



## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Public School		103022803
<b>Address 1</b>		
1150 Jacks Run Rd.		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
North Versailles	PA	15137
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Joe DiLucente		jdilucente@eawildcats.net
<b>Single Point of Contact Name</b>		
Joe DiLucente		
<b>Single Point of Contact Email</b>		
jdilucente@eawildcats.net		
<b>Single Point of Contact Phone Number</b>		
412-824-8012		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Alan N. Johnson	Administrator	East Allegheny School District	ajohnson@eawildcats.net
Candee Morris	Administrator	East Allegheny JSHS	cmorris@eawildcats.net
Barbara Pagan	Administrator	East Allegheny School District	bpagan@eawildcats.net
Mark Draskovich	Administrator	East Allegheny JSHS	mdraskovich@eawildcats.net
Jamie Griesbaum	Administrator	East Allegheny School District	jgriesbaum@eawildcats.net
Brenna Mac Fann	Staff Member	Logan Elementary	bmacfann@eawildcats.net
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Holly Spallone	Staff Member	East Allegheny JSHS	hspallone@eawildcats.net
Kathleen Chenot	Staff Member	East Allegheny JSHS	kchenot@eawildcats.net
Linda Carlson	Staff Member	East Allegheny SD	lcarlson@eawildcats.net
Katie Scullo	Parent	East Allegheny SD	kscullo@eawildcats.net
Kristen Keleschenyi	Parent	East Allegheny SD	kkeleschenyi@eawildcats.net
Danielle Thomas	Parent	East Allegheny SD	dthomas@eawildcats.net

## LEA Profile

The East Allegheny School District is comprised of the communities of North Versailles, East McKeesport, Wilmerding, and Wall. There are approximately 1,430 students in grades K-12 in the District. Students in grades K through 6 attend Logan Elementary School and the Junior/Senior High School serves students in grades 7 through 12. East Allegheny also welcomes students from the Duquesne City School District in grades 8-12.

Students attending East Allegheny School District come from varied ethnic, social and economic backgrounds. The District is unique in that both rural and urban cultures exist within its communities.

The East Allegheny School District is proud of our academic accomplishments. The District is committed to supporting student achievement. Academic contents are aligned with the State standards. Teachers deliver rigorous instruction to prepare students to be successful at each and every grade level. Content is interdisciplinary and all teachers incorporate state standards into their classrooms. Teachers use data to continually analyze student achievement and plan instruction to meet the state goals. This focus and commitment by the teachers, administration and the School Board has contributed to the increased success at East Allegheny.

## **Mission and Vision**

### **Mission**

The mission of the East Allegheny School District is to recognize that each student is unique and that through cooperation with parents, our diverse community and schools, each student will have educational opportunities to achieve individual success.

### **Vision**

The East Allegheny School District, in partnerships with families and the community, responsibly engages, inspires and prepares each student for individual success, citizenship and life in the 21st century.

## **Educational Values**

### **Students**

Our students come to school with the expectation of receiving the best possible education our systems can provide. In return our students understand that they need to put forth their best effort to be the recipients of that education and that that will require their attendance, their attention, hard work both within the classroom and also on their own time. They further recognize that being a student at East Allegheny means more than simply appearing for class. It means that they will also contribute to the social and emotional life of their school, their home and their community. And all this will be done within the limits and the constraints of their abilities.

### **Staff**

Our staff members understand that a free and appropriate public education for all students is perhaps the most important service provided by a community and a nation to its children. They recognize that the effort they put into doing their work is directly proportional to the success of that endeavor. They understand that effective education is much more than simply providing didactic instruction in the prescribed curricular areas. They know that they must work to form positive and pro-social relationships with the students and their families as that is the only way in which a true educational partnership can be achieved in the 21st century. They commit to providing their time, both in and outside of the classroom, to the success of their students and the success of the East Allegheny School District.

### **Administration**

The members of the Administrative team recognize that their role is to support the efforts of students and teachers while also faithfully administering the policies set forth by the elected Board of School Directors of the East Allegheny School District. They understand that these efforts will require their fullest attention and take many hours beyond the regular instructional day. They recognize that the missions and duties they must prosecute may sometimes seem to be in conflict with one another and yet they remain dedicated to finding the effective compromise that produces the maxim good for all stakeholders involved in the process.

