**East Allegheny JSHS**
CSI School Plan | 2025 - 2026

# Profile and Plan Essentials

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **False** 6 |
| **True** 7 | **True** 8 | **True** 9 | **True** 10 | **True** 11 | **True** 12 |

## 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

|  |  |
| --- | --- |
| **Indicator**PVAAS: Meeting Statewide Growth Standard in English Language Arts/Literature**ESSA Student Subgroups**African-American/Black, Multi-Racial (not Hispanic), Students with Disabilities | **Comments/Notable Observations**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. |
| **Indicator**PVAAS: Meeting Statewide Growth Standard in Mathematics/Algebra**ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**One subgroup exceeded the Meeting Statewide Growth Standard in Mathematics, which was set at 70.0. Students with Disabilities: 73.7. |
| **Indicator**PVAAS: Meeting Statewide Growth Standard in Science/Biology**ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**One subgroup exceeded the Meeting Statewide Growth Standard in Science, which was set at 70.0. Students with Disabilities: 70.5. |
| **Indicator****ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**College and Career Measures: Career Standards Benchmark**ESSA Student Subgroups**African-American/Black, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**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%. |
| **Indicator**High School Graduation Rate**ESSA Student Subgroups**African-American/Black, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**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%. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**Achievement in English Language Arts/Literature**ESSA Student Subgroups** | **Comments/Notable Observations**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 were well below the standard, but did demonstrate positive growth. |
| **Indicator**Achievement in Mathematics/Algebra**ESSA Student Subgroups** | **Comments/Notable Observations**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. |
| **Indicator**Achievement in Science/Biology**ESSA Student Subgroups**African-American/Black, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**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. |
| **Indicator**Attendance**ESSA Student Subgroups** | **Comments/Notable Observations**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. |
| **Indicator**Industry-Based Learning**ESSA Student Subgroups**African-American/Black, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**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. |
| **Indicator**Rigorous Courses of Study**ESSA Student Subgroups**African-American/Black, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**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 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 |
| 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 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 |

## 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

|  |
| --- |
| 20-25% of our students are in need of Tier 2 interventions in Math. |
| 35-50% of our students are in need of urgent Tier 3 interventions in Math. |
| 80% of our students are below the 60th percentile in Grades 7 - 12 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** |
| Smart Futures | 99.5% of our students achieved their Act 339 plan needs. |
| College and Career Measures | Exceeding state average and statewide 2033 goal based upon Career Standards Benchmarks. |

## 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 |
| 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 |
| 20% of our students are consistently in the 60th - 100th percentile in Grades 7-12. | 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 |
| Exceeding state average and statewide 2030 goal based upon Career Standards Benchmarks. | True |
|  | False |
| 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 |

## 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 |
| 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 |
| Attendance continues to be a barrier for all of our student subgroups. | False |
| 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 |

## 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 |
| 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 |
| 20-25% of our students are in need of Tier 2 interventions in Math. |  | False |
| 35-50% of our students are in need of urgent Tier 3 interventions in Math. |  | False |
| 80% of our students are below the 60th percentile in Grades 7 - 12 in Math. |  | False |
| 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 |
| 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 |
| Implement evidence-based strategies to engage families to support learning.  |  | 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 |
| 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 implementation throughout the Pittsburgh Region, ensuring an equitable education experience for ALL students. | Partnerships support implementation of initiatives. |

## 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 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.

|  |
| --- |
| **Outcome Category** |
| Mathematics  |
| **Measurable Goal Statement (Smart Goal)** |
| All students enrolled in Algebra I will take the Keystone Algebra Exam and 35% will pass the Keystone Exam. |
| **Measurable Goal Nickname (35 Character Max)** |
| Math MAPs Growth |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
|  |  |  |  |

|  |
| --- |
| **Outcome Category** |
| English Language Arts  |
| **Measurable Goal Statement (Smart Goal)** |
| All students enrolled in English 10 Literature will take the Keystone Literature Exam and 50% will pass the Keystone Exam. |
| **Measurable Goal Nickname (35 Character Max)** |
| ELA MAPs Growth |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
|  |  |  |  |

## 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.

|  |
| --- |
| **Outcome Category** |
| Regular Attendance  |
| **Measurable Goal Statement (Smart Goal)** |
| 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). |
| **Measurable Goal Nickname (35 Character Max)** |
| Increased Regular Attendance |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
|  |  |  |  |

## 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.

|  |
| --- |
| **Outcome Category** |
| Essential Practices 3: Provide Student-Centered Support Systems  |
| **Measurable Goal Statement (Smart Goal)** |
| 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.
 |
| **Measurable Goal Nickname (35 Character Max)** |
| MTSS Implementation |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
|  |  |  |  |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| MTSS Implementation | ELA MAPs Growth |
| Math MAPs Growth | Increased Regular Attendance |
|  |

## Action Plan For:

|  |
| --- |
| **Measurable Goals:** |
|  |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
|  |  |  |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|  |  |

# Expenditure Tables

## School Improvement Set Aside Grant

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expenditure Description**  | **Action Plan(s)** | **eGgrant Budget Category (Set Aside grant)** | **ESSA Tier** | **Amount** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total Expenditures** |  |

## Schoolwide Title 1 Funding Allocation

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

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Total Expenditures |  |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |

|  |
| --- |
| **Audience** |
|  |
| **Topics to be Included** |
|  |
| **Evidence of Learning** |
|  |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
|  |  |
| **Observation and Practice Framework Met in this Plan** |
|  |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
|  |  |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |