

SOUTH ALLEGHENY MS

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
David McDonald	District Level Leaders	South Allegheny HS
Charles Michael	HS principal	South Allegheny HS/MS
Brianne Mayer	Reading Instructor - Grade 7	South Allegheny MS
Kim Piekut	English Instructor	South Allegheny HS
Tim Rishel	Math 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 Yoblonsky	Social Studies Instructor	South Allegheny MS/HS
Shawn Deverse	School Board President	South Allegheny SD
Angie Hart	Parent	Community
Kelcy Barry	Community Member	Chestnut Ridge

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

If individual student learning needs are identified and met through differentiated and/or personalized learning and teachers implement a standards aligned curriculum for mathematics, then all students will be able to show increased growth in mathematics. on benchmark and summative assessments.

Essential Practices 1:
Focus on Continuous
Improvement of
Instruction

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Focus on Continuous
Improvement of
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Regular Attendance

If all related academic classes adopt ELA and/or mathematics anchors, then students will receive increased instruction on the various anchors and will show significant growth on benchmark and summative assessments.

If individual student learning needs are identified and met through differentiated and/or personalized learning and teachers implement a standards aligned curriculum for ELA, then all students will be able to show increased growth in ELA. on benchmark and summative assessments.

If the College and Career Standards are incorporated into all academic classes and taught with fidelity, then all students will gain increased knowledge about what is expected of them in regards to choosing a specific post graduate pathway.

ACTION PLAN AND STEPS

Evidence-based Strategy

MTSS - Individual Student Learning Needs

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA

During the 2021-22 SY, the PA standards aligned curriculum for ELA will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022 to May 2023.

Mathematics

During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023.

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 -
2023-03-06

HS Principal

AIU Support

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

2022-08-23 -
2023-06-02

Assistant to the
Superintendent

Human Resources from
AIU, materials related to
student engagement COST

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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.			- Need materials (reference and/or teaching materials)
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	2022-10-23 - 2023-06-02	Principals	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
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	2021-11-02 - 2022-06-01	Principal	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.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide PD on Social Emotional Learning (SEL) for both students and adults Continued from of 21-22 school year	2022-08-23 - 2023-06-01	Guidance Counselors/HS Principal	Chestnut Ridge Counseling Team COST - Fee for Counseling Team (multiple sessions) to be funded through ARP-ESSER Funds

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)
ELA	During the 2021-22 SY, the PA standards aligned curriculum for ELA will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022 to May 2023.
Mathematics	During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023.

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 Counselors	Data from Skyward and EdInsight – Student Informational Systems

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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	2022-09-01 - 2023-01-14	Assistant to the Superintendent / PDE PVAAS Representative	PVAAS Portal, access, Cindy 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	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	2022-11-01 - 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 proficiency 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
<p>During the 2021-22 SY, the PA standards aligned curriculum for ELA will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022 to May 2023. (ELA)</p>	<p>MTSS - Individual Student Learning Needs</p>	<p>To provide PD related to MTSS/Culturally Responsive Teaching Practices - What is Culturally Responsive Teaching? Continued from of 21-22 school year</p>	<p>08/23/2022 - 03/06/2023</p>
<p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>			

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<p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

collaboration and innovation. These qualities will lead to students being positively motivated to attend school, make good choices and engage in meaningful classroom experiences.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>			

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<p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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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

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, 53% of the students who participated in the assessment scored Proficient or above according to a comprehensive CDT Report.

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

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

According to the 2020-21 PVAAS data, for science, the ED group scored 50% mirroring the ALL Student Group of 50%, but not meeting the statewide growth standard of 70%

According to 2020-21 PVAAS , ED group scored at 76% -

Challenges

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, 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 CDT Report, 52% of the students who participated in the assessment scored in the Intensive range or basic and below on the Math CDT assessment.

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

FRPI, 20-21 SY indicates that the regular attendance percentage was 78.5% - not meeting the statewide performance standard of 94.1%. The Black subgroup scored at 70%, White at 80.1%, ED at

Strengths

exceeding the Statewide Growth Standard of 70%

Review of Career Readiness Initiative in the MS

Review of related academics and how they should assist in the overall delivery of the ELA and Math Standards, Anchors and Eligible Content

Regular Attendance has increased since students have returned to the brick and mortar environment after the lifting of Covid restrictions

Students are not being as transient since returning to the brick and mortar environment thus having more students being enrolled for a 90 day period of time.

Challenges

71.4% and Students with Disabilities at 74.7% - All significantly below the statewide average of 85.8%

FRPI, 20-21 SY PVAAS math growth scores indicate a growth score of 50% which is 20% below the statewide growth standard of 70%.

FRPI, 20-21 SY indicates an insufficient sample, previous year data: South Allegheny MS/HS did not meet the interim target for ELA proficiency for the All Student Group. There was a decrease of .3% from the previous year --- 53.1% to 52.8%

FRPI 20-21 SY for math advanced status indicate only a score of 2.4% in comparison to the statewide average of 13.4%. Indicating an 11% difference.

FRPI 20-21 SY indicates that the All student group did not meet the state performance standard - All student group at 43.1%; Statewide Performance Standard 98% - Thus 54.9% below the Statewide Performance Standard

The College and Career Standard Benchmark is at 43.1% - 54.9% below the statewide performance standard indicating a need to monitor students' involvement in designated career initiatives.