### **Parents**

Parents above all trust the staff of the School District to care for, love and respect their children as much as they do. They know that they must reinforce to their children the importance of a solid education to their children and that they must model the importance of life long learning for their children. Parents consent to the sharing of their resources with the school so that a true partnership can be formed between these two vital elements of a child's life. Parents also understand that they have a responsibility to hold school staff members accountable for their work with the children of the community and parents are always seeking ways to find out more about the social and academic progress of their children. Parents also know that there are proper and appropriate channels of communication with the school district and they commit to honoring and using those channels in all cases.

### **Community**

The community recognizes that operating and maintaining an effective system of public education is the most visible and important commitment it can make towards the future of its component members. A poorly equipped, poorly managed and poorly resourced schools system is indicative of a community that doesn't believe in or care about its own future. The community understands that making this kind of commitment requires that it share some of its most precious financial resources and put those towards the operation and upkeep of the school district. They consent to this sacrifice but they also have a right to expect accountability and transparency and they work to assure that leaders are elected to the public board of school directors who will provide that kind of integrity and oversight to the management of the school district and its facilities. They will also enact wise policies that support excellent educational outcomes. And finally they will enact fair budgets that provide adequate and appropriate support to the staff of the district while also respecting the fiscal limitations of the people who comprise it.

**Other (Optional)**

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
All students at the JSHS increased in ELA from 28.5% in 2020-2021 to 36.1% in 2021-2022	Students are back in person and teachers are making connections with our students.
The growth for all students at the JSHS in ELA 2021-2022 was 63.3% which is up from 54% in 2020-2021.	Teachers are using their benchmark data to target students with unfinished learning gaps due to the pandemic.
All students at Logan Elementary increased ELA Academic Growth from 50% in 2020-2021 to 78% in 2021-2022.	Professional Development in early phonemic awareness through the implementation of ECRI and Heggerty programs.
The Academic Growth Expectations for Math at Logan Elementary increased from 50% in 2020-2021 to 100% in 2021-2022.	Professional development for elementary math teachers has been a focus.

#### Challenges

Indicator	Comments/Notable Observations
Math for the JSHS continues to be a challenge with scores dropping from 18.8% in 2020-2021 to 8.3% in 2021-2022.	Professional development beginning with the Seventh and Eighth grades teachers.
Science scores have also dropped at the JSHS from 39.7% in 2022-2021 to 24.9% in 2021-2022.	Professional development for the Science Department with the new Science standards.
At the Elementary building, Science scores also dropped for all students from 46.7% in 2020-2021 to 42.7% in 2021-2022.	The materials that we are using differ greatly within grades and some teachers are not implementing Science standards in their classrooms.

### Review of Grade Level(s) and Individual Student Group(s)

#### Strengths

<b>Indicator</b> In Math, students who are economically disadvantaged at Logan Elementary, increased in Math from 7.5% in 2020-2021 to 13.9% in 2021-2022. <b>Grade Level(s) and/or Student Group(s)</b> Logan - Economically Disadvantaged	<b>Comments/Notable Observations</b> Extended day was implemented for the school year of 2021-2022 and 2022-2023. Students stay two afternoons each week with a focus on ELA and Math.
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>



Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
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### Challenges

<b>Indicator</b> At Logan Elementary, students with disabilities continue to show a decline in their Math Academic Growth from 79% in 2020-2021 to 70% in 2021-2022. <b>Grade Level(s) and/or Student Group(s)</b> Students with disabilities	<b>Comments/Notable Observations</b> Teachers have implemented a 10 minute review before each lesson to ensure students have the necessary skills to move forward with the new skills.
<b>Indicator</b> At the JSHS, students that are black have declined in ELA from 69% in 2020-2021 to 53.7% in 2021-2022. <b>Grade Level(s) and/or Student Group(s)</b> Black	<b>Comments/Notable Observations</b> We have implemented the Just Discipline Project with Pitt University to keep students in school and learning.

### Summary

#### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All students at the JSHS increased in ELA from 28.5% in 2020-2021 to 36.1% in 2021-2022.
All students at Logan Elementary increased ELA Academic Growth from 50% in 2020-2021 to 78% in 2021-2022.
The Academic Growth Expectations for Math at Logan Elementary increased from 50% in 2020-2021 to 100% in 2021-2022.
The growth for all students at the JSHS in ELA 2021-2022 was 63.3% which is up from 54% in 2020-2021.

#### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Math for the JSHS continues to be a challenge with scores dropping from 18.8% in 2020-2021 to 8.3% in 2021-2022.
Science scores have also dropped at the JSHS from 39.7% in 2022-2021 to 24.9% in 2021-2022.
At Logan Elementary, students with disabilities continue to show a decline in their Math Academic Growth from 79% in 2020-2021 to 70% in 2021-2022.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Renaissance Star Reading Assessment	The Renaissance Star Reading Assessment is a new measure to the district of reading comprehension used for the first time in grades 7-12 during the 2021-22 School Year.
HMH Reading Growth Measure	The HMH Reading Growth Measure is a benchmark assessment that allows faculty to measure progress in reading comprehension.
Quill Interactive Reading and Grammar Assessment	The Quill Interactive Reading and Grammar program is another new measure and was also adopted as both an assessment of student abilities and a prescriptive interactive tool to provide leveled learning activities to address the student's specific deficits.
EZ CBM Reading and Writing	East Allegheny has just begun administering the EZ CBM upon the advise of our Allegheny Intermediate Unit consultants.

### English Language Arts Summary

#### Strengths

With Renaissance Star Reading, The HMH Reading Growth Measure, The Quill Interactive Reading and Grammar Assessment, and the EZ CBM, the district has a wide array of assessment tools to employ with newer products such as Quill providing prescriptive interventions. To date, these measures show initial validity and reliability to Keystone and PSSA scores. However, the district now must develop a comprehensive plan of how to best use each of these measures to best provide direction for instruction and curriculum development (See challenges below). However employed, these new assessments will give teachers a more timely set of data to use to modify curriculum planning and instructional adaptations to be .

The East Allegheny School Board has approved the position of Director of Education to serve as the district's curriculum coordinator. This new position will provide leadership and direction to curriculum, assessment and instructional practices.

#### Challenges

As mentioned previously, the district has adopted numerous assessment tools in addition to past measures such as HMH Reading Growth Measure. The challenge will be to determine how to best manage this data into a positive plan for adapting curriculum and instruction.

### Mathematics

Data	Comments/Notable Observations
Ascend Math Assessment	Students in grades 7-12 were tested at the beginning and at the end of the 21-22 school year. 527 (93.7%) of students tested below grade level at the beginning of the school year. By the end of the school year 514 (91.46%) of students tested below grade level. 380 students (67.6%) tested at least 2 grade levels below their assigned grade.

### Mathematics Summary

#### Strengths

Teacher surveys are used to solicit anonymous feedback on trainings and professional development.

Data Team Meetings meet monthly to review student data, at all levels, as it pertains to growth, acquisition of skills and the correlation to pedagogical practices.
Grade Level and Department meetings are held to discuss students' and curricular strengths and needs, as well as pacing of units.
Teachers are attending professional development activities such as trainings, webinars, professional learning communities, workshops, and seminars.

### Challenges

The vertical and horizontal curriculum needs to be evaluated, revised, and aligned to the PA Core Standards.
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science Data	

## Science, Technology, and Engineering Education Summary

### Strengths

Data Team Meetings meet monthly to review student data, at all levels, as it pertains to growth, acquisition of skills and the correlation to pedagogical practices.
Grade Level and Department meetings are held to discuss students' and curricular strengths and needs, as well as pacing of units.
Teachers are attending professional development activities such as trainings, webinars, professional learning communities, workshops, and seminars.

