

WEST MIFFLIN AREA SD

1020 Lebanon Road

Comprehensive Plan | 2023 - 2026

Steering Committee

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LEA Profile

District Population and Size

West Mifflin Area School District is a mid-size school district in Allegheny County. It has a resident population of over 20,000, covers approximately 17 square miles, and lies 11 miles southeast of Pittsburgh. The school district serves over 2,500 students and is comprised of West Mifflin Borough, City of Duquesne, and the Whitaker Borough.

Community

The community, which has been changing at an increasingly accelerated rate from predominantly industrial urban setting to a more suburban residential, offers many educational, cultural, medical, recreational, business, and civic advantages.

An array of transportation options are available to residents for access to the advantages of the area. The community has a Pittsburgh Regional Transit facility within the borders and houses the Allegheny County Airport. Residents can ride the “T” from the South Hills to the North Shore. Access to major roadways include state routes 51 and 837, the Pennsylvania Turnpike, and interstates 376, 43, 70, 79, and 76.

The district has the luxury of having nine college campuses within twenty minutes of our borders, University of Pittsburgh, Point Park University, Duquesne University, Carlow University, Robert Morris University, La Roche University, Chatham University, Penn State Greater Allegheny, and Allegheny County Community College. The district makes great efforts to build relationship with the post-secondary institutions to enhance our offerings to students, one example of which can be seen in our Dual Enrollment/College in High School programs where students can earn college credits in a multitude of courses.

Educationally enriching experiences are readily available via the number of museums, interactive facilities, and environmental learning. The Carnegie Art Museum, National Aviary, Pittsburgh Zoo & PPG Aquarium, Andy Warhol Museum, and the Braddock Battlefield History Center are readily available destinations. Students can access interactive experiences at the Heinz History Center, Carnegie Science Center, and the accessibility to multiple Carnegie Libraries.

Healthcare is world-renowned in the area. Our community has the privilege of having two hospital networks that are on the cutting edge and a Children’s Hospital that people come to from all over the world. A new 46,000-square-foot UPMC outpatient clinic recently opened in West Mifflin, offering more than 20 outpatient services and specialists from UPMC Magee, the Hillman Cancer Center and the Heart and Vascular Institute, as well as orthopedic and sports medicine experts and a broad range of other subspecialties. Allegheny Health Network and UPMC provide healthcare for the area.

The district’s community has multiple recreational parks and access to the Monongahela River. It also features one of Pennsylvania’s best entertainment options for families, housing Kennywood amusement park. Residents enjoy the latest movies at Century Square Luxury Cinemas, and are in very close proximity to The Waterfront and many other shopping plazas. There are dozens of options for food, including fast food and formal restaurants. Handel's Homemade Ice Cream in West Mifflin is an enticing draw for dessert for many in the area and is listed as one of the top 10 ice creams in the world by National Geographic. Finally, from apparel to hardware, most items can be found in the community or a short drive away and most major retail outlets can be found within the district.

In addition to these locations, West Mifflin is home to Bettis Atomic Power Laboratory, the US Steel Mon Valley Works–Irvin Plant, and many more businesses.

Facilities/Campus

Percent Enrollment by Race/Ethnicity



American Indian/Alaskan Native	0.0%
Asian	1.1%
Black	25.4%
Native Hawaiian or other Pacific Islander	0.1%
Hispanic	3.6%
White	58.9%
2 or More Races	10.8%

District Administration

1020 Lebanon Road, Suite 250

West Mifflin, PA 15122

Phone: 412-466-9131

Fax: 412-466-9260

Enrollment: 2583

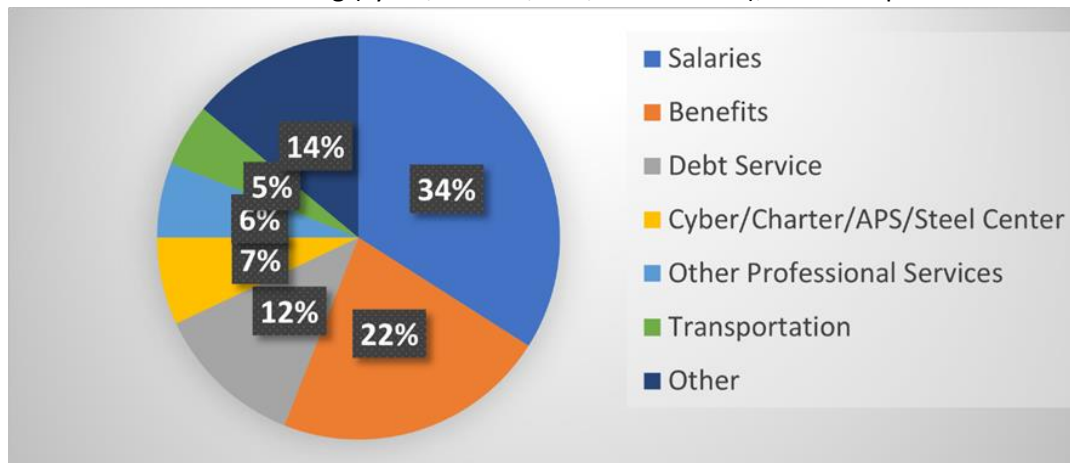
Demographics: 58.9% White, 25.4% Black, 10.8% 2 or more races, 3.6% Hispanic, 1.1% Asian, and 0.1% Native Hawaiian or other Pacific Islander.

At the onset of the 2022-23 school year, the district consisted of 200 employees, including professional staff of teachers, guidance counselors, psychologists, and administrators. 67% of the professional staff held a master’s degree or higher. There were approximately 68 support staff including custodial and maintenance personnel, secretaries, and paraprofessionals.

Central Administration consists of the district Superintendent, Assistant Superintendent, Business Manager, Director of Pupil Services, and Facilities Director. All administrators belong to their respective professional organizations. The district belongs to multiple state and local groups including PSBA, PASBO, SHASDA, and is member of the Allegheny Intermediate Unit.

The district has made a significant investment in technology for students and teachers. We are currently a one to one school utilizing Microsoft Win-books. Every classroom is outfitted with an interactive 75” touchscreen TV with a wireless mouse and keyboard as a replacement to the interactive whiteboards and projectors. The district utilizes Schoology as its LMS. Schoology is compatible with all of the district’s software including Microsoft and Power School. An updated website has been released as well as a mobile app. The mobile app has the capabilities to send updates, news blast, and alerts.

The West Mifflin Area School District operates on a \$61,000,000.00 budget for the 2022-2023 fiscal year. The district receives 57% of the budget from the local tax payers, 35% from state funds, and 8% through federal money. An approximate breakdown of expenses is as follows: 34% salaries, 22% benefits, 12% debt service, 7% non-traditional schooling (cyber, charter, APS, Steel Center), 6% other professional services, 5% transportation, and 14% other.