There is a need for a greater focus on the related academics .

The College and Career Standard Benchmark is at 43.1% - 54.9%

Challenges

below the statewide performance standard indicating a need to monitor students' involvement in designated career initiatives.

Regular Attendance has been a challenge during the Covid Pandemic at 78.5% according to FRPI and 15.6% below the Statewide Performance Standard of 94.1%

Regular attendance for the ED subgroup was at 31.5% according to FRPI 20-21 SY - and 62.6% below the Statewide Performance Standard of 94.1%

Regular attendance for the Students with Disabilities subgroup was at 29% according to FRPI 20-21 SY - and 65.1% below the Statewide Performance Standard of 94.1%

Most Notable Observations/Patterns

We continue to uncover needs of our instructional staff regarding base 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**

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

If the related academic classes focus on ELA and mathematics, then the math scores should increase. MTSS would also focus on this math deficit.

There is a need for a greater focus on the related academics .

Related academics need to incorporate ELA and math standards into their daily instruction. This might be accomplished through an "Adopt an Anchor" initiative. All subjects are related to reading, writing and arithmetic.

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.

Faculty and staff need to understand cultural diversity and equitable opportunities and to embed appropriate strategies into their daily instructional delivery.

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

If the related academic classes focus on ELA and mathematics, then the ELA scores should increase. MTSS would also focus on this ELA deficit.

FRPI, 20-21 SY PVAAS math growth scores indicate a growth score of 50% which is 20% below the statewide growth standard of 70%.

FRPi 20-21 SY for math advanced status indicate only a score of

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

2.4% in comparison to the statewide average of 13.4%. Indicating an 11% difference.

The College and Career Standard Benchmark is at 43.1% - 54.9% below the statewide performance standard indicating a need to monitor students' involvement in designated career initiatives.

With students now back in a brick and mortar environment, the college and career benchmarks need to be address with fidelity.

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 - 03/06/2023
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
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 proficiency 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

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All focus standards, anchors and eligible content will be taught with fidelity so as to show an increase in proficiency 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

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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 proficiency 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 proficiency 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

11/01/2022 - 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 proficiency 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
<p>During the 2021-22 SY, the PA standards aligned curriculum for ELA will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022 to May 2023. (ELA)</p>	<p>MTSS - Individual Student Learning Needs</p>	<p>To provide PD related to MTSS/Culturally Responsive Teaching Practices - What is Culturally Responsive Teaching? Continued from of 21-22 school year</p>	<p>08/23/2022 - 03/06/2023</p>
<p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>	<p>MTSS - Individual Student Learning Needs</p>	<p>Administration and the Leadership Team will remain consistent and committed to</p>	<p>08/23/2022 - 06/02/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>will be identified and addressed so as to ensure an increase of at least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022 to May 2023. (ELA)</p> <p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>		<p>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</p>	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>During the 2021-22 SY, the PA standards aligned curriculum for ELA will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022 to May 2023. (ELA)</p>	<p>MTSS - Individual Student Learning Needs</p>	<p>meaningful classroom experiences.</p> <p>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</p>	<p>10/23/2022 - 06/02/2023</p>
<p>During the 2021-22 SY, the PA standards aligned curriculum for</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>			
<p>During the 2021-22 SY, the PA standards aligned curriculum for ELA will be fully implemented, individual student learning needs</p>	<p>MTSS - Individual Student Learning Needs</p>	<p>Create Teacher/Student Teams that focus on Culturally Responsive Practices targeting</p>	<p>11/02/2021 - 06/01/2022</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>will be identified and addressed so as to ensure an increase of at least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022 to May 2023. (ELA)</p> <p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>		<p>academic and behavioral improvement (particularly attendance to school) Continued from of 21-22 school year</p>	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>During the 2021-22 SY, the PA standards aligned curriculum for ELA will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022 to May 2023. (ELA)</p>	<p>MTSS - Individual Student Learning Needs</p>	<p>Provide PD on Social Emotional Learning (SEL) for both students and adults Continued from of 21-22 school year</p>	<p>08/23/2022 - 06/01/2023</p>
<p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>			
<p>During the 2021-22 SY, the PA standards aligned curriculum for ELA will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022</p>	<p>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</p>	<p>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</p>	<p>09/01/2022 - 01/14/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>to May 2023. (ELA)</p> <p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>			
<p>During the 2021-22 SY, the PA standards aligned curriculum for ELA will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at</p>	<p>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</p>	<p>Purchased NWEA for grades 6-12 to assist teachers with decision making using date. Training for NWEA will occur throughout the school year.</p>	<p>08/27/2022 - 06/01/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>least 6% i for Economically Disadvantaged students and Students with Disabilities on the NWEA assessments from September 2022 to May 2023. (ELA)</p> <p>During the 2021-22 SY, the PA standards aligned curriculum for Math will be fully implemented, individual student learning needs will be identified and addressed so as to ensure an increase of at least 8% on the NWEA assessment from September 2022 to May 2023. (Mathematics)</p>			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
MTSS	MS 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. 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	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 Team	Staff and Student	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

