preventing Drop out in Secondary schools- What works clearinghouse https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf Recommendation #1 – Monitor the progress of all students and proactively intervene when students show early signs of attendance, behavior or academic problems. Minimal Evidence	Purchased NWEA for grades 6-12 to assist teachers with decision making using date. Training for NWEA will occur throughout the school year.	08/27/2022 - 06/01/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	HS Teaching Staff	Cultural Connections, Academic Development, Accommodations for Differentiation, Cross Circular Practices, Collective as well as Individual Interactions and Instructional Practices, Instructional Practices focused on Personalized Learning and Individual Growth while embedding technology and differentiated best practices.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Strategic Partnerships are formed across instructional departments that drive student achievement and learning, enhanced instructional practices are embedded with cultural diversity immersed in daily instruction, enhanced instructional practices will be monitored through walkthroughs, observations and evaluations	08/23/2022 - 06/01/2023	AIU Support Personnel/Principals/Consultant(s)

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Book Study	Secondary Faculty and Staff	Book Study on cultural responsiveness “Culturally and Linguistically Responsive Teaching and Learning” Sharroky Hollie Provide teachers with strategies to support their culturally and linguistically diverse students. Explore the pedagogy of culturally responsive teaching. To provide the life essential skills of discourse, problem solving, and adaptability. How to create an equitable classroom? To blend the skill set and mindset to validate and affirm a student’s home culture and language while bridging and building him/her to academic setting.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
During walkthroughs, observations and evaluations the topics included in the book study will be evident in the class	08/23/2022 - 06/01/2023	Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Teacher/Student Teams

Staff and Students

Identify strengths and weaknesses that currently exist with cultural practices in the classroom. Prioritize weaknesses to establish clear enhancements that will benefit student achievement and proficiency. Enhance staff and student relationships that promote academic and social awareness to existing building cultures. Provide an academic setting where all students have the capacity for college or career pathways.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Increased student engagement in the classroom as observed via walkthroughs and observations.

08/27/2022 - 06/01/2023

Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Detailed Presentation to the Board of Directors	To completely review the School Improvement Plan priorities and goals and to explain the process to be implemented in order to achieve the established outputs. To provide quarterly updates as to the progress of the Action Plan(s)	Face to Face	South Allegheny Board of Directors	Initial Presentation - May 2022
to post to the District Website	Initial Posting with notes and an opportunity to comment and/or pose questions. To provide quarterly updates as to the progress of the Action Plan(s)	Website	All Stakeholders	June of 2022
Meeting with parent Advisory Counsel	To completely review the School Improvement Plan priorities and goals and to explain the process to be implemented in order to achieve the established outputs. To provide quarterly updates as to the progress of the Action Plan(s)	Face to Face	School Community Steering Committee	Beginning of the school year