Security

The district has made great strides in the security of all buildings. In 2018, the district installed secure vestibules in each building. Any person coming into the building is vetted with the Raptor System and issued a temporary identification tag. A “BluePoint” alert system was installed in case of any emergency. These are pull stations that are directly connected to the county’s 911 network. Students and teachers are trained and conduct routine drills to reinforce what is needed to be done in case of an emergency.

The West Mifflin Area School District has also established a police department within the school district. We have armed police officers in the buildings that have the ability to write citations. The district has a positive relationship with the local authorities as well. West Mifflin police have jurisdiction over all four schools. The borough's police department supports the school district in a multitude of ways, from being present at school activities to assisting students at bus stops.

The district has a contracted service for security in every building. The security company monitors the main entrances at each building. There are security guards that monitor hallways and common areas to make certain that students are safe and going to class.

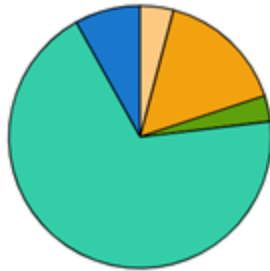
In the spring of 2022, the district requested a Risk and Vulnerability Study be conducted for each school and campus. The Pennsylvania State Police conducted their study and provided the district with an in-depth report to strengthen our security measures. The district also works with first responders to make certain our security plans are updated and communicated.

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Percent Enrollment by Race/Ethnicity



American Indian/Alaskan Native	0.0%
Asian	4.1%
Black	15.8%
Native Hawaiian or other Pacific Islander	0.0%
Hispanic	3.2%
White	68.8%
2 or More Races	8.1%

Clara Barton Elementary

764 Beverly Drive
West Mifflin, PA 15122
Phone: 412-466-9131
Fax: 412-469-3357

Enrollment: 203

Demographics: 68.8% White, 15.8% Black, 8.1% 2 or more races, 3.2% Hispanic, and 4.1% Asian.

There are two elementary buildings in the West Mifflin Area School District: Clara Barton Elementary and Homeville Elementary. Clara Barton Elementary educates students in grades kindergarten through grade three with an enrollment of 203 students. At Clara Barton, data and student growth have been a priority over the past couple of years. In order to accomplish this, we have implemented an ELA and Math Coach for grades K-3. The coaches have data meetings with the staff members in order to inform instruction. Along with data-informed instruction is the increase in student growth, utilizing benchmark assessments in Acadience Reading, Acadience Math, HMH, and Wonders. With the coordinating MTSS program in grades K-3, students in Tiers 3, 2, and 1 have shown educational growth through small group direct, intense instruction. Students in math receive math interventions through the newly implemented programs: Number Corners K-2 and Spring Math 3-5. These are whole group interventions which assist with general education and special education students through our inclusion model at the K-3 level.

Technology is at the forefront of our students' educational experience in the West Mifflin Area School District. Students at Clara Barton have been provided laptops for a 1-1 initiative with an interactive television in every classroom. Wonders and HMH incorporate technology within the lessons on a daily basis, with Essential Skills and Heggerty as interventions that are completed on the student laptops and/or interactive televisions.

While we continue to put forth great educational efforts at the elementary level K-3, we also incorporate initiatives to assist students with socialization, motivation, self-esteem, and overall love for education. Some of the initiatives that are implemented at both buildings are: Student of the Month, PBIS (Positive Behavioral Interventions and Support), Kindness Club, Birthday with the Principal, and Anti-Bullying Assemblies. We are proud of the accomplishments we have made at the elementary level and as an elementary team will continue to look to improve our student achievement and student initiatives while enhancing our programs offered to our students, parents, and community.

In 2021, Clara Barton Elementary School was recognized by U.S. News and World Report as one of U.S. News Best Elementary Schools, ranking #24 in Pennsylvania Elementary Schools.

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Percent Enrollment by Race/Ethnicity



American Indian/Alaskan Native	0.0%
Asian	0.4%
Black	23.8%
Native Hawaiian or other Pacific Islander	0.0%
Hispanic	6.4%
White	55.1%
2 or More Races	14.2%

Homeville Elementary

4315 Eliza Street
West Mifflin, PA 15122
Phone: 412-466-9131
Fax: 412-461-5465

Enrollment: 420

Demographics: 55.1% White, 23.8% Black, 14.2% 2 or more races, 6.4% Hispanic, and 0.4% Asian.

Homeville Elementary School is located on the north end of West Mifflin and educates 420 students in grades K-3. Homeville Elementary serves students from Whitaker and West Mifflin. At Homeville Elementary, teachers educate using our standards-aligned curriculum to achieve academic success while simultaneously ensuring that the needs of every child are met. We strive to meet the needs of every child, every day both academically, socially, and emotionally.

The academic needs of our students are met through using best practices for instruction, a strong curriculum, and making data-informed decisions. Our MTSS (Multi-tiered Support System) program in grades K-3 ensures that the educational needs of all students are assessed and addressed in order to achieve student growth and academic success. The West Mifflin Area School District has implemented both an ELA and Math Coach for grades K-3. With the coordination of our coaches, students are given benchmark assessments in Acadience Reading, Acadience Math, HMH, and Wonders. The coaches then take this information and hold data meetings with staff members in order to inform instruction. The coaches, teachers, and administrators evaluate the benchmark results and use this information to make recommendations on how to best instruct students. The implementation of the MTSS program has shown that students in Tiers 3, 2, and 1 have shown educational growth through small group instruction, data-informed instruction, and intense instruction when needed in grades K-3. Math instruction interventions include Number Corners in grades K-2 and Spring Math in grades 3-5. These whole group interventions are provided for both Regular Education and Special Education students within the classroom setting using our Special Education Inclusion Model.

Technology is an important aspect of learning both for students and teachers. All classroom technology has been upgraded to include an interactive television for instruction. As early as Kindergarten, our students are learning how to become computer competent and good digital citizens. Each Homeville student is provided with a laptop in grades K-3. Wonders and HMH incorporate technology within the lessons on a daily basis. Essential Skills and Heggerty are interventions that can be used by the student on their individual computer or by the classroom teacher for the whole group on the interactive television.

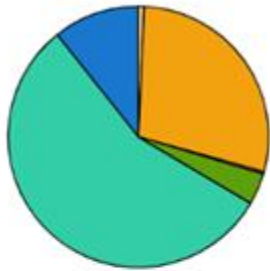
At Homeville Elementary, we strive to provide a positive school experience and create experiences for students and families to make strong connections and build long lasting memories. While great effort is made to ensure academic achievement is attained, there are also initiatives to assist students with socialization, motivation, self-esteem, and creating an overall love for education. As part of our PBIS (Positive Behavioral Incentive System) program, students earn Homeville Hero tickets by demonstrating that they are respectful, responsible, and ready to learn. Students are given a certificate and can pick a prize of choice. Students then have the opportunity to earn additional bonus prizes for appropriate behavior. Each month homeroom teachers select a Student of the Month. Our students of the month receive a special T-shirt and have a pizza party with the principal. Additionally, their pictures are featured outside of their classroom and a special video is prepared and shared on Facebook.

