EAST ALLEGHENY JSHS

1150 Jacks Run Rd

ATSI Title 1 School Plan | 2021 - 2022

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.

STEERING COMMITTEE

Name	Position	Building/Group
Amanda Snyder	Teacher	East Allegheny JSHS
Dennis Edwards	Teacher	East Allegheny JSHS
Emilia Peiffer	Teacher	East Allegheny JSHS
Jamie Griesbaum	Other	East Allegheny SD
Kathleen Chenot	Teacher	East Allegheny JSHS
Mark Draskovich	Principal	East Allegheny JSHS
Richard King	Parent	East Allegheny
Sean Gildea	Principal	Logan Elementary
Rick Yeager	Principal	East Allegheny JSHS
Alan Johnson	Chief School Administrator	District
Joseph Howell, Ph.D.	Coordinator of Special Education	East Allegheny School District
Don Mac Fann	Principal	East Allegheny School District

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If the EASD implements a MTSS , then there should be a significant improvement in academic performance, significant increase in student engagement, school attendance and student behavior.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If the EASD implements a system of PBIS, then there should be significant increases in students engagement, school wide positive behavior and student progress and a decrease in school removal and conduct consequences.	School climate and culture Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS	The EASD will decrease conduct referrals by 10%, school removal by 10%, and absenteeism by 10% over the 2020-21 academic year through the use of PBIS, Restorative Practices and Social Emotional Learning in core instruction and targeted interventions as part of the MTSS model.
Attendance	The EASD will decrease absenteeism as measured by regular attendance criteria by 10% over the 2020-21

Goal Nickname	Measurable Goal Statement (Smart Goal)
	academic year through the use of PBIS, Restorative Practices and Social Emotional Learning in core instruction and targeted interventions as part of the MTSS model.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue Implementation of PBIS	2021-07-01 - 2022-06-03	PBIS Committee Co-chairs	PBIS Action Plan
Implementation of SWIS	2021-07-01 - 2022-06-03	PBIS Committee Co-chairs	SWIS/ SWIS Facilitator
Monthly Discipline Data Team Meetings	2021-07-01 - 2022-06-03	ATSI Plan Chair/Committee	Discipline Data
Restorative practices implementation and training	2021-07-01 - 2022-06-03	Restorative practices team	Training materials, trainers, books, and conferencing opportunities
Utilize trauma-informed and SEL training to build a positive school environment with strong relationships with students.	2021-07-01 - 2022-06-03	PBIS team/restorative practices team	Training materials, SEL curriculum, PBIS expectations, external trauma-based interventionists

Anticipated Outcome

Decrease discipline data, absenteeism through Tier 1 implementation of PBIS.

Monitoring/Evaluation

Monthly meeting and TFI data

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA/Math Improvement	The EAJSHS will realize an increase of 10% in ELA/Literature and Math during the 2021-22 academic year utilizing local assessments and the components core instruction and targeted interventions under the MTSS model.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Attend secondary MTSS training through PATTAN for the 21-22 school year	2021-07-12 - 2022-06-03	Building Principal 7th-8th grade	Training opportunities and materials developed by PATTAN, IU support for on-going implementation.
Implement MTSS with focus on core instruction and targeted intervention	2021-07-01 - 2022-06-03	Building Principal	AIU Support PaTTAN support
Develop local assessment capacity and utilization of local assessment data in instruction and decision making	2021-07-02 - 2022-06-03	Data Teams Department Chairs	AIU support PaTTAN support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Anticipated Outcome

Increase in local assessment data and utilization of local assessment data in instruction decision making

Monitoring/Evaluation

Quarterly Reporting Quarterly ACSI Team meetings

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The EASD will decrease absenteeism as measured by regular attendance criteria by 10% over the 2020-21 academic year through the use of PBIS, Restorative Practices and Social Emotional Learning in core instruction and targeted interventions as part of the MTSS model. (Attendance)	PBIS	Implementation of SWIS	07/01/2021 - 06/03/2022
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The EAJSHS will realize an increase of 10% in ELA/Literature and Math during the 2021-22 academic year utilizing local assessments and the components core instruction and targeted interventions under the MTSS model. (ELA/Math Improvement)	MTSS	Attend secondary MTSS training through PATTAN for the 21-22 school year	07/12/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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

Use multiple professional learning designs to support the learning needs of staff *

Provision of career readiness curriculum grades K-12.

Utilization of District level tracking Of career readiness activities

Implementation and utilization of diploma recovery and credit recovery programs

Student performance is significantly lower than all students in 7th grade but exceeds all students in 8th grade.

Science achievement is sufficient in sub groups

Implementation of co-teaching

MTSS

Challenges

Implement a multi-tiered system of supports for academics and behavior *

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Regular attendance

High level of transient students (foster placement and homeless students).

School attendance

Transition from elementary to middle school

High number of transient students

High level of economically disadvantaged households

Effective transition from elementary to middle school

Lack of cohesive curriculum sequencing from elementary through middle school

Strengths

PBIS

Co-Teaching implementation in grades 7-9 has increased access to grade level instruction for Special Education students.

The development of Multi-Tiered systems of Supports enhances the team collaboration within and across grade levels.

Students demonstrate academic growth during the 8th grade year after insufficient performance during the transition from the elementary school to the middle school.

Implementation of PBIS

Students are recovering math performance in grades 8-12

Student academic growth for mathematics in grades 8-12 ins sufficient based on PVASS and Keystone performance

Co-Teaching implementation in grades 7-9 has increased access to grade level instruction for Special Education students.

The development of Multi-Tiered systems of Supports enhances the team collaboration within and across grade levels.

Academic growth score for 8th grade is 92.5%

The District met all growth rates for all student groups in ELA.