### Challenges

The vertical and horizontal curriculum needs to be evaluated, revised, and aligned to the new Science, Environment, Ecology, Technology, and Engineering Standards.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
District 339 Plan	East Allegheny School District provides comprehensive career education activities to our students in grades K-12 as outlined in our K-12 Guidance Plan. Some of these activities include introductory career activities at the primary grade levels, such as Career Days where members of the community come in to speak to students about their careers. They also perform activities such as a “career sundae” where students create a sundae on a career that describes job duties, education needed, and earnings potential. In middle school, all students must complete a career plan by the end of 8th grade. This career plan is based upon interest and skills inventories taken throughout middle school and updated annually. In high school, students build upon their career plans and explore paths to accomplishing those plans. Some activities at the secondary level include job shadowing, college visits, and internship applications. The K-12 Guidance Plan is required by PA School Code (Chapter 339) for every district that sends their students to a Career and Technology Center (CTC). Some of our students choose to attend Forbes CTC in order to receive job training in specific career fields. Our K-12 Guidance Plan is updated annually and is presented to the Board for approval in September or October each year. The Plan contains a comprehensive framework for delivering career education to all students in grades K-12. The career activities are based on the current Career Education and Work (CEW) Standards, as all four domains of the CEW Standards must be addressed by our planned career activities. These activities are developmentally appropriate and are planned in a way so that students will not be repeating the same activities in subsequent grade levels. The Plan also delineates how career activities are delivered at the Tier 1, Tier 2, and Tier 3 levels. Completion of the Plan is determined by the number of career “artifacts” that are completed in each grade-level band.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Articulation Agreements

**True** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

East Allegheny administered a locally constructed benchmark Social Studies exam for the first time since standards were established. Although the Act 35 Assessment of Civic Knowledge results were difficult to assess since the exam was not norm referenced, the Social Studies Department now has begun to take a comprehensive look at what our students must master by the time they graduate.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The East Allegheny Social Studies Department realizes that it must examine the results of the Act 35 Assessment of Civic Knowledge and improve course related vocabulary and related critical thinking and analytical application skills to contribute to basic ELA skill deficits.

# Equity Considerations

## English Learners

**True** This student group is not a focus in this plan.

## Students with Disabilities

**True** This student group is not a focus in this plan.

## Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

## Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Data Team Meetings meet monthly to review student data, at all levels, as it pertains to growth, acquisition of skills and the correlation to pedagogical practices.
Teachers are attending professional development activities such as trainings, webinars, professional learning communities, workshops, and seminars.

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**Challenges**

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

As mentioned previously, the district has adopted numerous assessment tools in addition to past measures such as HMM Reading Growth Measure. The challenge will be to determine how to best manage this data into a positive plan for adapting curriculum and instruction.



**Designated Schools**

<b>Systemic LEA Challenges</b>
As mentioned previously, the district has adopted numerous assessment tools in addition to past measures such as HMH Reading Growth Measure. The challenge will be to determine how to best manage this data into a positive plan for adapting curriculum and instruction.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	N/A
English Language Development Programs	N/A

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

All assessed grade level teachers will identify through the PVAAS site, students who are predicted to score advanced or proficient and develop enrichment strategies quarterly.

Educational specialists in the middle level math and science will professionally develop staff on instructional practices designed to engaged students. A clear identification of the standards at grade level, along with the eligible content will be highlighted and verified within the lesson plans.

Teachers, staff and students will develop a clear understanding of Pennsylvania Standards for Math and Science at the middle school level years. Teachers will be inservice by educational specialist from the Allegheny Intermediate Unit #3. Teachers will highlight standards and eligible content within lesson plans and meet quarterly to review yearlong plans and instructional strategies. Incremental achievement and growth through the PA - Future Ready website data will be used as defined benchmarks for a measurable goal for each grade level.

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

A targeted accelerated growth model of instructional intervention will be developed and implemented with fidelity with students identified needing Tier 2 and Tier 3 remediation as defined by Acadience data. Benchmark and diagnostic data will be used as a baseline for the 2022-2023 school year.

Teachers, staff and students will develop a clear understanding of Pennsylvania Standards for Math and Science at all grades. Specifically, teachers will be inserviced by educational specialist from the Allegheny Intermediate Unit #3. Beginning in August 2023, teachers will highlight standards and eligible content within lesson plans and meet monthly to review yearlong plans and instructional strategies. Incremental achievement and growth through the PA-Future Ready website data will be used as defined benchmarks for a measurable goal for each grade level.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All students at the JSHS increased in ELA from 28.5% in 2020-2021 to 36.1% in 2021-2022.	True
All students at Logan Elementary increased ELA Academic Growth from 50% in 2020-2021 to 78% in 2021-2022.	True
With Renaissance Star Reading, The HMH Reading Growth Measure, The Quill Interactive Reading and Grammar Assessment, and the EZ CBM, the district has a wide array of assessment tools to employ with newer products such as Quill providing prescriptive interventions. To date, these measures show initial validity and reliability to Keystone and PSSA scores. However, the district now must develop a comprehensive plan of how to best use each of these measures to best provide direction for instruction and curriculum development (See challenges below). However employed, these new assessments will give teachers a more timely set of data to use to modify curriculum planning and instructional adaptations to be .	True
The East Allegheny School Board has approved the position of Director of Education to serve as the district's curriculum coordinator. This new position will provide leadership and direction to curriculum, assessment and instructional practices.	True
Teacher surveys are used to solicit anonymous feedback on trainings and professional development.	False
Data Team Meetings meet monthly to review student data, at all levels, as it pertains to growth, acquisition of skills and the correlation to pedagogical practices.	False
Grade Level and Department meetings are held to discuss students' and curricular strengths and needs, as well as pacing of units.	False
Teachers are attending professional development activities such as trainings, webinars, professional learning communities, workshops, and seminars.	False
Data Team Meetings meet monthly to review student data, at all levels, as it pertains to growth, acquisition of skills and the correlation to pedagogical practices.	False
The Academic Growth Expectations for Math at Logan Elementary increased from 50% in 2020-2021 to 100% in 2021-2022.	True
The growth for all students at the JSHS in ELA 2021-2022 was 63.3% which is up from 54% in 2020-2021.	True
East Allegheny administered a locally constructed benchmark Social Studies exam for the first time since standards were established. Although the Act 35 Assessment of Civic Knowledge results were difficult to assess since the exam was not norm referenced, the Social Studies Department now has begun to take a comprehensive look at what our students must master by the time they graduate.	True
Grade Level and Department meetings are held to discuss students' and curricular strengths and needs, as well as pacing of units.	False
Teachers are attending professional development activities such as trainings, webinars, professional learning communities, workshops, and seminars.	False

Data Team Meetings meet monthly to review student data, at all levels, as it pertains to growth, acquisition of skills and the correlation to pedagogical practices.	False
Teachers are attending professional development activities such as trainings, webinars, professional learning communities, workshops, and seminars.	False
All assessed grade level teachers will identify through the PVAAS site, students who are predicted to score advanced or proficient and develop enrichment strategies quarterly.	True
Educational specialists in the middle level math and science will professionally develop staff on instructional practices designed to engaged students. A clear identification of the standards at grade level, along with the eligible content will be highlighted and verified within the lesson plans.	True
Teachers, staff and students will develop a clear understanding of Pennsylvania Standards for Math and Science at the middle school level years. Teachers will be inservice by educational specialist from the Allegheny Intermediate Unit #3. Teachers will highlight standards and eligible content within lesson plans and meet quarterly to review yearlong plans and instructional strategies. Incremental achievement and growth through the PA - Future Ready website data will be used as defined benchmarks for a measurable goal for each grade level.	True