Homeville Elementary has an active Kindness Club. Third grade students are eligible to apply to become Kindness Club members. Students meet after school with their sponsors Mrs. Onuffer and Mrs. Didjunas. Kindness Club members actively spread kindness in our school and beyond. In 2022, the Kindness Club partnered with the Home Depot to create a Kind space at the Andzelik Gazebo. The children painted "kindness rocks" to spread kindness and beautify our building. Homeville celebrates student birthdays by announcing them daily as well as the birthday with the principal celebration monthly. The Dean of Discipline teaches about kindness using the Second Step anti-bullying curriculum. Additionally, we have anti-bullying assemblies. Homeville participates in the Pittsburgh Penguin and US Steel Reading Program. In the 2021-2022 school year, Ms. Green's

class read over 60,000 minutes which was the highest of all participants in the program in the area. They received a Stanley Cup (made by US Steel), were invited to a penguin game, and received a pizza party that was attended by the Penguin’s Iceberg and Penguin staff at Homeville Elementary.

The Homeville PTA is active and provides many wonderful opportunities for our children. Homeville has a STEM lab and children have STEM class as a special. Our PTA has organized Family STEM night throughout the school year. These events feature STEM experiments, Student Ambassador helpers, dinner, and many opportunities for families to explore STEM and our building.

Percent Enrollment by Race/Ethnicity



American Indian/Alaskan Native	0.0%
Asian	0.7%
Black	28.6%
Native Hawaiian or other Pacific Islander	0.3%
Hispanic	3.9%
White	55.8%
2 or More Races	10.7%

West Mifflin Area Middle School
81 Commonwealth Ave.

West Mifflin, PA 15122
Phone: 412-466-9131
Fax: 412-466-0836

Enrollment: 786

Demographics: 55.8% White, 28.6% Black, 10.7% 2 or more races, 3.9% Hispanic, 0.7% Asian, and 0.3% Native Hawaiian or other Pacific Islander.

Academically, we have new a book series in grades 4-8 for Math and English Language Arts. Within our new series, we have programs that provide interventions to our students in areas that they need improvements. We also have academic coaches that are remediating and working with small groups of students to improve their areas of weakness within Math and ELA. These coaches work closely with our MTSS program. These students are receiving 84 minutes of instruction in Math and ELA daily. During the second part of the block, students are broken down in small groups for targeted instruction to fill the gaps needed in their academics.

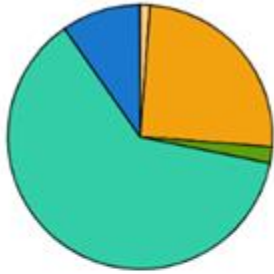
We are in the second year of our PBIS program that has demonstrated student success within students' Participation, Responsibility, Integrity, Dedication, and Empathy for grades 6-8. Grades 4-5 is running their Super Star program that focuses on Respectful, Responsible, and Ready to Learn. Both PBIS programs offer students the opportunity to earn dollars that are used to shop in the fully stocked school store. Students also participate in a Student of the Month assembly to recognize the students that are going above and beyond with their academics, attendance, and behaviors. Students in eighth grade hold jobs throughout the building from working at the store to tutoring lower grade students. These students have specific periods where they can perform the tasks they are responsible for. In 2022, the 6-8 program received special recognition from the state for high fidelity implementation of Positive Behavior Interventions and Support (PBIS).

The TV studio has morning announcements on a daily basis. This is a student run group that performs all duties within the television studio. Morning announcements for grades 6-8 are performed by students in those grades while grades 4-5 are in charge of their respective grade announcements. Students in these grades cover all the popular news of happenings within our building.

A new special class offered beginning in 2022 is computer graphics. A new lab is being installed so students can learn how to use computer generated graphics. These students will use their graphics to assist the TV studio in their productions. This class will add to students' computer technology courses as a different aspect of computers than is offered in our coding class.

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Percent Enrollment by Race/Ethnicity



American Indian/Alaskan Native	0.1%
Asian	1.2%
Black	25.0%
Native Hawaiian or other Pacific Islander	0.0%
Hispanic	2.0%
White	62.1%
2 or More Races	9.6%

West Mifflin Area High School

91 Commonwealth Ave.

West Mifflin, PA 15122

Phone: 412-466-9131

Fax: 412-466-4595

Enrollment: 888

Demographics: 62.1% White, 25.0% Black, 9.6% 2 or more races, 2.0% Hispanic, and 1.2% Asian.

West Mifflin Area High School is a comprehensive high school that strives to meet the needs of a diverse population of learners. Students have the opportunity to participate in traditional and non-traditional learning environments.

West Mifflin Area High School offers students a variety of opportunities. There is an array of classes and schooling selections to fit every student: online studies, AP and CHS classes, even recovery courses. The Titan Cyber Academy offers an education that allows students to earn credits and learn skills from the comfort of their homes without lacking in quality. AP and CHS courses give students the opportunity to earn college credits and gain a thorough understanding of a variety of topics. The recovery program is an excellent way to help students earn back credits in order to graduate on time. The incredible array of academic opportunities, though, is only a small portion of West Mifflin's noteworthy repertoire.

West Mifflin Area High School also offers a variety of opportunities for students to meet their social needs. Pep rallies and assemblies are lively and energetic; the bleachers are always packed during football games. Dances and formals offer a way for students to relax and feel free of worry for a night. Clubs, such as the National Honor Society, Environmental Club, and Drama Club, give students a way to create connections with under and upperclassmen. The diverse variety of sports allows future athletes a taste of their life beyond high school. These social elements, though, are not all that is offered.

Three of the most unique aspects of West Mifflin would be the school store, the pre-school, and the aquaponics lab. The school store provides a place for students and teachers to have breakfast, coffee, or any sort of refreshment they may want. The excitement for the store rivals that of a Saturday morning Starbucks shift. The preschool presents not only a way for students to learn how to handle children but a safe place for parents to drop their kids off. Finally, the aquaponics lab is perhaps the most noteworthy thing of all. It is a system that, while not put in place yet, will bring multiple classes and clubs together. With the environmental club as the planters, CHS Biology there to monitor the growth of the vegetables and fruits, and the cooking class as the recipients of the food, the aquaponics project brings different parts of the school together in perfect harmony.