Challenges

School attendance

Effective transition from elementary to middle school

Lack of cohesive curriculum sequencing from elementary through middle school

School attendance

Lack of cohesive curriculum sequencing from elementary through middle school

Effective transition from elementary to middle school

The largest indicator of the challenge facing The East Allegheny School District may be in addressing the needs of our economically disadvantaged students. While satisfactory or substantial growth has been shown, the district is still scoring below statewide averages in all three areas of measurement. Looking closer, while the district has shown improved scores in all three areas for subgroups such as our students of color, similar improvements have not been shown in our overall economically disadvantaged population. Economic and trauma based factors within the district have clearly hindered academic growth in a resource and funding disadvantaged district.

The District continues to address the challenge of insufficient attendance.

Strengths

8th grade black students scored about 10% higher than the All
Student Group

Challenges

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Implement a multi-tiered system of supports for academics and behavior *		
Implement an evidence-based system of schoolwide positive behavior interventions and supports		

ADDENDUM B: ACTION PLAN

Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
Continue Implementation of PBIS	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Monthly meeting and TFI data	Decrease discipline data, absenteeism through Tier 1 implementation of PBIS.

Material/Resources/Supports Needed	PD Step
PBIS Action Plan	no

Action Steps	Anticipated Start/Completion Date
Implementation of SWIS	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Monthly meeting and TFI data	Decrease discipline data, absenteeism through Tier 1 implementation of PBIS.

Material/Resources/Supports Needed	PD Step
SWIS/ SWIS Facilitator	yes

Action Steps	Anticipated Start/Completion Date
Monthly Discipline Data Team Meetings	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Monthly meeting and TFI data	Decrease discipline data, absenteeism through Tier 1 implementation of PBIS.

Material/Resources/Supports Needed	PD Step
Discipline Data	no

Action Steps	Anticipated Start/Completion Date
Restorative practices implementation and training	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Monthly meeting and TFI data	Decrease discipline data, absenteeism through Tier 1 implementation of PBIS.

Material/Resources/Supports Needed	PD Step
Training materials, trainers, books, and conferencing opportunities	yes

Action Steps	Anticipated Start/Completion Date
Utilize trauma-informed and SEL training to build a positive school environment with strong relationships with students.	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Monthly meeting and TFI data	Decrease discipline data, absenteeism through Tier 1 implementation of PBIS.

Material/Resources/Supports Needed	PD Step
Training materials, SEL curriculum, PBIS expectations, external trauma-based interventionists	yes

Action Plan: MTSS

Action Steps

Attend secondary MTSS training through PATTAN for the 21-22 school year

Anticipated Start/Completion Date

07/12/2021 - 06/03/2022

Monitoring/Evaluation

Quarterly Reporting Quarterly ACSI Team meetings

Anticipated Output

Increase in local assessment data and utilization of local assessment data in instruction decision making

Material/Resources/Supports Needed

Training opportunities and materials developed by PATTAN, IU support for on-going implementation.

PD Step

yes

Action Steps	Anticipated Start/Completion Date
Implement MTSS with focus on core instruction and targeted intervention	07/01/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
Quarterly Reporting Quarterly ACSI Team meetings	Increase in local assessment data and utilization of local assessment data in instruction decision making

Material/Resources/Supports Needed		PD Step
AIU Support PaTTAN support	.	yes

Action Steps

Develop local assessment capacity and utilization of
local assessment data in instruction and decision
making

Anticipated Start/Completion Date

07/02/2021 - 06/03/2022

Monitoring/Evaluation

Quarterly Reporting Quarterly ACSI Team meetings

Anticipated Output

Increase in local assessment data and utilization of local assessment data in
instruction decision making

Material/Resources/Supports Needed

AIU support PaTTAN support

PD Step

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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The EASD will decrease conduct referrals by 10%, school removal by 10%, and absenteeism by 10% over the 2020-21 academic year through the use of PBIS,	PBIS	Utilize trauma-informed and SEL	07/01/2021 - 06/03/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Restorative Practices and Social Emotional Learning in core instruction and targeted interventions as part of the MTSS model. (PBIS) The EASD will decrease absenteeism as measured by regular attendance criteria by 10% over the 2020-21 academic year through the use of PBIS, Restorative Practices and Social Emotional Learning in core instruction and targeted interventions as part of the MTSS model. (Attendance)		training to build a positive school environment with strong relationships with students.	
The EAJSHS will realize an increase of 10% in ELA/Literature and Math during the 2021-22 academic year utilizing local assessments and the components core instruction and targeted interventions under the MTSS model. (ELA/Math Improvement)	MTSS	Attend secondary MTSS training through PATTAN for the 21-22 school year	07/12/2021 - 06/03/2022
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Measurable Goals		Action Plan Name	Professional Development Step	Anticipated Timeline
			decision making	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of PBIS	PBIS team, district-wide staff, teachers, all support staff, administrators	SWIS data system, T-charts, flowcharts, ODR form

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Successful implementation of data system	07/01/2021 - 06/03/2022	PBIS Co-Chairs

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Restorative Practices Implementation and Training	All Staff	Restorative Circles Introduction to Restorative Practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of Restorative Practices	07/01/2021 - 06/03/2022	Restorative Practices Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
Utilizing trauma Informed Care and Social Emotional Learning to Build Positive School Environment and Strong Relationships with Students	All staff	Trauma-Informed Care Social Emotional Learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase positive relationships with students Decrease absenteeism	07/01/2021 - 06/03/2022	Social Emotional Learning Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	Secondary teachers and administrators	Developing Secondary MTSS

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased academic performance	07/01/2021 - 06/03/2022	Joseph Howell, Ph.D. Building Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	Administrators	Building District MTSS

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Enhanced stufent performance	07/01/2021 - 06/03/2022	Joseph Howell, Ph.D.

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline