**West Mifflin Area HS**  
ATSI Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

|  |  |  |
| --- | --- | --- |
| **School** | | AUN/Branch |
| West Mifflin Area High School | | 103029603 |
| **Address 1** | | |
| 91 Commonwealth | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| West Mifflin | PA | 15122 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Jeffrey T. Soles | | solesj@wmasd.org |
| **Principal Name** | | |
| Chad Licht | | |
| **Principal Email** | | |
| lichtc@wmasd.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 4124669131 | | 1000 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Paul Cindric | | paul.cindric@aiu3.net |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Chad Licht | Principal | High School | Lichtc@wmasd.org |
| Jeff Solomon | Assistant Superintendent | WMASD | Solomonj@wmasd.org |
| Dayna Sikora | Director of pupil personell | WMASD | sylvisl@wmasd.org |
| Melissa Wall | Home School Visitor | WMASD | Wallm@wmasd.org |
| Jennifer Dziki | Teacher | High School | Dzikij@wmasd.org |
| Ashley Karas | SpEd math teacher | High School | Karasa@wmasd.org |
| Rob Yeschenko | Assistant Principal | High School | Yeschenkor@wmasd.org |
| Tom Ruffing | Counselor | High School | Ruffingt@wmasd.org |
| Jeffrey Soles | Chief School Administrator | WMASD | solesj@wmasd.org |
| Inter Club Council President | Student | High School | clicht88@gmail.com |
| Inter Club Council Vice President | Student | High School | clicht88@gmail.com |
| Matthew Blazevich | Board Member | WMASD | blaze6687@gmail.com |
| Roxanne Evans | Parent | High School | roxykay8@gmail.com |
| Noelle Haney | District Level Leaders | District MTSS Coordinator | haneyn@wmasd.org |
| Ashley Kanz | Community Member | Parent Group Member | ashley.kanz@gmail.com |
| Nasha McClain | Parent | Parent Group Member | nashamcclain@gmail.com |
| Michelle Lesutis | Parent | Parent Group Member | Michellelesutis@yahoo.com |
|  |  |  |  |

# Vision for Learning

**Vision for Learning**

The mission of West Mifflin Area School District – in partnership with families and community – is to establish a challenging and safe learning environment, where all students will attain the quality education and life experiences to become responsible life-long learners and contributing members of an ever-changing global society.