West Mifflin Area High School presents a home for students to nurture their academic minds and creative souls. Everything from classes to clubs not only prepares students for their future as an adult but excites them for tomorrow. There is an unmistakable charm to West Mifflin Area High School that continues to shine day after day. *(Contributed by Senior Morgan Horvat)*

West Mifflin Area School District students in high school can choose to participate in any of the eighteen programs at Steel Center for Career and Technical Education designed for student learning through a combination of real-world experiences with vital academic, technical, and employability skills needed in the modern workplace. Steel Center CTE offers career and technical education to students from eleven school districts of the Mon Valley and South Hills areas of Allegheny County, PA. Steel Center CTE is undergoing a 29 million-dollar renovation to modernize their facilities and better prepare students for the future. The renovations are set to be fully completed in April 2026.

Titan Cyber Academy (TCA)

91 Commonwealth Ave.

West Mifflin, PA 15122

Phone: 412-466-9131

Fax: 412-466-4595

Enrollment: 86

The district offers all West Mifflin Area School District K-12 students the option of full-time online instruction through the Titan Cyber Academy. West Mifflin Area School District faculty provide online instruction using West Mifflin Area School District approved curriculum along with a combination of K-12 Edgenuity online curriculum resources to create the ultimate online learning environment that meets PA Common Core standards while utilizing a wide variety of instructional methods designed to engage K-12 students in the remote setting. Instruction is tailored to students' unique needs and interests and includes asynchronous, synchronous, blended, and hybrid learning opportunities. With hybrid learning, students have the option of attending their respective West Mifflin Area school building for any in-person classes in addition to their remote schedule if they choose. Students have access to district athletics, extra-curricular activities, and after-school functions that are available throughout the school year as well as additional opportunities to participate in social activities and events.

Mission and Vision

Mission

Helping our students achieve their best. The West Mifflin Area School District exists to empower students socially and academically through collaboration between staff, families and the community.

Vision

The staff, families, and community members of the West Mifflin Area School District strive to engage all students to excel as lifelong learners while maximizing their contributions in an ever-changing global society.

Educational Value Statements

Students

* In the WMASD, we are committed to providing all students with opportunities that will prepare them for becoming productive, proactive, and caring citizens in a multifaceted environment. *In the WMASD, we believe we need to promote a safe, positive, and nurturing environment for students, staff and families in order to enhance academic, personal and social growth. *In the WMASD, we value the importance of technology to increase and reinforce student knowledge, as well as develop and improve communication skills for the promotion of learning in an ever changing global society. *In the WMASD, we recognize the importance for all students to both achieve individual mastery of academic standards and to apply these standards continually throughout all future endeavors. *In the WMASD, our commitment is to promote and demonstrate moral behavior by being honest and forthcoming with all interactions involving families, students, and staff in a respectful manner. *In the WMASD, is to demonstrate personal values for families, students and staff that build trust, respect, empathy, and integrity in recognizing diversity in our communities.

Staff

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Administration

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Parents

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Community

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Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Career Standards - Strong CTE program	No
Graduation Rate - credit recovery and online resources	No
Rigorous Course of Study	No
Hiring Practices -	No
Inclusion-special needs students are included with regular education students. Exposure to grade level content. Widening perspectives of students and academic pursuits.	No
Having the family engagement activities of each building. Addressing the needs of low level learners in the reading category.	No
Communication of District activities and procedures.	No
Strength-each child receives a one-one laptop.	No
Students seem to be open to ESL students' viewpoints and differences.	No
Elementary and MS students are showing growth in ELA	Yes
Implementation of a new ELA curriculum and interventions at all levels K-12	No
MTSS program at the K-5 levels	No
Addition of an ELA coach at the K-8 levels	No
Number of students proficient/advanced above statewide average at the HS level	No
Number of students proficient/advanced above statewide average at the elementary level	No
Math curriculum and interventions at the K-12 levels	No
Addition of a math coach at the K-5 level	Yes
HS white subgroup was 61.6% slightly below statewide average	No

District team formed to review new science initiatives and implement a new science curriculum for the K-12 levels	No
Students complete career inventories to better understand future careers.	No
Students complete career inventories to guide their high school schedule through future possible careers.	No
School to work class has helped students find jobs and earn credit.	No
Partnering with Steel Center Vo-Tech so students can get certified in a trade	No
Students are in full inclusion classes for Middle School Math	No

Challenges

Challenge	Consideration In Plan
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	No
Attendance - first priority is having students in school	Yes
Math - identifying students' needs and utilizing data to drive instruction	Yes
ELA - identifying students' needs and utilizing data to drive instruction	Yes
Foster a vision and culture of high expectations for success for all students, educators, and families *	No
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	Yes
Coordinate and monitor supports aligned with students' and families' needs	No
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Yes
The right amount or type of support for the special education child in the inclusion setting. Balancing the needs of each child with available resources. These needs are also diverse throughout each grade level cluster.	Yes

Understanding the need for a schoolwide program that helps all children at all levels.	No
Improving transition programs to enhance peer, staff, and family relationships. Activities such as Open house or ways to meet the group can foster this type of engagement.	Yes
Wi-fi access and charging issues.	No
Celebrating diversity! How can we improve how we celebrate the amount of diversity within each building.	Yes
Insufficient data at the HS for ELA	No
Attendance at all school levels K-12	Yes
Scheduling of ELA at the K-5 level	No
Academic growth for the statewide average at the HS level	No
At the elementary level, the economically disadvantaged and students with disabilities subgroups are far below the statewide average of 37.3%	Yes
At the MS level, all subgroups are far below the statewide average of 37.3%	Yes
Currently no math coach at the 6-8 level	No
Improve academic growth in the area of science and technology in all levels	No
Focus on state standards with fidelity and district alignment	No
The average of economically disadvantaged students at both elementary buildings reaching proficiency is at 19.6% in math	No
Students with disabilities at the elementary level attaining proficiency in both reading and math	No
Students transferring into the Middle School without any Naviance or artifact completion.	Yes
Navigation of Naviance	No
Students need to learn how to navigate Naviance	No
Transient students	No
Student attendance impedes the learning	Yes
Highschool students with disabilities have chronic absences	Yes