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Math for the JSHS continues to be a challenge with scores dropping from 18.8% in 2020-2021 to 8.3% in 2021-2022.	True
Science scores have also dropped at the JSHS from 39.7% in 2022-2021 to 24.9% in 2021-2022.	True
As mentioned previously, the district has adopted numerous assessment tools in addition to past measures such as HMM Reading Growth Measure. The challenge will be to determine how to best manage this data into a positive plan for adapting curriculum and instruction.	True
At Logan Elementary, students with disabilities continue to show a decline in their Math Academic Growth from 79% in 2020-2021 to 70% in 2021-2022.	True
The vertical and horizontal curriculum needs to be evaluated, revised, and aligned to the PA Core Standards.	False
The vertical and horizontal curriculum needs to be evaluated, revised, and aligned to the new Science, Environment, Ecology, Technology, and Engineering Standards.	False
As mentioned previously, the district has adopted numerous assessment tools in addition to past measures such as HMM Reading Growth Measure. The challenge will be to determine how to best manage this data into a positive plan for adapting curriculum and instruction.	False
The East Allegheny Social Studies Department realizes that it must examine the results of the Act 35 Assessment of Civic Knowledge and improve course related vocabulary and related critical thinking and analytical application skills to contribute to basic ELA skill deficits.	True

A targeted accelerated growth model of instructional intervention will be developed and implemented with fidelity with students identified needing Tier 2 and Tier 3 remediation as defined by Acadience data. Benchmark and diagnostic data will be used as a baseline for the 2022-2023 school year.	True
Teachers, staff and students will develop a clear understanding of Pennsylvania Standards for Math and Science at all grades. Specifically, teachers will be inserviced by educational specialist from the Allegheny Intermediate Unit #3. Beginning in August 2023, teachers will highlight standards and eligible content within lesson plans and meet monthly to review yearlong plans and instructional strategies. Incremental achievement and growth through the PA-Future Ready website data will be used as defined benchmarks for a measurable goal for each grade level.	True

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The East Allegheny Social Studies Department realizes that it must examine the results of the Act 35 Assessment of Civic Knowledge and improve course related vocabulary and related critical thinking and analytical application skills to contribute to basic ELA skill deficits.		False
As mentioned previously, the district has adopted numerous assessment tools in addition to past measures such as HMH Reading Growth Measure. The challenge will be to determine how to best manage this data into a positive plan for adapting curriculum and instruction.	The loss of significant in person instruction to "ALL" students, including those who are "Historically Underperforming" will remain a challenge for the next 3 - 4 years.	True
Math for the JSHS continues to be a challenge with scores dropping from 18.8% in 2020-2021 to 8.3% in 2021-2022.	Continue to evaluate the middle level learner curriculum in Math and Science.	True
Science scores have also dropped at the JSHS from 39.7% in 2022-2021 to 24.9% in 2021-2022.		False
At Logan Elementary, students with disabilities continue to show a decline in their Math Academic Growth from 79% in 2020-2021 to 70% in 2021-2022.	A renewed focus on Curriculum, Instruction, and Assessment at the elementary level with emphasis on Math instruction.	True
A targeted accelerated growth model of instructional intervention will be developed and implemented with fidelity with students identified needing Tier 2 and Tier 3 remediation as defined by Acadience data. Benchmark and diagnostic data will be used as a baseline for the 2022-2023 school year.	Establish a district system that fully ensures consistent implementation of standards aligned curricula across both schools for all students.	True
Teachers, staff and students will develop a clear understanding of Pennsylvania Standards for Math and Science at all grades. Specifically, teachers will be inserviced by educational specialist from the Allegheny Intermediate Unit #3. Beginning in August 2023, teachers will highlight standards and eligible content within lesson plans and meet monthly to review yearlong plans and instructional strategies. Incremental achievement and growth through the PA-Future Ready website data will be used as defined benchmarks for a measurable goal for each grade level.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
East Allegheny administered a locally constructed benchmark Social Studies exam for the first time since standards were established. Although the Act 35 Assessment of Civic Knowledge results were difficult to assess since the exam was not norm referenced, the Social Studies Department now has begun to take a comprehensive look at what our	Curriculum pacing and covering of content.



