



## Profile and Plan Essentials

<b>School</b>		AUN/Branch
East Allegheny Junior/Senior High School		103022803
<b>Address 1</b>		
1150 Jacks Run Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
North Versailles	Pennsylvania	15137
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mr. Joseph DiLucente		jdilucente@eawildcats.net
<b>Principal Name</b>		
R.J. Long		
<b>Principal Email</b>		
rlong@eawildcats.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
4128248012		1855
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Dina Hartford		dina.hartford@aiu3.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Amanda Snyder	Teacher	East Allegheny JSHS	asnyder@eawildcats.net
Dennis Edwards	Teacher	East Allegheny JSHS	dedwards@eawildcats.net
Emilia Mattucci	Other	School Counselor EAJSHS	epeiffer@eawildcats.net
Jamie Morgan	Other	East Allegheny SD	jmorgan@eawildcats.net
Kathleen Chenot	Teacher	East Allegheny JSHS	kchenot@eawildcats.net
Mark Draskovich	Principal	East Allegheny JSHS	mdraskovich@eawildcats.net
Rick Yeager	Teacher	Learning Support EAJSHS	ryeager@eawildcats.net
Joseph Dilucente	Chief School Administrator	East Allegheny SD	jdilucente@eawildcats.net
Jennifer Costello	District Level Leaders	East Allegheny SD	jcostello@eawildcats.net
R.J. Long	Principal	East Allegheny JSHS	rlong@eawildcats.net
Kristen Keleschenyi	Parent	East Allegheny SD	kbishop25@hotmail.com
Nolan Keleschenyi	Student	East Allegheny JSHS	nkeleschenyi29@eawildcats.net
Christie Paradine	District Level Leaders	EASD School Psychologist	cparadine@eawildcats.net
Antoinette Lucas	Community Member	East Allegheny SD	amlucas04@gmail.com

## **Vision for Learning**

### **Vision for Learning**

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.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>True 7</b>	<b>True 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
PVAAS: Meeting Statewide Growth Standard in English Language Arts/Literature	While the all student group did not meet the standard demonstrating growth in ELA./Literature, three subgroups exceeded the Meeting Statewide Growth Standard, which was set at 70.0. Black students: 71.3. Students of 2 or More Races: 78.5. Students with Disabilities: 70.3.
PVAAS: Meeting Statewide Growth Standard in Mathematics/Algebra	While the all student group did not meet the standard demonstrating growth in Mathematics/Algebra, one subgroup exceeded the Meeting Statewide Growth Standard, which was set at 70.0. Students with Disabilities: 73.7.
PVAAS: Meeting Statewide Growth Standard in Science/Biology	While the all student group did not meet the standard demonstrating growth in Science/Biology, One subgroup exceeded the Meeting Statewide Growth Standard, which was set at 70.0. Students with Disabilities: 70.5.
College and Career Measures: Career Standards Benchmark	Exceeding the state average and statewide 2033 goal of 98% based on the Career Standards Benchmarks. East Allegheny's All Student Group achieved a 99.5%.
High School Graduation Rate	Four-Year Cohort Graduation Rate increased to 87% in 2022-2023, which meets the Percent Graduation Four-Year Cohort and Statewide Average of 87%.

### Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature	Current student achievement is below state average and well below the 2033 statewide goal, with the all students group scoring proficient or advanced at a rate of 35.6% in ELA/Literature. Structures, practices, and protocols for using data to identify evidence-based strategies and differentiate instruction to address individual student's academic needs must be developed and implemented consistently.
Mathematics/Algebra	Current student achievement is below state average and well below the 2033 statewide goal, with the all students group scoring proficient or advanced at a rate of 8.9% in Mathematics/Algebra. Structures, practices, and protocols for using data to identify evidence-based strategies and differentiate instruction to address individual student's academic needs must be developed and implemented consistently.
Science/Biology	Current student achievement is below state average and well below the 2033 statewide goal, with the all students group scoring proficient or advanced at a rate of 25.4% in Science/Biology. Structures, practices, and protocols for using data to identify evidence-