Most Notable Observations/Patterns

Attendance has a direct impact on student progress

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Elementary and MS students are showing growth in ELA	Due to the implementation of new programs, such as: Heggerty, MTSS, WONDERS curriculum, supplemental Essential Skills, benchmark assessments, AIU #3 training, and reading coach the k-5 students have shown growth.
Addition of a math coach at the K-5 level	Implementation of benchmark assessments, along with data analysis meetings, and new math intervention programs. K-2 is implementing number corners and grades 3-5 is implementing Spring Math.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Attendance - first priority is having students in school	At the Elementary level there are several family barriers that effect students attending school. Such as, parent work schedules, homelessness, transportation, before and after care, and illness	Yes	Daily phone calls to students after missing three days of school in order keep the students at a 90% attendance rate based on the State criteria. Modify PBIS programs, attendance challenges and explicit communication with parents on the importance of attendance along with state regulations.
Math - identifying students' needs and utilizing data to drive instruction	To increase student achievement through benchmarking, interventions, identifying needs, fidelity, and best practices.	Yes	The district will focus on engaging instructional teams in assessing and monitoring student mastery to support the delivery of sound instruction in various modes; so that all students will have access to rigorous, standards-aligned, differentiated instruction that meets their individual learning needs. In addition, the district will support schools with professional learning and dedicated staff time (Professional Learning Communities) to invest in continuous improvement models as a core strategy to improve student learning, experiences, and outcomes. The district will also invest in training for all teachers on the math interventions

			to ensure all students receive relevant research and evidence-based instruction.
ELA - identifying students' needs and utilizing data to drive instruction	To increase student achievement through benchmarking, interventions, identifying needs, fidelity, and best practices.	Yes	The district will focus on engaging instructional teams in assessing and monitoring student mastery to support the delivery of sound instruction in various modes; so that all students will have access to rigorous, standards-aligned, differentiated instruction that meets their individual learning needs. In addition, the district will support schools with professional learning and dedicated staff time (Professional Learning Communities) to invest in continuous improvement models as a core strategy to improve student learning, experiences, and outcomes. The district will also invest in training for all teachers on the Science of Reading to ensure all students receive relevant research and evidence-based instruction.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *	Creating a curriculum cycle.	No	
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Resources need to be individualized based on school needs, such as: enrollment, economically disadvantaged population, ESL, and special education.	No	
The right amount or type of support for the special education child in the inclusion setting. Balancing the needs of each child with available resources. These needs are also diverse throughout each grade level cluster.		No	
Improving transition programs to enhance peer, staff, and family relationships. Activities such as Open		No	

house or ways to meet the group can foster this type of engagement.			
Celebrating diversity! How can we improve how we celebrate the amount of diversity within each building.		No	
Attendance at all school levels K-12		No	
At the elementary level, the economically disadvantaged and students with disabilities subgroups are far below the statewide average of 37.3%		No	
At the MS level, all subgroups are far below the statewide average of 37.3%	Implementing curriculum and resources to address learning loss.	No	
Students transferring into the Middle School without any Naviance or artifact completion.		No	
Student attendance impedes the learning	More incentive programs need to be in place to attend regularly and on-time. Explore options, such as before and after school care with transportation provided, to ensure student attendance.	No	
Highschool students with disabilities have chronic absences	Attendance programs that will identify students' challenges.	No	

Goal Setting

Priority: Daily phone calls to students after missing three days of school in order keep the students at a 90% attendance rate based on the State criteria. Modify PBIS programs, attendance challenges and explicit communication with parents on the importance of attendance along with state regulations.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	Student attendance will increase to meet and exceed the state standards within three years. District will implement multiple strategies to increase student attendance through PBIS. The District will research the basis as to why attendance is an issue and utilize resources to support families. The SAP Team, FBR, and Home/School visitor will be resources to meet with students struggling with chronic absences. It should also be noted that students from a neighboring district attend West Mifflin Area High School, these students enroll in their ninth-grade year. The District will create an attendance chart with specific actions for students who miss 3, 5, 10, 12, and 15 days.	Increase Attendance Rate	By October 1, 2024, the home school visitor will identify all students who were chronically absent during the school year.	By January 2025, the principals will implement an early warning system to address those students who have been absent 10 or more days.	Student attendance will increase to meet and exceed the state standards within three years. District will implement multiple strategies to increase student attendance through PBIS. The District will research the basis as to why attendance is an issue and utilize resources to support families. The SAP Team, FBR, and Home/School visitor will be resources to meet with students struggling with chronic absences. It should also be noted that students from a neighboring district attend West Mifflin Area High School, these students enroll in their ninth-grade year. The District will create an attendance chart with specific actions for students who miss 3, 5, 10, 12, and 15 days.
Professional learning	By the end of the year three SY, all faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, and will implement them with fidelity so that ALL students show at least 10% growth in ELA and Math using the PVAAs data (ELA/Math) in grades 5-8, Acadience (ELA) in grades K-4, Acadience (Math) in grades K-2 and Spring Math is grades 3-5 as a summative source of data. The District will create fidelity checks to ensure the core curriculum is being implemented uniformly and with rigor. A walk through model will be developed to support the fidelity checks	Professional Development - High Quality Instruction in ELA/Math Impacts Student Learning	Professional development sessions will be attended by 100% of teaching staff in ELA/Math in order to focus on the use of effective, high leverage instructional strategies such as explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS model.	Professional development sessions will be attended by 100% of teaching staff in ELA/Math in order to focus on the use of effective, high leverage instructional strategies such as explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS model.	By the end of the year three SY, all faculty and staff will participate in a variety of professional development sessions focusing on the use of effective, high leverage instructional strategies such as explicit Instruction, Introduction to Targets, Instructional Delivery Models, MTSS process, Personalized Learning, and will implement them with fidelity so that ALL students show at least 10% growth in ELA and Math using the PVAAs data (ELA/Math) in grades 5-8, Acadience (ELA) in grades K-4, Acadience (Math) in grades K-2 and Spring Math is grades 3-5 as a summative source of data. The District will create fidelity checks to ensure the core curriculum is being implemented uniformly and with rigor. A walk through model will be developed to support the fidelity checks

	outlining the "look for" and expectations. Grade level meetings will be conducted by building administrators to provide feedback and academic growth progress.				outlining the "look for" and expectations. Grade level meetings will be conducted by building administrators to provide feedback and academic growth progress.
Community Engagement	Provide families and community members with a robust array of communication outlets. These communication outlets will advertise all district events, activities, and learning opportunities that are being hosted. The District will continue to expand the Communication Plan as the needs of the community change and alternative means of communication become available. Family engagement will continue to be supported through Title 1 and programs will be developed to support 100% of students and parents in the educational process. Promote collaboration among the different parent groups and special interest groups to combine their efforts in hosting events in conjunction with one another. The District will seek candidates for a professional Public Relations coordinator to assist in creating the district PR campaign.	Community Engagement	To increase community involvement through district communication utilizing all outlets of social media such as twitter, Facebook, district website, building level monthly newsletters and weekly district all-calls.	Implement a PR campaign to provide all the positive happenings in the district through all outlets of social media such as twitter, Facebook, district website, building level monthly newsletters and weekly district all-calls.	Provide families and community members with a robust array of communication outlets. These communication outlets will advertise all district events, activities, and learning opportunities that are being hosted. The District will continue to expand the Communication Plan as the needs of the community change and alternative means of communication become available. Family engagement will continue to be supported through Title 1 and programs will be developed to support 100% of students and parents in the educational process. Promote collaboration among the different parent groups and special interest groups to combine their efforts in hosting events in conjunction with one another. The District will seek candidates for a professional Public Relations coordinator to assist in creating the district PR campaign.