# 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 |
| **False** 7 | **False** 8 | **True** 9 | **True** 10 | **True** 11 | **True** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| ELA Percent proficient or advanced All Student Group | All Student Groups have improved from 36.3% in 2021-2022 to 44.3% in 2022-2023 year for proficient or advanced in ELA |
| Five-Year Cohort for graduation All Student Group | All Student Groups have met and exceeded the five year cohort for graduation at 94.4%. The statewide average is 89.7%. We have implemented several programs to help struggling students obtain their diploma. We have Titan Cyber Academy, Titan Diploma Retrieval, Titan Academy. |
| Career Standards Benchmark All Student Group | All Student Groups performed at 97.1% which is higher than the Statewide Average 89.6% for Career Standard benchmark. We have almost achieved the statewide performance standard which is 98%. |
| Science/Biology proficient or advanced All Student Group | All Student Groups have improved from 7.4% in 2021-2022 to 20.8% in 2022-2023 year for proficient or advanced in Science/Biology proficient or advanced. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Mathematics/Algebra proficient or advanced All Student Group | All student groups did not meet the interim Goal/Improvement Target. All Student Group = 17.3% Statewide average is 58.9%. Statewide goal is 81.1% |
|  |  |
| Regular Attendance All Student Group | All Student Group did not meet the performance standard for regular attendance. All Student Group = 43.5%. Statewide average 73.9%. Statewide goal is 94.1% |
| Science/Biology All Student Group | All student groups did not meet the interim Goal/Improvement Target. All Student Group = 20.8% Statewide average is 58.9% |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  Career Standards Benchmark  **ESSA Student Subgroups**  White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Each group met or exceeded benchmark for career standards. State average 89.6%. State Performance Standard 98%. Black Subgroup - 93.8%. White Subgroup - 98.1%. Economically Disadvantaged Subgroup 97.1%. Students with disabilities 100% |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  ELA Growth in Proficient or Advanced  **ESSA Student Subgroups**  African-American/Black, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Each Subgroup showed growth from 2021-2022 for ELA proficient or advanced. Economically Disadvantaged subgroup improved from 36.3% to 44.6%. White subgroup improved from 41.1% to 50%. Students with disabilities improved from 7.5% to 15.8%. |
| **Indicator**  5 Year Cohort Graduation Rate  **ESSA Student Subgroups**  African-American/Black, Students with Disabilities | **Comments/Notable Observations**  All subgroups exceeded the statewide average for 5 year cohort graduation rate. The statewide average is 89.7%. Black subgroup - 93.8%. White subgroup 95.9%, Economically disadvantaged - 94.8%. Students with disabilities - 94.4%. |
| **Indicator**  Industry Based Learning  **ESSA Student Subgroups**  White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Student subgroups have met or exceeded the interim target - increase in performance from the previous year. White subgroup improved from 13.7% to 25.5%. Economically disadvantaged subgroup improved from 16% to 19.3%. Students with disabilities subgroup improved from 14.3% to 24.4%. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  Mathematics/Algebra Percent Proficient or Advanced in Mathematics  **ESSA Student Subgroups**  African-American/Black, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Several subgroups did not meet the interim Goal/Improvement target for percent proficient or advanced. The state average is 38.3%. The statewide goal is 71.8%. Black subgroup - 5.4%. White subgroup - 20.2%. Economically disadvantaged subgroup - 17.4%. Students with disabilities subgroup - 2.6%. We have added more inclusion classes and dropped our pullout classes. We are offering free summer school to our students this year to remediate any student that failed. We are working with the AIU to utilize more data to drive our decisions. We are adding Pre Algebra for next year and limiting the sizes of these classes. We are implementing "Titan Learning Time" It is an hour of remediation and/or enrichment during the school day. The students will get to choose what enrichment activities they would like to do on a daily basis. Remediation will be scheduled if students are failing a class. |
| **Indicator**  Regular Attendance subgroups  **ESSA Student Subgroups**  African-American/Black, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Several subgroups did not meet the goal for regular attendance. Regular attendance statewide average is 73.9%. The statewide performance standard is 94.1%. Black subgroup - 30.9%. White subgroup - 49.5%. Economically disadvantaged subgroup - 43.5%. Students with disabilities - 34.4%. We continue to work on attendance and socialization through administration, guidance, teachers and our PBIS team. We have a school store for the students that is open periods 1 & 2 for coffee, bagels and light snacks. We have decorated the school to make it more welcoming. Our PBIS team rewards students that have perfect attendance weekly, monthly and quarterly with gift cards to our school store and perfect attendance lunches. We have implemented an eSports class and "Titan Learning Time" |
| **Indicator**  Science/Biology Percent Proficient or Advanced in Science/Biology  **ESSA Student Subgroups**  African-American/Black, Students with Disabilities | **Comments/Notable Observations**  Several subgroups did not meet the interim Goal/Improvement target for percent proficient or advanced. The statewide average is 58.9%. The statewide goal is 83%. The black subgroup - 7.9%. Students with disabilities is 2.6%. |

## Summary

### Strengths

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

|  |
| --- |
| All Student Groups have met and exceeded the five year cohort for graduation at 94.4%. The statewide average is 89.7% |
| All Student Groups performed at 97.1% which is higher than the Statewide Average 89.6% for Career Standard benchmark. We have almost achieved the statewide performance standard which is 98% |
| Each group met or exceeded benchmark for career standards. State average 89.6%. State Performance Standard 98%. Black Subgroup - 93.8%. White Subgroup - 98.1%. Economically Disadvantaged Subgroup 97.1%. Students with disabilities 100% |