	based strategies and differentiate instruction to address individual student's academic needs must be developed and implemented consistently.
Attendance	Current student attendance is below state average and well below the 2033 statewide goal, with the all student group regular attendance of 42.4%.
Industry-Based Learning	Students are well below the state-wide average on industry-based learning at 17.8% compared to the statewide average of 32.8%.
Rigorous Courses of Study	34.7% of East Allegheny students were enrolled in Rigorous Courses of Study, which is well below the state average of 54.9%. Only 1% of students were enrolled in a college course, 11.9% enrolled in CTE programs, and 23.8% enrolled in AP courses.

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

### Strengths

<b>Indicator</b> PVAAS: Meeting Statewide Growth Standard in English Language Arts/Literature <b>ESSA Student Subgroups</b> African-American/Black, Multi-Racial (not Hispanic), Students with Disabilities	<b>Comments/Notable Observations</b> Three subgroups exceeded the Meeting Statewide Growth Standard in ELA, which was set at 70.0. Black students: 71.3. Students of 2 or More Races: 78.5. Students with Disabilities: 70.3.
<b>Indicator</b> PVAAS: Meeting Statewide Growth Standard in Mathematics/Algebra <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> One subgroup exceeded the Meeting Statewide Growth Standard in Mathematics, which was set at 70.0. Students with Disabilities: 73.7.
<b>Indicator</b> PVAAS: Meeting Statewide Growth Standard in Science/Biology <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> One subgroup exceeded the Meeting Statewide Growth Standard in Science, which was set at 70.0. Students with Disabilities: 70.5.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> College and Career Measures: Career Standards Benchmark <b>ESSA Student Subgroups</b> African-American/Black, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Exceeding the state average and statewide 2033 goal of 98% based on the Career Standards Benchmarks. East Allegheny's All Student Group achieved a 99.5%. Black students: 100%. White students: 99.1%. Economically Disadvantaged: 99.2%. Students with Disabilities: 98.1%.

<b>Indicator</b> High School Graduation Rate <b>ESSA Student Subgroups</b> African-American/Black, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Four-Year Cohort Graduation Rate increased to 87% in 2022-2023, which meets the Percent Graduation Four-Year Cohort and Statewide Average of 87%. White students increased to 86.4%, Economically Disadvantaged increased to 85.9%, Students with Disabilities met the growth standard at 77.1%, and Black students met the growth standard at 82.4%.
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## Challenges

<b>Indicator</b> Achievement in English Language Arts/Literature <b>ESSA Student Subgroups</b> African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Current student achievement is below state average and well below the 2033 statewide goal in ELA, with the all students group scoring proficient or advanced at a rate of 35.6%. Structures, practices, and protocols for using data to identify evidence-based strategies and differentiate instruction to address individual student's academic needs must be developed and implemented consistently. Black, White, and Students with Disabilities all decreased in scores. Students of 2 or more races were still well below the standard, but did demonstrate positive growth.
<b>Indicator</b> Achievement in Mathematics/Algebra <b>ESSA Student Subgroups</b> African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Current student achievement is below state average and well below the 2033 statewide goal in Math, with the all students group scoring proficient or advanced at a rate of 8.9%. Structures, practices, and protocols for using data to identify evidence-based strategies and differentiate instruction to address individual student's academic needs must be developed and implemented consistently. Black Students and Students with Disabilities all decreased in scores. White and Economically disadvantaged students were well below the standard, but demonstrated positive growth.
<b>Indicator</b> Achievement in Science/Biology <b>ESSA Student Subgroups</b> African-American/Black, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Current student achievement is below state average and well below the 2033 statewide goal in science, with the all students group scoring proficient or advanced at a rate of 25.4%. Structures, practices, and protocols for using data to identify evidence-based strategies and differentiate instruction to address individual student's academic needs must be developed and implemented consistently. Black, White, Economically Disadvantaged, and Students with Disabilities all decreased in scores.
<b>Indicator</b> Attendance <b>ESSA Student Subgroups</b> African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Current student attendance is below state average and well below the 2033 statewide goal, with the all students group scoring attendance being 42.4%. Attendance rates for all subgroups (White, Hispanic, 2 or More Races, Economically Disadvantaged, and Students with Disabilities) went down. Attendance rate for Black students was still below the state average, but increased.
<b>Indicator</b> Industry-Based Learning <b>ESSA Student Subgroups</b> African-American/Black, White, Economically	<b>Comments/Notable Observations</b> Students are well below the state-wide average on industry-based learning at 17.8% compared to the statewide average of 32.8%. White, Black, Economically Disadvantaged, and Students with Disabilities were all in green but trending downward.