Priority: The district will focus on engaging instructional teams in assessing and monitoring student mastery to support the delivery of sound instruction in various modes; so that all students will have access to rigorous, standards-aligned, differentiated instruction that meets their individual learning needs. In addition, the district will support schools with professional learning and dedicated staff time (Professional Learning Communities) to invest in continuous improvement models as a core strategy to improve student learning, experiences, and outcomes. The district will also invest in training for all teachers on the math interventions to ensure all students receive relevant research and evidence-based instruction.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	All Students will increase their state assessment percentages by 5% each year. The District will be fully implementing the MTSS model in grades K-8 in ELA and math. The goal is for 80% of the students to have their needs met through the core instruction. The other 20% of students will be categorized in Tier II or Tier III interventions. Students will receive direct explicit instruction with Title I teachers for 30 minutes a day to improve deficient skills utilizing specific intervention to address their needs in order to show growth and reach benchmark. Grade level data teams will meet on a monthly schedule to review data, student progress, and grouping.	Academic Achievement	2023-2024 student benchmarking will drive the professional development needs. Professional development will be data driven for explicit instruction.	2024-2025 Data teams will utilize the District's data warehouse to identify and implement evidence-based interventions and enrichment.	All Students will increase their state assessment percentages by 5% each year. The District will be fully implementing the MTSS model in grades K-8 in ELA and math. The goal is for 80% of the students to have their needs met through the core instruction. The other 20% of students will be categorized in Tier II or Tier III interventions. Students will receive direct explicit instruction with Title I teachers for 30 minutes a day to improve deficient skills utilizing specific intervention to address their needs in order to show growth and reach benchmark. Grade level data teams will meet on a monthly schedule to review data, student progress, and grouping.
Professional learning	This District is in the process of purchasing new book series and supporting materials for all content areas. Currently we are halfway through the curriculum cycle and will be purchasing science materials for the start of the 23-24 SY. With the purchase of each book series the District includes training on the core and any supplemental materials for that are provided. Teachers will utilize their professional development time to learn these new skills to enrich the curriculum. Walkthroughs will be conducted by building administrators to ensure fidelity with 100% of the staff implementing the core curriculum.	Core Implementation	Implement the newly selected ELA, Math and Science series and align the curriculum to PA Standards.	Staff will participate in grade level meetings to align the curriculum with PA Standards and determine a scope and sequence that supports academic achievement and growth.	This District is in the process of purchasing new book series and supporting materials for all content areas. Currently we are halfway through the curriculum cycle and will be purchasing science materials for the start of the 23-24 SY. With the purchase of each book series the District includes training on the core and any supplemental materials for that are provided. Teachers will utilize their professional development time to learn these new skills to enrich the curriculum. Walkthroughs will be conducted by building administrators to ensure fidelity with 100% of the staff implementing the core curriculum.

Priority: The district will focus on engaging instructional teams in assessing and monitoring student mastery to support the delivery of sound instruction in various modes; so that all students will have access to rigorous, standards-aligned, differentiated instruction that meets their individual learning needs. In addition, the district will support schools with professional learning and dedicated staff time (Professional Learning Communities) to invest in continuous improvement models as a core strategy to improve student learning, experiences, and outcomes. The district will also invest in training for all teachers on the Science of Reading to ensure all students receive relevant research and evidence-based instruction.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
English Language Arts	80% of students will meet the state standard by the spring of 2026. The District will continue to implement best practices and teaching skills with the Wonders reading program at the elementary level and SVAAS at the secondary level. Teachers will provide students with explicit instruction and utilize data to drive instruction. MTSS will be the model the district will use to provide interventions which may include the Soliday system and FCRR materials. Schools will examine their individual schedules to assess, how time is being used. It will be a goal to better utilize our instructional time with students. Title I teachers will follow a tier time schedule to provide direct, explicit instruction to Tier 3 students for 30 minutes a day. Students will be progress monitored for goals set by teachers when analyzing data in order to achieve benchmark. The ELA coach will supply resources to staff to implement interventions for student growth and benchmarking. Implementing the reading programs and interventions with fidelity to assure student data is accurate and is consistent across grade levels. Benchmarking practices will continue K-8 with supports for those students who are not meeting the proficient level. MTSS coordinator and ELA coach will continue to assist staff on a weekly basis to provide additional ELA resources to promote academic growth and use data to drive instruction.	ELA Improvement	Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 65% of students will be proficient at Tier 1.	Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 75% of all students will be proficient in ELA at Tier 1.	80% of students will meet the state standard by the spring of 2026. The District will continue to implement best practices and teaching skills with the Wonders reading program at the elementary level and SVAAS at the secondary level. Teachers will provide students with explicit instruction and utilize data to drive instruction. MTSS will be the model the district will use to provide interventions which may include the Soliday system and FCRR materials. Schools will examine their individual schedules to assess, how time is being used. It will be a goal to better utilize our instructional time with students. Title I teachers will follow a tier time schedule to provide direct, explicit instruction to Tier 3 students for 30 minutes a day. Students will be progress monitored for goals set by teachers when analyzing data in order to achieve benchmark. The ELA coach will supply resources to staff to implement interventions for student growth and benchmarking. Implementing the reading programs and interventions with fidelity to assure student data is accurate and is consistent across grade levels. Benchmarking practices will continue K-8 with supports for those students who are not meeting the proficient level. MTSS coordinator and ELA coach will continue to assist staff on a weekly basis to provide additional ELA resources to promote academic growth and use data to drive instruction.
Mathematics	80% of students will meet the state standard by the spring of 2026. The District will continue to	Math Improvement	Students will receive explicit instruction in	Students will receive explicit instruction in ELA	80% of students will meet the state standard by the spring of 2026. The District will continue to