### 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.

|  |
| --- |
| All student groups did not meet the interim Goal/Improvement Target. All Student Group = 17.3% Statewide average is 58.9%. Statewide goal is 81.1% |
| All Student Group did not meet the performance standard for regular attendance. All Student Group = 43.5%. Statewide average 73.9%. Statewide goal is 94.1% |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 161 students from 9th & 10th grade were administered the CDT Literature assessment. We had 27 students show significant growth. | We need to improve this and make sure that the teachers are utilizing the data to help students show significant growth. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| Each Subgroup showed growth from 2021-2022 for ELA proficient or advanced. Economically Disadvantaged subgroup improved from 36.3% to 44.6%. White subgroup improved from 41.1% to 50%. Students with disabilities improved from 7.5% to 15.8%. |
| All Student Groups have improved from 36.3% in 2021-2022 to 44.3% in 2022-2023 year for proficient or advanced in ELA |

### Challenges

|  |
| --- |
| We did not meet the statewide average or the statewide goal in percent student proficient or advanced. We had 44.3% proficient or advanced. Statewide avg = 54.4%. Statewide goal = 81.1% |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 199 students from 9th & 10th grade were administered the CDT Algebra 1 assessment. We had 36 students show significant growth. | We need to get better at helping the students take the CDT tests seriously and utilizing the data to drive instruction |
| ALEKS program utilization in math classes | The ALEKS is an artificially intelligent learning and assessment system that has been trained to efficiently identify the exact topics each individual student has mastered, and which ones they are ready to learn, based on their answers to a small number of questions chosen by ALEKS based on their responses to all previous questions. |

## Mathematics Summary

### Strengths

|  |
| --- |
| Titan Learning Time - We are going to implement a period (6th) during the day for student to be able to choose different enrichment activities or pulled for tutoring. I believe this will help our student grow academically |
| We have moved some of the Algebra 1 classes to a different teacher. |

### Challenges

|  |
| --- |
| The following student subgroups have decreased in performance from the previous year. White = 57% to 17.4%, Economically disadvantaged = 51.1 to 17.4%, Students with disabilities = 7.4% to 2.6% |
| All Student groups scored 17.3% proficient or advanced. Statewide average is 38.3%. Statewide goal is 71.8% |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 194 students from 9th & 10th grade were administered the CDT Biology assessment. We had 60 students show significant growth. | This is a step in the right direction. One Biology teacher had 60 out of 121 students show significant growth. |
| All students group have improved to 20.8% proficient or advanced from 7.4% last year. | We are not at the state goal or average but we are improving our scores. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| Students are showing growth on the Biology Keystone. |
| 37% of the students showed significant growth on CDT tests. |

### Challenges

|  |
| --- |
| All student group scored a 20.8% proficient or advanced on Biology Keystone . We did not meet the statewide goal 83% or the statewide average 58.9% |
| The subgroup students in with disabilities had 2.6% of the students score proficient or advanced on the Biology Keystone. |
| The subgroup black had 7.9% of the students score proficient or advanced on the Biology Keystone. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 100% of the seniors completed their Career Cluster on Naviance | I believe students are utilizing Naviance more because they are becoming familiar with the program. |
| All of our Student sub Groups met or exceeded the interim target for Career Standards Benchmark. Subgroups: Black - 95.3%, White 98.1%, Economically Disadvantaged - 97.1%, Students with disabilities - 100% | We have a six week careers classes that every ninth grade student takes. We have a junior seminar class that every Junior must take. In this course, students will be exposed to a variety of career and college pathways as well as the tools to transition into their chosen directions after high school. We have implemented a school to work class. We have implemented a school to work class and are placing students in jobs after graduation. We have our students with disabilities working in our school store. We are making Personal Finance a requirement starting next year. |
| All Student Group met or exceeded the Career Standards Benchmark. We scored a 97.1% | We utilize Naviance to track career pathways and clusters. |

## 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.

|  |
| --- |
| Implementation of junior seminar class- This class helps students with career exposure, tours of facilities, guest speakers |
| We have a six week careers classes that every ninth grade student takes. |
| We are strengthening and growing our school to work program that we implemented last year |
| We have a school store that students with disabilities can gain valuable work experience. We have also placed students in jobs throughout our district. |
| We utilize Naviance to provide students with college planning and career assessment tools |

### 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.

|  |
| --- |
| Exposing to a variety of career and college pathways as well as the tools to transition into their chosen directions after high school. |
| Having the students that do not plan on attending college get involved in our school to work program |
| Getting rid of the stigma that every student needs to attend college. |
| Getting students the training they need to pursue their career |

# Equity Considerations

## English Learners

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

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Students with Disabilities did not meet the interim Goal/Improvement target for proficient or advanced in Mathematics/Algebra . They decreased in performance from 7.4% to 2.6% | We have a new book series and curriculum for math. We are utilizing the CDT's and ALEKS to improve skills and utilize data to drive decisions. We added Pre-Algebra to our course selection and removed all pullout math classes last year. |
| Students with Disabilities did not meet the performance standard for Regular Attendance. They decreased in performance from 50.5% to 34.4% | We have been working on regular attendance by utilizing incentives throughout the year. Our PBIS team recognizes weekly, monthly and quarterly attendance winners. We also give a prize away at the end of the year for anyone with perfect attendance. We have our case managers discuss attendance during IEP meetings and our guidance department hold SAIP meetings. We also utilize the magistrate for extreme cases. |
| Students with disabilities exceeded the statewide average for 5 year cohort. The statewide average is 89.7%. Students with disabilities scored 94.4% | We have a cyber academy, diploma retrieval and a placement classroom. We are adding a mental health room ran by Adelphoi at the high school this year. We give the students every avenue possible to be successful and graduate. |
|  |  |
| The high School PBIS team has met the criteria Tier 1 fidelity | This team has worked hard to make the high school a welcoming environment for our students and staff |
| We hired a new Special Education Director last year | I believe the new Special Education Director is bringing a lot of good things to the district which will help improve our special education test scores. |

## Students Considered Economically Disadvantaged

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

## Student Groups by Race/Ethnicity

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

## Summary

### Strengths

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

|  |
| --- |
| Students with disabilities exceeded the statewide average for 5 year cohort. The statewide average is 89.7%. Students with disabilities scored 94.4% |
| Hiring of a new special education director |
| The high School PBIS team has met the criteria for tier 1 fidelity |
|  |
|  |

### 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.

|  |
| --- |
| Students with Disabilities did not meet the interim Goal/Improvement target for proficient or advanced in Mathematics/Algebra . They decreased in performance from 7.4% to 2.6% |
| Students with Disabilities did not meet the performance standard for Regular Attendance. They decreased in performance from 50.5% to 34.4% |
|  |
|  |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Operational |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| 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 | Operational |
| 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 | Operational |
| 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 | Operational |

## 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 | Exemplary |
| 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 | Operational |

## 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?

|  |
| --- |
| Align curricular materials and lesson plans to the PA Standards |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports. Titan Learning Time - this will happen everyday |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school |
| Our School to work program. Helps place you in a job if needed |

### 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?

|  |
| --- |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
| Implement a multi-tiered system of supports for academics and behavior. Titan Learning Time which will take place every day |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

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

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| All Student Groups have met and exceeded the five year cohort for graduation at 94.4%. The statewide average is 89.7% | False |
| All Student Groups performed at 97.1% which is higher than the Statewide Average 89.6% for Career Standard benchmark. We have almost achieved the statewide performance standard which is 98% | False |
| Each group met or exceeded benchmark for career standards. State average 89.6%. State Performance Standard 98%. Black Subgroup - 93.8%. White Subgroup - 98.1%. Economically Disadvantaged Subgroup 97.1%. Students with disabilities 100% | False |
| Each Subgroup showed growth from 2021-2022 for ELA proficient or advanced. Economically Disadvantaged subgroup improved from 36.3% to 44.6%. White subgroup improved from 41.1% to 50%. Students with disabilities improved from 7.5% to 15.8%. | False |
| Implementation of junior seminar class- This class helps students with career exposure, tours of facilities, guest speakers | False |
| Implementation of junior seminar class- This class helps students with career exposure, tours of facilities, guest speakers | False |
| We have a six week careers classes that every ninth grade student takes. | False |
| We have a six week careers classes that every ninth grade student takes. | False |
| Titan Learning Time - We are going to implement a period (6th) during the day for student to be able to choose different enrichment activities or pulled for tutoring. I believe this will help our student grow academically | False |
| Align curricular materials and lesson plans to the PA Standards | False |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | True |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports. Titan Learning Time - this will happen everyday | True |
| We are strengthening and growing our school to work program that we implemented last year | False |
| We have a school store that students with disabilities can gain valuable work experience. We have also placed students in jobs throughout our district. | True |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | True |
| All Student Groups have improved from 36.3% in 2021-2022 to 44.3% in 2022-2023 year for proficient or advanced in ELA | False |
| We utilize Naviance to provide students with college planning and career assessment tools | False |
| We have moved some of the Algebra 1 classes to a different teacher. | False |
| Students are showing growth on the Biology Keystone. | False |
| 37% of the students showed significant growth on CDT tests. | False |
| The high School PBIS team has met the criteria for tier 1 fidelity | True |
| Students with disabilities exceeded the statewide average for 5 year cohort. The statewide average is 89.7%. Students with disabilities scored 94.4% | False |
| Hiring of a new special education director | False |
| Our School to work program. Helps place you in a job if needed | 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 |
| All student groups did not meet the interim Goal/Improvement Target. All Student Group = 17.3% Statewide average is 58.9%. Statewide goal is 81.1% | False |
| All Student Group did not meet the performance standard for regular attendance. All Student Group = 43.5%. Statewide average 73.9%. Statewide goal is 94.1% | False |
| We did not meet the statewide average or the statewide goal in percent student proficient or advanced. We had 44.3% proficient or advanced. Statewide avg = 54.4%. Statewide goal = 81.1% | False |
| The following student subgroups have decreased in performance from the previous year. White = 57% to 17.4%, Economically disadvantaged = 51.1 to 17.4%, Students with disabilities = 7.4% to 2.6% | False |
| Exposing to a variety of career and college pathways as well as the tools to transition into their chosen directions after high school. | False |
| Having the students that do not plan on attending college get involved in our school to work program | False |
| Getting rid of the stigma that every student needs to attend college. | False |
| All Student groups scored 17.3% proficient or advanced. Statewide average is 38.3%. Statewide goal is 71.8% | False |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | False |
| Implement a multi-tiered system of supports for academics and behavior. Titan Learning Time which will take place every day | True |
| All student group scored a 20.8% proficient or advanced on Biology Keystone . We did not meet the statewide goal 83% or the statewide average 58.9% | False |
| The subgroup students in with disabilities had 2.6% of the students score proficient or advanced on the Biology Keystone. | False |
| The subgroup black had 7.9% of the students score proficient or advanced on the Biology Keystone. | False |
| Getting students the training they need to pursue their career | False |
| Students with Disabilities did not meet the interim Goal/Improvement target for proficient or advanced in Mathematics/Algebra . They decreased in performance from 7.4% to 2.6% | True |
| Students with Disabilities did not meet the performance standard for Regular Attendance. They decreased in performance from 50.5% to 34.4% | 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.