Disadvantaged, Students with Disabilities	
<b>Indicator</b> Rigorous Courses of Study <b>ESSA Student Subgroups</b> African-American/Black, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> 34.7% of East Allegheny students were enrolled in Rigorous Courses of Study, which is well below the state average of 54.9%. Only 1% of students were enrolled in a college course, 11.9% enrolled in CTE programs, and 23.8% enrolled in AP courses. 23.8% of Black Students, 38.7% of White Students, 26.5% of Economically Disadvantaged Students, and 20% of Students with Disabilities were enrolled in rigorous courses.

## 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.

PVAAS: Students with Disabilities are Meeting Statewide Growth Standard in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology.
High School Graduation Rate
College and Career Measures: Career Standards Benchmark

### 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.

Achievement in ELA, Math, and Science for Black, White, 2 or more Races, and Economically Disadvantaged Students.
Attendance for all student subgroups.
Industry-Based Learning for all student subgroups.
Rigorous Courses of Student for all student subgroups.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
NWEA MAP Achievement Report Grade 7	7th Graders scored in the 32nd Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 8	8th Graders scored in the 35th Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 9	9th Graders scored in the 35th Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 10	10th Graders scored in the 37th Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 11	11th Graders scored in the 34th Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 12	12th Graders scored in the 37th Percentile compared to other same-grade U.S. student Scores

### English Language Arts Summary

#### Strengths

25% of our students are consistently in the 60th - 100th percentile in Grades 7-12.
There is a 5% increase from Grade 7 (32nd Percentile) to Grade 12 (37th Percentile).

#### Challenges

75% of our students are below the 60th percentile in Grades 7 - 12 in ELA.
30-35% of our students are in need of urgent Tier 3 interventions in ELA.
30% of our students are in need of Tier 2 interventions in ELA.

### Mathematics

Data	Comments/Notable Observations
NWEA MAP Achievement Report Grade 7	7th Graders scored in the 33rd Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 8	8th Graders scored in the 17th Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 9	9th Graders scored in the 22nd Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 10	10th Graders scored in the 23rd Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 11	11th Graders scored in the 32nd Percentile compared to other same-grade U.S. student Scores
NWEA MAP Achievement Report Grade 12	12th Graders scored in the 33rd Percentile compared to other same-grade U.S. student Scores

### Mathematics Summary

#### Strengths

20% of our students are consistently in the 60th - 100th percentile in Grades 7-12.
Grades 7, 11 and 12 scored in the 32nd or 33rd percentile compared to same-grade U.S. student scores.

### Challenges

80% of our students are below the 60th percentile in Grades 7 - 12 in Math.

35-50% of our students are in need of urgent Tier 3 interventions in Math.

20-25% of our students are in need of Tier 2 interventions in Math.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Grade 9 Biology CDT	22% of students were Green, and 78% of students were Red.
Grade 10 Biology CDT	2% of students were Green, and 98% of students were Red.
Grade 11 Biology CDT	0% students were Green, 100% of students were Red.

### Science, Technology, and Engineering Education Summary

#### Strengths

Grade 9 Biology CDT had highest percentage of students in Green range, 22%.

Alignment of the science curriculum to the new STEEL Standards should address gaps and/or needs in the instructional program to better address the content and skills assessed on the CDT and Biology Keystone Exam.

#### Challenges

Only 8% of students are slated for proficiency on the Biology CDT Exams.

Students continuing to underperform in Biology.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
College and Career Measures	Exceeding state average and statewide 2033 goal based upon Career Standards Benchmarks.
Smart Futures	99.5% of our students achieved their Act 339 plan needs.

### 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

## 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.

All student groups completed their Career Ready benchmark using Smart Futures.
Exceeding state average and statewide 2030 goal based upon Career Standards Benchmarks.

## 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.

34.7% of students in Grades 9-12 are enrolled in Rigorous Courses of Study, compared to the state average of 54.9%. We must increase the course offerings and enrollment of students in these courses.
17.8% of students in Grades 9-12 are engage in Industry-Based Learning, compared to the state average of 32.8%. We must increase the opportunities for students to engage in these types of Industry-Based Learning experiences.
Attendance for all student subgroups (Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities)

# 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

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

Data	Comments/Notable Observations
MAPS data in ELA and Math	85% of students are in need of intervention

## Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black students are in the 16th percentile for Math, and in the 35th percentile for reading.

## 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.

Students with disabilities have been meeting the growth standard in ELA, Math, and Science.
The graduation rate has reached 87% and the 2022-2023 school year.

### 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.

Attendance continues to be a barrier for all of our student subgroups.
Significant gaps in mathematics skills and reading abilities continues to negatively impact students of all subgroups.
Lack of MTSS structure and appropriate interventions to address skill gaps and deficits effectively.
Lack of internship, apprenticeship, and industry-based experiences for students on a career track.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

East Allegheny School District partners with Pittsburgh Area Community Schools (PACS), which strives to be the leader of the community school implementation throughout the Pittsburgh Region, ensuring an equitable education experience for ALL students.

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Align curricular materials and lesson plans to the PA Standards. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Provide frequent, timely, and systematic feedback and support on instructional practices.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

Identify and address individual student learning needs through a systematic MTSS Process.

Implement evidence-based strategies to engage families to support learning.



## 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
PVAAS: Students with Disabilities are Meeting Statewide Growth Standard in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology.	True
High School Graduation Rate	True
25% of our students are consistently in the 60th - 100th percentile in Grades 7-12.	True
There is a 5% increase from Grade 7 (32nd Percentile) to Grade 12 (37th Percentile).	False
20% of our students are consistently in the 60th - 100th percentile in Grades 7-12.	False
College and Career Measures: Career Standards Benchmark	True
Grades 7, 11 and 12 scored in the 32nd or 33rd percentile compared to same-grade U.S. student scores.	False
Alignment of the science curriculum to the new STEEL Standards should address gaps and/or needs in the instructional program to better address the content and skills assessed on the CDT and Biology Keystone Exam.	False
Grade 9 Biology CDT had highest percentage of students in Green range, 22%.	False
	False
	False
All student groups completed their Career Ready benchmark using Smart Futures.	True
East Allegheny School District partners with Pittsburgh Area Community Schools (PACS), which strives to be the leader of the community school implementation throughout the Pittsburgh Region, ensuring an equitable education experience for ALL students.	True
Exceeding state average and statewide 2030 goal based upon Career Standards Benchmarks.	True
	False
Students with disabilities have been meeting the growth standard in ELA, Math, and Science.	False
The graduation rate has reached 87% and the 2022-2023 school year.	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
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Industry-Based Learning for all student subgroups.	False
Rigorous Courses of Student for all student subgroups.	False
Achievement in ELA, Math, and Science for Black, White, 2 or more Races, and Economically Disadvantaged Students.	True
Attendance for all student subgroups.	False
75% of our students are below the 60th percentile in Grades 7 - 12 in ELA.	True
30-35% of our students are in need of urgent Tier 3 interventions in ELA.	True
34.7% of students in Grades 9-12 are enrolled in Rigorous Courses of Study, compared to the state average of 54.9%. We must increase the course offerings and enrollment of students in these courses.	True
17.8% of students in Grades 9-12 are engage in Industry-Based Learning, compared to the state average of 32.8%. We must increase the opportunities for students to engage in these types of Industry-Based Learning experiences.	True
30% of our students are in need of Tier 2 interventions in ELA.	False
80% of our students are below the 60th percentile in Grades 7 - 12 in Math.	True
35-50% of our students are in need of urgent Tier 3 interventions in Math.	True
20-25% of our students are in need of Tier 2 interventions in Math.	True
Students continuing to underperform in Biology.	False
	False
Lack of MTSS structure and appropriate interventions to address skill gaps and deficits effectively.	False
Lack of internship, apprenticeship, and industry-based experiences for students on a career track.	False
	False
Implement evidence-based strategies to engage families to support learning.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	True
Only 8% of students are slated for proficiency on the Biology CDT Exams.	False
Attendance for all student subgroups (Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities)	True
Significant gaps in mathematics skills and reading abilities continues to negatively impact students of all subgroups.	False
Identify and address individual student learning needs through a systematic MTSS Process.	True
Align curricular materials and lesson plans to the PA Standards. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	True
Attendance continues to be a barrier for all of our student subgroups.	False