	<p>implement best practices and teaching skills with the HMH math program at the K-8 level. Teachers will provide students with explicit instruction and utilize data to drive instruction. MTSS will be the model the district will use to provide interventions such as Number Corners (K-2) and Spring Math (3-5). Schools will examine their individual schedules to assess, how time is being used. It will be a goal to better utilize our instructional time with students. Teachers will follow a tier time schedule to provide direct, explicit instruction to Tier 3 students for 30 minutes a day during differentiated instruction. Students will be progress monitored for goals set by teachers when analyzing data in order to achieve benchmark. The Math coach will supply resources to staff to implement interventions for student growth and benchmarking. Implementing the HMH program and interventions with fidelity to assure student data is accurate and is consistent across grade levels. Benchmarking practices will continue K-8 with supports for those students who are not meeting the proficient level. MTSS coordinator and Math coach will continue to assist staff on a weekly basis to provide additional Math resources to promote academic growth and use data to drive instruction.</p>		<p>Math through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 65% of students will be proficient in Math at Tier 1.</p>	<p>through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 75% of all students will be proficient in Math at Tier 1.</p>	<p>implement best practices and teaching skills with the HMH math program at the K-8 level. Teachers will provide students with explicit instruction and utilize data to drive instruction. MTSS will be the model the district will use to provide interventions such as Number Corners (K-2) and Spring Math (3-5). Schools will examine their individual schedules to assess, how time is being used. It will be a goal to better utilize our instructional time with students. Teachers will follow a tier time schedule to provide direct, explicit instruction to Tier 3 students for 30 minutes a day during differentiated instruction. Students will be progress monitored for goals set by teachers when analyzing data in order to achieve benchmark. The Math coach will supply resources to staff to implement interventions for student growth and benchmarking. Implementing the HMH program and interventions with fidelity to assure student data is accurate and is consistent across grade levels. Benchmarking practices will continue K-8 with supports for those students who are not meeting the proficient level. MTSS coordinator and Math coach will continue to assist staff on a weekly basis to provide additional Math resources to promote academic growth and use data to drive instruction.</p>
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Action Plan

Action Plan for: Data analyze to identify the students who are demonstrating chronic absenteeism. The school will utilize its student information system to monitor daily absenteeism and to identify any patterns. For the District to make decisions and develop a course of action data has to be accumulated and analyzed. The SAP and PBIS teams will work together to develop strategies to decrease the number of students exceeding the chronically absent or truancy threshold.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)		
<ul style="list-style-type: none"> Increase Attendance Rate 		Student attendance will increase by the school being pro-active in defining barriers for students chronic absence. Students will develop relationships with a mentor through the SAP program to make that one-to-one connection. The school will become more sensitive and understanding to the barriers that prevent students from attending school regularly. To offer programs and services to remove those barriers.		Once data is correlated and analyze the district will be able to monitor and identify chronically absent students. Data will be review quarterly to identify any new patterns or trends in students' attendance.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Research the student attendance data to identify those who were chronically absent. Identify chronically absent students and the reasons they are missing school. The District needs to identify the reasons for why students are missing school and incorporate steps into eliminating those hurdles for students. Once data is collected the PBIS team can implement incentives, rewards, and strategies to focus on eliminating barriers and celebrating students' success.	05/01/2023	10/02/2023	Ms. Wall	Powerschool, data warehouse	No	No
Principals implement an early warning system to identify students and families that need services and support for chronic absences. Principals will monitor students' attendance daily to identify any patterns. Principals	10/02/2023	01/24/2024	Ms. Wall, principals	Attendance data, excel, and presentation.	No	Yes

<p>and counselors will implement a plan to address students' absences on the 5, 7, 10, 15 day. The District will continue to implement the SAIP process on day 5. A parental meeting will be held on the preceding days.</p>						
<p>Implement attendance strategies to increase students coming to school. The first strategy will include students participating in SAP. Students will receive a mentor to assist them in overcoming their attendance barriers. Their mentor can monitor the students' attendance to address any issues and work as go between with administration. Assist in contacting outside resources if need for the students. School Counselors will provide a rolodex of agencies, organizations, and governmental offices for mentors and students.</p>	<p>01/01/2024</p>	<p>05/30/2026</p>	<p>Ms. Wall and Principals</p>	<p>Incentive, Trainings</p>	<p>Yes</p>	<p>Yes</p>

Action Plan for: The District is utilizing the MTSS model throughout to increase student achievement and address the learning loss. Quarterly benchmarking is taking place and data teams are reviewing the tested information. Students will be grouped by their deficiencies so enrichment groups can maximize their efforts. Teachers will implement the core with fidelity to ensure consistent results.

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> ELA Improvement 		Students will increase their ability in literacy and math through the MTSS model. Teachers will be better prepared to teach students through the data analysis and benchmarking process.			Mrs. Haney and grade level teachers will be meeting monthly to review student data and conducting child finds.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 65% of students will be proficient at Tier 1.	08/20/2023	05/24/2024	Mrs. Haney	AIU, Academic Coaches, Title 1	Yes	Yes
Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 75% of students will be proficient at Tier 1.	08/19/2024	05/29/2025	Mrs. Haney	AIU, Academic Coaches, Title 1	Yes	Yes
80% of students will meet the state standard by the spring of 2026	08/18/2025	05/29/2026	Mrs. Haney	AIU, Academic Coaches, Title 1	Yes	Yes

Action Plan for: Professional Development

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Professional Development - High Quality Instruction in ELA/Math Impacts Student Learning 		A professional development program that meets the needs of our staff to better educated the students.			The committee will develop the professional development plan. Then they will meet monthly to determine its effectiveness.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
23-24 student benchmarking will drive the professional development needs. Professional development will be data driven for explicit instruction	08/07/2023	05/26/2024	Mr. Soles	Clarification Committee	Yes	No
24-25 data teams will utilize the district's data warehouse to identify and implement evidence-based interventions and enrichment	08/07/2023	05/26/2025	Mr. Soles	Clarification Committee	Yes	Yes
Through professional development, students will increase their state assessment percentages by 5% each year	08/07/2023	05/29/2026	Mr. Soles	Clarification Committee, Staff, AIU, and professional organizations.	Yes	Yes