We are in the process of implementing a multi-tiered system of supports for academics and behaviors to help us identify students struggling. This will be called Titan Learning Time that will take place period 6 every day. The students can sign up for enrichment classes or will be put in tutoring for any classes they are struggling with. Attendance for all students and the subgroup students with disabilities does not meet the statewide average or goal and decreased from last year.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Implement a multi-tiered system of supports for academics and behavior. Titan Learning Time which will take place every day | We have never identified struggling students through MTSS. We are implementing MTSS this year to help better identify and group students to get the help they need. | False |
| Students with Disabilities did not meet the interim Goal/Improvement target for proficient or advanced in Mathematics/Algebra . They decreased in performance from 7.4% to 2.6% | We have been utilizing a new curriculum for the past two years and adjusted some of he class offerings. Titan Learning Time will give students another opportunity to prepare for Keystone tests and receive remediation if needed. | True |
| Students with Disabilities did not meet the performance standard for Regular Attendance. They decreased in performance from 50.5% to 34.4% | We discuss attendance in IEP meetings. We have worked on making the high school a more welcoming place by decorating and having our Titan Shoppe open to serve students coffee and bagels in the morning. The HS PBIS team rewards students for attendance. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| The high School PBIS team has met the criteria for tier 1 fidelity | Our PBIS team has done an excellent job in many different areas for our school and district. The school has lessons on how to be Respectful, Accountable & Proud in different areas of the building |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | We promote a positive school environment in various ways. School Store - Student s can purchase coffee, bagels and West Mifflin Apparel Safe 2 Say - Anonymous reporting youth violence prevention web site. Start With Hello Week (Several different activities to make students feel welcome. Student Assistance Program available utilizing outside agencies - TCV and FBR. We offer 35 inclusive student clubs. Save Promise - engage students in meaningful violence prevention efforts within their school and community. |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports. Titan Learning Time - this will happen everyday | Titan Learning Time is an opportunity for students to grow through enrichment activities or improve their grade in classes they are struggling in through remediation activities. |
| We have a school store that students with disabilities can gain valuable work experience. We have also placed students in jobs throughout our district. | Our Titan Shoppe is an excellent opportunity for students to get real life work experience while improving their social skills by interacting students and adults. |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | FBR, TCV, Local Businesses invited to the job fair that we host. School to Work program utilizing local businesses |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | Case managers have to take a more active role with students on their caseload. Build leadership capacity and empower staff in the development and successful implementation of new initiatives that better serve students with disabilities. |
|  | Identify and address individual student learning needs by ensuring school level systems are utilized intentionally to support student success. Math achievement - utilize systematic, collaborative planning with a variety of assessments to ensure instruction is aligned and evidence based. Utilize the TLT to remediate any student struggling |

# Goal Setting

## Priority: Case managers have to take a more active role with students on their caseload. Build leadership capacity and empower staff in the development and successful implementation of new initiatives that better serve students with disabilities.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Regular Attendance | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By May 26th of 2025, students with disabilities that have chronic absences will be reduced by 5%. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Students with disabilities that have chronic absences will be reduced by 5%. | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 19 or more students with disabilities that have chronic absences will be absent 4 days or less | 19 or fewer students with disabilities that have chronic absences will be absent 9 days or less | 9 or fewer students with disabilities that have chronic absences will be absent 13 days or less | Students with disabilities that have chronic absences will be reduced by 5 % |

## Priority: Identify and address individual student learning needs by ensuring school level systems are utilized intentionally to support student success. Math achievement - utilize systematic, collaborative planning with a variety of assessments to ensure instruction is aligned and evidence based. Utilize the TLT to remediate any student struggling

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| To have 85% of students with disabilities will demonstrate growth in ALEKS by June 2025 | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Students with disabilities will demonstrate growth in ALEKS math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Establish a baseline score on ALEKS by September 30th | 85% of students with disabilities will demonstrate growth on progress monitoring ALEKS benchmark exam | 85% of students with disabilities will demonstrate growth on progress monitoring ALEKS benchmark exam | 85% of students with disabilities will demonstrate growth on progress monitoring ALEKS benchmark exam |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Students with disabilities that have chronic absences will be reduced by 5%. | Students with disabilities will demonstrate growth in ALEKS math |

## Action Plan For: The evidence based practice that we will use is from the Center on innovations in learning and it is to engage instruction teams in assessing and monitoring student mastery