### 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.

Attendance rates of all students in our subgroup areas are a top priority, as if students are not in the building they do not have access to learning. We are redefining attendance processes and procedures as well as parent communication and engagement strategies to build better relationships with parents,

students, and families to support school attendance. We have redefined our values as a district, which includes Engaging Academics, Supporting Student Growth, Professional Growth, and Improving School Culture that will be communicated to students, staff, and families about the new administrative team's efforts to lead overall school change and improvement. PBIS training will occur in the fall, and the PBIS revamp will take place in the second semester, which includes collaboration between students, teachers, and administrators to continue to improve the overall school culture. MTSS training will occur in the fall, teams will be developed, intervention strategies will be shared with teachers (including training for special education and regular education teachers), a system for teachers to refer students to the MTSS team will be set up, and the team will meet bi-weekly to evaluate the referrals, put interventions in place, and assess the success of the interventions.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Achievement in ELA, Math, and Science for Black, White, 2 or more Races, and Economically Disadvantaged Students.	Regular monitoring of student learning is not occurring. Reteaching and remediation are not happening consistently. Regular education and special education teachers have not had time to collaborate to plan instruction to address needs. The lack of a proper MTSS Process hinders the ability for teachers to successfully provide proper academic interventions for struggling students.	True
80% of our students are below the 60th percentile in Grades 7 - 12 in Math.		False
35-50% of our students are in need of urgent Tier 3 interventions in Math.		False
20-25% of our students are in need of Tier 2 interventions in Math.		False
34.7% of students in Grades 9-12 are enrolled in Rigorous Courses of Study, compared to the state average of 54.9%. We must increase the course offerings and enrollment of students in these courses.		False
17.8% of students in Grades 9-12 are engage in Industry-Based Learning, compared to the state average of 32.8%. We must increase the opportunities for students to engage in these types of Industry-Based Learning experiences.		False
Attendance for all student subgroups (Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities)	Conferencing and planning with students and families occurs once a student has missed 10 days of school, making it difficult to change once established. We will hold monthly attendance meetings to analyze data and issue appropriate communications to parents/guardians. We will monitor each quarter and address attendance barriers once students have missed 3 or more days.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.		False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.		False
Identify and address individual student learning needs through a systematic MTSS Process.	Utilizing available data, teachers will focus on differentiation as well as identifying students that require more intensive Tiered interventions as per our MTSS Process.	True
Implement evidence-based strategies to engage families to		False

support learning.		
Align curricular materials and lesson plans to the PA Standards. Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.		False
75% of our students are below the 60th percentile in Grades 7 - 12 in ELA.		False
30-35% of our students are in need of urgent Tier 3 interventions in ELA.		False