Action Plan for: Allocation of Resources

Measurable Goals		Anticipated Output			Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Academic Achievement 		The District will meet the students' needs through the budgetary process.			Monthly meetings occur to review budgeted expenses to actuals.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify budgetary needs and goals through a newly created formula	01/02/2023	06/22/2023	Mr. Esper	Mr. Esper, Dr. Solomon, & Admin Team Financial Data	No	Yes
The Administrative Team will meet to identify points of interest that need addressed.	01/03/2023	02/17/2026	Mr. Esper & Mr. Porter	Mr. Esper, Dr. Solomon, & Admin Team Financial Data	No	No
Review all revenue streams are being utilized to maximize our resources for students.	01/02/2023	06/22/2026	Mr. Esper & Mr. Porter	Mr. Esper, Dr. Solomon, & Admin Team Financial Data	No	Yes
Propose a Budget for approval that meets the needs of our students, but is fiscally responsible to the community.	01/02/2023	06/18/2026	Mr. Esper & Mr. Porter	Mr. Esper, Dr. Solomon, & Admin Team Financial Data	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Data analyze to identify the students who are demonstrating chronic absenteeism. The school will utilize its student information system to monitor daily absenteeism and to identify any patterns. For the District to make decisions and develop a course of action data has to be accumulated and analyzed. The SAP and PBIS teams will work together to develop strategies to decrease the number of students exceeding the chronically absent or truancy threshold.</p>	<ul style="list-style-type: none"> • Implement attendance strategies to increase students coming to school. The first strategy will include students participating in SAP. Students will receive a mentor to assist them in over coming their attendance barriers. Their mentor can monitor the students' attendance to address any issues and work as go between with administration. Assist in contacting outside resources if need for the students. School Counselors will provide a rolodex of agencies, organizations, and governmental offices for mentors and students.
<p>The District is utilizing the MTSS model throughout to increase student achievement and address the learning loss. Quarterly benchmarking is taking place and data teams are reviewing the tested information. Students will be grouped by their deficiencies so enrichment groups can maximize their efforts. Teachers will implement the core with fidelity to ensure consistent results.</p>	<ul style="list-style-type: none"> • Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 65% of students will be proficient at Tier 1. • Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 75% of students will be proficient at Tier 1. • 80% of students will meet the state standard by the spring of 2026
<p>Professional Development</p>	<ul style="list-style-type: none"> • 23-24 student benchmarking will drive the professional development needs. Professional development will be data driven for explicit instruction • 24-25 data teams will utilize the district's data warehouse to identify and implement evidence-based interventions and enrichment • Through professional development, students will increase their state assessment percentages by 5% each year

Professional Development Activities

Attendance						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement attendance strategies to increase students coming to school. The first strategy will include students participating in SAP. Students will receive a mentor to assist them in over coming their attendance barriers. Their mentor can monitor the students' attendance to address any issues and work as go between with administration. Assist in contacting outside resources if need for the students. School Counselors will provide a rolodex of agencies, organizations, and governmental offices for mentors and students. 	Administrative Team, School Counselors, Home School Visitor, and teachers	Discussion on the attendance, then setting parameters as to how to research the issue. The District wants to determine the factors leading to students' chronic absenteeism. The data will allow the district to implement procedures to aid students and families in coming to school regularly. Programs will be put in place to notify parents in the early stages of students being absent.	A plan will be developed to gather data.	Ms. Wall	08/20/2023	05/22/2026
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Action research	monthly					

Academic Achievement

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 65% of students will be proficient at Tier 1. 	Teachers K-5	Wonders Reading Series - implementation with Fidelity, data analysis, MTSS model and interventions	Students will increase their skill base in literacy.	Mrs. Haney	08/20/2023	06/01/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly	<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 	Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	monthly	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 	Teaching Diverse Learners in Inclusive Settings
Seminar(s)	periodically	<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	Teaching Diverse Learners in Inclusive Settings

Communications Action Steps

Evidence-based Strategy	Action Steps
<p>Data analyze to identify the students who are demonstrating chronic absenteeism. The school will utilize its student information system to monitor daily absenteeism and to identify any patterns. For the District to make decisions and develop a course of action data has to be accumulated and analyzed. The SAP and PBIS teams will work together to develop strategies to decrease the number of students exceeding the chronically absent or truancy threshold.</p>	<ul style="list-style-type: none"> Principals implement an early warning system to identify students and families that need services and support for chronic absences. Principals will monitor students' attendance daily to identify any patterns. Principals and counselors will implement a plan to address students' absences on the 5, 7, 10, 15 day. The District will continue to implement the SAIP process on day 5. A parental meeting will be held on the preceding days. Implement attendance strategies to increase students coming to school. The first strategy will include students participating in SAP. Students will receive a mentor to assist them in over coming their attendance barriers. Their mentor can monitor the students' attendance to address any issues and work as go between with administration. Assist in contacting outside resources if need for the students. School Counselors will provide a rolodex of agencies, organizations, and governmental offices for mentors and students.
<p>The District is utilizing the MTSS model throughout to increase student achievement and address the learning loss. Quarterly benchmarking is taking place and data teams are reviewing the tested information. Students will be grouped by their deficiencies so enrichment groups can maximize their efforts. Teachers will implement the core with fidelity to ensure consistent results.</p>	<ul style="list-style-type: none"> Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 65% of students will be proficient at Tier 1. Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 75% of students will be proficient at Tier 1. 80% of students will meet the state standard by the spring of 2026
<p>Professional Development</p>	<ul style="list-style-type: none"> 24-25 data teams will utilize the district's data warehouse to identify and implement evidence-based interventions and enrichment Through professional development, students will increase their state assessment percentages by 5% each year
<p>Allocation of Resources</p>	<ul style="list-style-type: none"> Identify budgetary needs and goals through a newly created formula Review all revenue streams are being utilized to maximize our resources for students. Propose a Budget for approval that meets the needs of our students, but is fiscally responsible to the community.

Communications Activities

Attendance					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement attendance strategies to increase students coming to school. The first strategy will include students participating in SAP. Students will receive a mentor to assist them in over coming their attendance barriers. Their mentor can monitor the students' attendance to address any issues and work as go between with administration. Assist in contacting outside resources if need for the students. School Counselors will provide a rolodex of agencies, organizations, and governmental offices for mentors and students. 	Students, Parents, Community, and staff.	Incentive program for students	Ms. Wall	08/20/2024	05/29/2026
Communications					
Type of Communication			Frequency		
Newsletter			yearly		
Posting on district website			will be posted under the attendance page		
Public service announcement			monthly		
Email			monthly		

Literacy

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 65% of students will be proficient at Tier 1. Students will receive explicit instruction in ELA through the core curriculum. The District will utilize the MTSS model to meet the students' needs. 75% of students will be proficient at Tier 1. 80% of students will meet the state standard by the spring of 2026 	Parents	Parent workshops providing resources for the Wonders program and MTSS.	Mrs. Haney	08/18/2023	05/29/2026

Communications

Type of Communication	Frequency
Presentation	bi-annually - Family engagement night
Posting on district website	under the parent tab
Newsletter	monthly

Budget

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify budgetary needs and goals through a newly created formula Propose a Budget for approval that meets the needs of our students, but is fiscally responsible to the community. 	Community, Parents, and staff	The proposed annual budget.	Mr. Esper	01/02/2023	06/24/2027

Communications

Type of Communication	Frequency
Presentation	monthly board meeting there is treasurer's report
Presentation	annually the budget presentation

Professional Development

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> 24-25 data teams will utilize the district's data warehouse to identify and implement evidence-based interventions and enrichment Through professional development, students will increase their state assessment percentages by 5% each year 	Staff	Act 48 activities which include ELA and Math curriculum and intervention training with resources to assist with student growth.	Mr. Soles/Clarification Committee	04/20/2023	05/20/2026

Communications

Type of Communication	Frequency
Email	yearly
Posting on district website	under the staff tab our professional development plan will be available.
Newsletter	monthly