|  |
| --- |
| **Measurable Goals:** |
| * To have 85% of students with disabilities will demonstrate growth in ALEKS by June 2025 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Map, scope and sequence. We are utilizing a new math curriculum for secondary students. ALEKS is a researched based, online learning program that offers course products for math. ALEKS is utilized | | 2024-08-21 | 2025-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Department Heads, administrators, teachers. Case Managers, Special Ed Director | Lesson plans, staff, time, ALEKS is utilized to supplement the math intervention needs of students. We will also utilize a daily intervention for struggling students during Titan Learning Time. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide professional development to all math teachers on supporting student struggling in math and utilizing data to drive instruction. | | 2024-08-21 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Administration, Trainer from AIU, Training from SAS website | Staff, time, AIU3 | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Complete weekly walkthroughs to observe that the professional development is being implemented during class time and the classes are keeping pace. | | 2024-08-21 | 2025-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Adminstrators | Time, staff | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Teachers will monitor student growth in the ALEKS program. Teachers administer this anywhere from every day to a least once a week, | Plan will be monitored by teachers and shared during monthly department meetings. Department heads will discuss at monthly department head meetings. Administrators during weekly walkthroughs will be looking for strategies taught during PD. Teachers can remediate any struggling student during Titan Learning Time which takes place daily. |

## Action Plan For: Students with disabilities that have chronic absences will be reduced by 5%.

|  |
| --- |
| **Measurable Goals:** |
| * By May 26th of 2025, students with disabilities that have chronic absences will be reduced by 5%. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Mail attendance procedures and updates home. Families will receive attendance letters and phone calls from our all call system throughout the year for absences. | | 2024-08-21 | 2024-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Administrators, Home school visitor, counselors, case managers, secretaries, teachers | Time, staff, postage, SAIP's completed, magistrate. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Case managers discuss absences with students with disabilities in IEP meetings. | | 2024-08-21 | 2025-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Special education director, special education department, director of pupil services, counselors, case managers, administration, home school visitor. | Time, staff, SAIP meetings, IEP meetings, magistrate hearings. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Share process with high school staff during staff and department head meetings. | | 2024-08-21 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Administration | staff, time, handouts about attendance and procedures | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Mail attendance procedures home at the beginning of the year and reminders throughout the year. Utilize a presentation and/or meetings for parents/guardians educating them on chronic absenteeism. Educate high school staff so they understand the flow chart and the issue with absenteeism. Involve PBIS to reward students who are attending regularly or showing improvement for attendance. Titan Learning Time lets students pick their lunches so they can eat with their friends. It also lets you pick enrichment activities with the teacher of your choice. | Monitor individual student attendance and appropriate use of flow chart in an ongoing manner. Make sure we are discussing attendance during IEP meetings and documenting in PowerSchool. |

# 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Other Expenditures | * The evidence based practice that we will use is from the Center on innovations in learning and it is to engage instruction teams in assessing and monitoring student mastery | Salary | 55000 |
| Other Expenditures | * Students with disabilities that have chronic absences will be reduced by 5%. | Salary | 93000 |
| Other Expenditures | * The evidence based practice that we will use is from the Center on innovations in learning and it is to engage instruction teams in assessing and monitoring student mastery | Benefits | 44200 |
| Other Expenditures | * Students with disabilities that have chronic absences will be reduced by 5%. | Benefits | 31000 |
| Total Expenditures | | | | 223200 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| The evidence based practice that we will use is from the Center on innovations in learning and it is to engage instruction teams in assessing and monitoring student mastery | Provide professional development to all math teachers on supporting student struggling in math and utilizing data to drive instruction. |

## Provide professional development to all math teachers on supporting student struggling in math and utilizing data to drive instruction.

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide professional development to all math teachers on supporting student struggling in math and utilizing data to drive instruction. | | |
| **Audience** | | |
| Math Department | | |
| **Topics to be Included** | | |
| Best practices to engage instructional teams in assessing and monitoring to increase student performance utilizing data | | |
| **Evidence of Learning** | | |
| Bi-weekly meetings to review and assess data from ALEKS and classroom instruction. Weekly walkthroughs by administration. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Principal / Chad Licht | 2024-08-21 | 2025-05-28 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * Board Affirmation Statement Signed.pdf |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Jeffrey T. Soles | 2024-07-23 |
| **Building Principal Signature** | **Date** |
| Chad Licht | 2024-07-23 |
| **School Improvement Facilitator Signature** | **Date** |
| Paul Cindric | 2024-08-30 |