## Analyzing Strengths

Analyzing Strengths	Discussion Points
25% of our students are consistently in the 60th - 100th percentile in Grades 7-12.	Some students are successful in ELA, but only a small percentage. Using and reviewing data, along with the implementation of MTSS will allow for refinement of strategies based on ongoing reflection of what is and is not working for specific students.
PVAAS: Students with Disabilities are Meeting Statewide Growth Standard in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology.	Engage with special education teachers to assess what types of interventions are being done with special education students to achieve growth, and how those interventions/actions/supports can be translated into the regular classroom to support all struggling students.
High School Graduation Rate	Graduation rate has reached 87%, which is on par with the state average, but we will continue to meet with every senior to ensure that credits are acquired, plans are in place, and students are prepared to graduate on time.
College and Career Measures: Career Standards Benchmark	Leverage the Smart Futures experiences that students are engaging in College/Career/Life Ready activities to increase opportunities for Career, Technical, and Industry-Based experiences for student such as apprenticeships, internships, and job shadows.
All student groups completed their Career Ready benchmark using Smart Futures.	Leverage the Smart Futures experiences that students are engaging in College/Career/Life Ready activities to increase opportunities for Career, Technical, and Industry-Based experiences for student such as apprenticeships, internships, and job shadows.
Exceeding state average and statewide 2030 goal based upon Career Standards Benchmarks.	Leverage the Smart Futures experiences that students are engaging in College/Career/Life Ready activities to increase opportunities for Career, Technical, and Industry-Based experiences for student such as apprenticeships, internships, and job shadows.
East Allegheny School District partners with Pittsburgh Area Community Schools (PACS), which strives to be the leader of the community school	Partnerships support implementation of initiatives.

implementation throughout the Pittsburgh Region, ensuring an equitable education experience for ALL students.	
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## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If students experience consistent Tier 1 and 2 Interventions that address closing gaps in Math, ELA, and Science, then their performance on MAP assessments will improve, and more than 50% who participate with fidelity will show growth on the MAP assessment during the 2024-2025 school year.
	If students are provided with incentives on a quarterly basis to miss 4 days or fewer of school, then they will be more likely to make regular attendance a priority, so that 85% of all student subgroups (Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities) will have regular attendance in the 2024-2025 school year.
	If a sound MTSS process is put into place, including staff training and system building, 80% of students in need of Tier 1 and Tier 2 interventions in Math, ELA, and Science will show growth by May 1, 2025.

## Goal Setting

**Priority: If a sound MTSS process is put into place, including staff training and system building, 80% of students in need of Tier 1 and Tier 2 interventions in Math, ELA, and Science will show growth by May 1, 2025.**

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-25 school year, an MTSS team will be established and processes will be in place including monitoring student progress with 70% fidelity.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS Implementation			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
All staff will be trained in the MTSS process and appropriate Tier 1 and Tier 2 interventions that are available and necessary for students.	MTSS Teams will be fully functional and meet as a team bi-weekly, evaluate referrals, intervention, and student progress.	MTSS Teams will continue to meet as a team bi-weekly, evaluate referrals, intervention, and student progress and secure additional resources for student intervention.	MTSS Teams will continue to meet as a team bi-weekly, evaluate referrals, intervention, and student progress and secure additional resources for student intervention.

**Priority: If students experience consistent Tier 1 and 2 Interventions that address closing gaps in Math, ELA, and Science, then their performance on MAP assessments will improve, and more than 50% who participate with fidelity will show growth on the MAP assessment during the 2024-2025 school year.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
All students enrolled in Algebra I will take the Keystone Algebra Exam and 35% will pass the Keystone Exam.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math MAPs Growth			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
All students enrolled in Algebra I courses will be given the NWEA MAPs assessment at the beginning of the course and their results will be reviewed with them so that they can be designated for targeted intervention and/or remediation.	All students enrolled in Algebra I will be given the mid-year MAPs assessment and 50% will demonstrate growth.	All students enrolled in Algebra I will be given the year end MAPs assessment and 50% will demonstrate growth.	All students enrolled in Algebra I will take the Keystone Algebra Exam and 35% will pass the Keystone Exam.

<b>Outcome Category</b>
English Language Arts

<b>Measurable Goal Statement (Smart Goal)</b>			
All students enrolled in English 10 Literature will take the Keystone Literature Exam and 50% will pass the Keystone Exam.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA MAPs Growth			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
All students enrolled in ELA 9 & 10 courses will be given the NWEA MAPs assessment at the beginning of the course and their results will be reviewed with them so that they can be designated for targeted intervention and/or remediation.	All students enrolled in ELA 9 & 10 courses will be given the mid-year MAPs assessment and 50% will demonstrate growth.	All students enrolled in ELA 9 & 10 courses will be given the year end MAPs assessment and 50% will demonstrate growth.	All students enrolled in English 10 Literature will take the Keystone Literature Exam and 50% will pass the Keystone Exam.

**Priority: If students are provided with incentives on a quarterly basis to miss 4 days or fewer of school, then they will be more likely to make regular attendance a priority, so that 85% of all student subgroups (Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities) will have regular attendance in the 2024-2025 school year.**

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-2025 school year, East Allegheny Junior Senior High School will increase the overall student attendance rate to 85% from all student subgroups (Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities).			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Increased Regular Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Implement clear expectations, communications, and meetings regarding regular attendance. PRIDE Teacher will contact home after a student has missed 3 days in a quarter. Students missing 4 or less days will qualify for positive incentive activity, with a goal of 75% of students qualifying for the incentive activity.	Implement clear expectations, communications, and meetings regarding regular attendance. PRIDE Teacher will contact home after a student has missed 3 days in a quarter. Students missing 4 or less days will qualify for positive incentive activity, with a goal of 80% of students qualifying for the incentive activity.	Implement clear expectations, communications, and meetings regarding regular attendance. PRIDE Teacher will contact home after a student has missed 3 days in a quarter. Students missing 4 or less days will qualify for positive incentive activity, with a goal of 80% of students qualifying for the incentive activity.	Implement clear expectations, communications, and meetings regarding regular attendance. PRIDE Teacher will contact home after a student has missed 3 days in a quarter. Students missing 4 or less days will qualify for positive incentive activity, with a goal of 85% of students qualifying for the incentive activity.





## Action Plan

### Measurable Goals

MTSS Implementation	
Math MAPs Growth	ELA MAPs Growth
Increased Regular Attendance	

### Action Plan For: MTSS Implementation

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-25 school year, an MTSS team will be established and processes will be in place including monitoring student progress with 70% fidelity.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Secure staff training and professional development regarding MTSS using Accomods.		2024-09-30	2024-10-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich (Principals), Jennifer Costello (Special Education Director)	Training through Accomods, which provides teachers and students with individual tiered accommodations for students.	Yes	
Action Step		Anticipated Start/Completion Date	
Assemble MTSS Team and Schedule Bi-Weekly Meetings		2024-09-03	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich (Principals), Christie Paradine (School Psychologist)	EdInsight Early Warning System to monitor Tiers of Intervention, Google Forms/Sheets to track referrals and interventions	No	
Action Step		Anticipated Start/Completion Date	
Conduct Regular Bi-Weekly MTSS Meetings, Evaluating Referrals, Monitoring Success of Interventions, Analyzing MAPs Data		2024-09-16	2025-05-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich (Principals), Christie Paradine (School Psychologist), Title 1 staff	MAPs Data, Google Forms/Sheets to track referrals and interventions	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student growth in Math & ELA, Decreased Behavioral Incidents	R.J. Long, Mark Draskovich, Christie Paradine, Bi-Weekly using MAPs data, Edinsight and google sheets to track interventions and student outcomes

## Action Plan For: Identify Student Learning targets based on MAPS data

<b>Measurable Goals:</b>			
<ul style="list-style-type: none"> <li>All students enrolled in Algebra I will take the Keystone Algebra Exam and 35% will pass the Keystone Exam.</li> <li>All students enrolled in English 10 Literature will take the Keystone Literature Exam and 50% will pass the Keystone Exam.</li> </ul>			