students must master by the time they graduate.	
With Renaissance Star Reading, The HMH Reading Growth Measure, The Quill Interactive Reading and Grammar Assessment, and the EZ CBM, the district has a wide array of assessment tools to employ with newer products such as Quill providing prescriptive interventions. To date, these measures show initial validity and reliability to Keystone and PSSA scores. However, the district now must develop a comprehensive plan of how to best use each of these measures to best provide direction for instruction and curriculum development (See challenges below). However employed, these new assessments will give teachers a more timely set of data to use to modify curriculum planning and instructional adaptations to be .	East Allegheny School District creates a culture of data driven decision making that identifies areas of need for students who may be one, two, or three years behind grade level. A Targeted Accelerated Growth model of instructional intervention is applied.
The East Allegheny School Board has approved the position of Director of Education to serve as the district's curriculum coordinator. This new position will provide leadership and direction to curriculum, assessment and instructional practices.	A focus on curriculum, instruction, and assessment at all levels with the emphasis on Math and Science will be implemented for the upcoming year.
All students at the JSJS increased in ELA from 28.5% in 2020-2021 to 36.1% in 2021-2022.	Consistent process for identifying strengths and weaknesses of students within classrooms based on data.
All students at Logan Elementary increased ELA Academic Growth from 50% in 2020-2021 to 78% in 2021-2022.	Grade Level Data teams per building analyze and identify needs for all students.
The Academic Growth Expectations for Math at Logan Elementary increased from 50% in 2020-2021 to 100% in 2021-2022.	Instructional materials and resources are consistent at all grade levels.
The growth for all students at the JSJS in ELA 2021-2022 was 63.3% which is up from 54% in 2020-2021.	
All assessed grade level teachers will identify through the PVAAS site, students who are predicted to score advanced or proficient and develop enrichment strategies quarterly.	Enrichment opportunities for PVAAS predicted Advanced or Proficient students will be prioritized.
Educational specialists in the middle level math and science will professionally develop staff on instructional practices designed to engaged students. A clear identification of the standards at grade level, along with the eligible content will be highlighted and verified within the lesson plans.	Year long plans are checked for best practices among K - 12 staff. Lesson plans are reviewed by building level administrators to ensure fidelity within grade levels.
Teachers, staff and students will develop a clear understanding of Pennsylvania Standards for Math and Science at the middle school level years. Teachers will be inservice by educational specialist from the Allegheny Intermediate Unit #3. Teachers will highlight standards and eligible content within lesson plans and meet quarterly to review yearlong plans and instructional strategies. Incremental achievement and growth through the PA - Future Ready website data will be used as defined benchmarks for a measurable goal for each grade level.	Curriculum mapping is a joint effort in all content areas. All levels, Elementary, Middle, and High School teachers ensure a fluid designed process of writing and selecting materials for a diverse set of learners.

## Priority Challenges

Analyzing Priority	Priority Statements
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Challenges	
	Use a variety of assessments including diagnostic, formative, and summative to monitor student learning and adjust programs and instructional practices.
	Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based to identify and address individual student learning needs.
	A Response to Instruction and Intervention (RTII) model is fully implemented in grades K - 6. The RTII model is an intervention strategy that attempts to identify students with possible academic difficulties and provide supports to those students.
	Grade Level Data teams are comprised of content teachers, reading specialists, special education teachers, ESL teachers, and administrators. Students are grouped by need and staff members discuss the area of instructional focus for the groups. Adjustments may be made to the groups based on classroom data and observations between benchmark administrations.

## Goal Setting

**Priority: Use a variety of assessments including diagnostic, formative, and summative to monitor student learning and adjust programs and instructional practices.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Data informed decision making		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Priority: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based to identify and address individual student learning needs.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Academically at Risk are identified		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Implement professional learning communities to support closing of achievement gap.	Implement instructional approaches that support inclusion in diverse, standards-based classrooms.	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Priority: A Response to Instruction and Intervention (RTII) model is fully implemented in grades K - 6. The RTII model is an intervention strategy that attempts to identify students with possible academic difficulties and provide supports to those students.**

<b>Outcome Category</b>
Early Literacy

<b>Measurable Goal Statement (Smart Goal)</b>		
A district focus on culturally relevant instruction, which encompasses differentiated instructional strategies, will be implemented to meet the diverse academic needs of ALL students.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Early Core Reading Instruction		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Classroom walkthroughs will monitor the implementation of these instructional approaches to support inclusive education.	Department and grade level team agendas delineating the analysis of the common assessment results. In addition, lesson plans will be differentiated to help students meet mastery of standards.	A district focus on culturally relevant instruction, which encompasses differentiated instructional strategies, will be implemented to meet the diverse academic needs of ALL students.

**Priority: Grade Level Data teams are comprised of content teachers, reading specialists, special education teachers, ESL teachers, and administrators. Students are grouped by need and staff members discuss the area of instructional focus for the groups. Adjustments may be made to the groups based on classroom data and observations between benchmark administrations.**

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
The district will implement a well developed and synchronized curriculum, instruction, and assessment plan. English Language Arts and Math K - 12 staff have been professionally developed with a Standards Aligned System of operational alignment.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Curriculum Instruction and Assessment SAS		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Standards Aligned System in place with significance on Eligible Content at all grade levels.	Written curriculum has enabled staff to identify eligible content related to statewide assessments and deliver a robust standards driven lesson that is student focused.	The district will implement a well developed and synchronized curriculum, instruction, and assessment plan. English Language Arts and Math K - 12 staff have been professionally developed with a Standards Aligned System of operational alignment.

## Action Plan

### Measurable Goals

Data informed decision making	Academically at Risk are identified
Early Core Reading Instruction	Curriculum Instruction and Assessment SAS

### Action Plan For: Curriculum, Instruction, and Assessment SAS Framework

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The district will implement a well developed and synchronized curriculum, instruction, and assessment plan. English Language Arts and Math K - 12 staff have been professionally developed with a Standards Aligned System of operational alignment.</li> <li>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Review of current PA-Future Ready assessment data. Planned professional development calendar dedicated to goals and strategies.		2022-10-03	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Education - Dr. Barbara Pagan	none	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Yearly data driven assessment results, highlighting PA-Future Ready Comprehensive Plan.	Building level principals will provide monthly reviews to the Director of Education and the Superintendent. This evaluation and monitoring step will provide evidence of artifacts for verification.

### Action Plan For: Curriculum, Instruction, and Assessment SAS Framework

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The district will implement a well developed and synchronized curriculum, instruction, and assessment plan. English Language Arts and Math K - 12 staff have been professionally developed with a Standards Aligned System of operational alignment.</li> <li>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Review of current PA-Future Ready assessment data. Planned professional development calendar dedicated to goals and		2022-10-03	2024-06-03

strategies.			
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Education - Dr. Barbara Pagan	none	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum, Instruction, and Assessment SAS Framework	Review of current PA-Future Ready assessment data. Planned professional development calendar dedicated to goals and strategies.
Curriculum, Instruction, and Assessment SAS Framework	Review of current PA-Future Ready assessment data. Planned professional development calendar dedicated to goals and strategies.

### Curriculum Audits will be completed minimally for English Language Arts, Math, and Science

Action Step		
<ul style="list-style-type: none"> <li>Review of current PA-Future Ready assessment data. Planned professional development calendar dedicated to goals and strategies.</li> </ul>		
Audience		
Teachers and support staff in English Language Arts, Math and Science		
Topics to be Included		
Increase the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling learners. Provide educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empower teachers to create a culture of teaching and learning, with an emphasis on learning. Instruct the teachers to manage resources for effective results.		
Evidence of Learning		
Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of teacher lesson plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals Director of Education - Dr. Barbara Pagan	2022-10-03	2024-06-03

### Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> <li>3d: Using Assessment in Instruction</li> <li>1e: Designing Coherent Instruction</li> <li>1c: Setting Instructional Outcomes</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>2b: Establishing a Culture for Learning</li> </ul>	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	





## Communications Activities

Curriculum summaries and updated information for all grade levels will be shared on the district website for easy reference and communication for all community stakeholders.

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers and Principals	Data analysis of breakdown in Pa Future Ready	Dr. Barbara Pagan, Director of Education and Building Principals	08/23/2022	06/05/2025
<b>Communications</b>					
<b>Type of Communication</b>			<b>Frequency</b>		
Posting on district website			Ongoing with monthly updates		

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>JUNE 12, 2023 REGULAR MEETING MINUTES .pdf</li><li>JUNE 12, 2023 REGULAR MEETING MINUTES _b0812ffa.pdf</li></ul>

Chief School Administrator	Date