Action Step		Anticipated Start/Completion Date	
Administer MAPs Math & ELA Assessment at the start of the school year for students in grades 7-12		2024-09-03	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich, (Principals) Jenn Smith (Building Assessment Coordinator)	NWEA MAP Testing	No	
Action Step		Anticipated Start/Completion Date	
Re-administer MAPs Math & ELA Assessment at the mid point of the school year for students in grades 7-12		2025-01-06	2025-01-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich, (Principals) Jenn Smith (Building Assessment Coordinator)	NWEA MAP Testing	No	
Action Step		Anticipated Start/Completion Date	
Re-administer MAPs Math & ELA Assessment at the end of the school year for students in grades 7-12		2025-04-07	2025-04-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich, (Principals) Jenn Smith (Building Assessment Coordinator)	NWEA MAP Testing	No	
Action Step		Anticipated Start/Completion Date	
MTSS team will convene to review MAPS data and determine students in need of intervention and develop plans for students in need of intervention following each administration.		2024-09-03	2025-04-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich (Principals), Christie Paradine (School Psychologist) and MTSS team	MAPS data and progress monitoring tools including the use of Accomods.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Increased student performance and growth in Math and ELA	R.J. Long, Mark Draskovich, Quarterly, Monitoring Practice Fidelity through MTSS Meeting Structure
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### Action Plan For: Increased Regular Attendance

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2024-2025 school year, East Allegheny Junior Senior High School will increase the overall student attendance rate to 85% from all student subgroups (Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities).</li> </ul>

Action Step		Anticipated Start/Completion Date	
Review and revise attendance processes, procedures, and communication procedures		2024-08-12	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich (Principals), Ruth Gibson (Attendance Secretary)	PDE Attendance Guidelines	No	
Action Step		Anticipated Start/Completion Date	
PRIDE Period Teachers make positive phone calls home to parents of students in their homeroom		2024-08-20	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich (Principals)	Rosters of Students, Parent Contact Information (available in ALMA)	No	
Action Step		Anticipated Start/Completion Date	
Monthly Attendance Review Meetings to analyze data, issue written letters, develop improvement plans, and intervention strategies		2024-09-23	2025-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long, Mark Draskovich (Principals), Ruth Gibson (Attendance Secretary)	Attendance Reports	No	
Action Step		Anticipated Start/Completion Date	
Quarterly Incentives for Students who miss less than 4 days per quarter		2024-09-30	2025-05-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
R.J. Long	Incentive Activities	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased students' regular attendance	R.J. Long, Mark Draskovich, Ruth Gibson, Monthly through Attendance Meetings, using attendance data

# Expenditure Tables

## School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>• MTSS Implementation</li><li>• Identify Student Learning targets based on MAPS data</li></ul>	Math and Reading Title I salaries & benefits for 7-12 students to receive support in Tier 2 and Tier 3 support as identified through the MTSS process	438560
Total Expenditures			438560

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
MTSS Implementation	Secure staff training and professional development regarding MTSS using Accomods.

### MTSS & Intervention Training

<b>Action Step</b>		
• Secure staff training and professional development regarding MTSS using Accomods.		
<b>Audience</b>		
K-12 Special Education Teachers, K-12 Regular Education Teachers, MTSS Team Members		
<b>Topics to be Included</b>		
Identifying and selecting interventions for specific students to increase student academic success		
<b>Evidence of Learning</b>		
Increased scores on classroom formative and summative assessments, increased scores and growth on Math & ELA MAPs assessments.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Jennifer Costello, Director of Special Education	2024-09-16	2025-01-03

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Once per semester with the professional trainers from Accomods
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>August 12, 2024 Regular Board Meeting minutes.pdf</li><li>24-25 ATS-I Plan Affirmation signed_688de7c4.pdf</li></ul>

Chief School Administrator	Date
Joseph DiLucente	2024-09-10
Building Principal Signature	Date
Robert J. Long, Jr.	2024-08-29
School Improvement Facilitator Signature	Date
Dina Hartford	2024-08-29