

Laurel Highlands SHS

ATSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Laurel Highlands High School		101264003
Address 1		
300 Bailey Avenue		
Address 2		
City	State	Zip Code
Uniontown	PA	15401
Chief School Administrator		Chief School Administrator Email
Dr. Jesse T. Wallace, III		jesse.wallace@lhsd.org
Principal Name		
John Diamond		
Principal Email		
john.diamond@lhsd.org		
Principal Phone Number		Principal Extension
724-437-4741		1148
School Improvement Facilitator Name		School Improvement Facilitator Email
Ronald Gallagher		ronald.gallagher@iu1.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
John Diamond	High School Principal	LH High School Principal	john.diamond@lhsd.org
Paul Eckert	PIMS Coordinator	LH Central Office Admin.	paul.eckert@lhsd.org
Lori DiCenzo	Pupil Personal/Sp Ed Director	LH Central Office Admin.	lore.dicenzo@lhsd.org
Randy Miller	Director of Curriculum	LH Central Office Admin.	randy.miller@lhsd.org
Angela Ryan	Parent	Parent	angelanicole723@live.com
Bobbi Jo DeMott	Sp Ed teacher	LH High School Teacher	bobbie.demott@lhsd.org
Dr. Jesse T. Wallace, III	Superintendent	LH Central Office	jesse.wallace@lhsd.org
Brandi Mancini	Parent	Parent	brandi.mancini@lhsd.org
Rich Barron	Attendance Officer	LH Central Office	richard.barron@lhsd.org
Mr. Joseph D'Andrea	Board President	LH School Board	joe.dandrea@lhsd.org
Ms. Dawn Rice	Community Member	Nemacolin WoodlandsHR/Personnel	dawn.rice@nwlr.com
Mr. Joe Seglia	Business Member	FORD Business Machines	jus4@psu.edu
Matt Kalich	Parent	Parent	matthew.kalich@gmail.com
Elle Mancini	Student	Student	25.elle.mancini@lhsd.org
Connor D'Amico	Student	Student	25.connor.damico@lhsd.org
Ronald Gallagher	Education Specialist	IU 1 Supervisor of Curr, and Instr.	ronald.gallagher@iu1.org
Carole Jellick	Teacher	ELA Teacher/Dept. Head	carol.jellick@lhsd.org
Paul Petrone	Teacher	Math Teacher/Dept. Head	paul.petrone@lhsd.org

Vision for Learning

Vision for Learning

The Laurel Highlands School District strives to provide students with the conditions and resources needed to maximize academic and personal success. We will work to embrace every child's individuality and aim to help each student to become a productive member of our global society. Reaching inside and beyond the boundaries of the school system, we will strive to locate and utilize available technologies, cultural resources, and opportunities that will provide our students learning experiences reflective of real-world complexities and possibilities. The district will strive to be a partner among family, child, and community in order to work collaboratively with each entity to develop students' intellect, communicative competency, work ethic, technical literacy, and self-worth. The goal is to develop well-rounded citizens and for students to understand how a quality education aligns to their future career. Furthermore, the Laurel Highlands School District encourages all students to demonstrate an understanding of the importance of school attendance.

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
All Student Group performed higher than state average on Career Standards Benchmark.	All Student Group scored 90.4% which is higher than state average of 89.6% on Career Standards Benchmark.
In Mathematics, All Student Group has slowed the decline in the Linear Functions and Data Organizations category.	In Math, All Student Group has slowed the decline in the Linear Functions and Data Organizations category.
All Student Group maintained Regular School Attendance	62% of All Student Group maintained Regular School Attendance
All student group for annual academic growth has not declined in 3 years.	All student group for annual academic growth has scored 50% for the past three years.
The last three years of All student group attendance is still improved over the 2018-2019 and 2019-2020 performance for regular school attendance.	75.2%, 75.2% and 62% of the all student group met the standard for regular attendance while the Statewide Performance as compared 53.3% and 54.2% in 2018-2019 and 2019-2020.

Challenges

Indicator	Comments/Notable Observations
School has seen a significant decline in the participation of our students in the Keystone Assessments	Several categories report an insufficient sample of data.
Decrease in ELA Performance by All Students Group.	In ELA, All Student Group percent proficient or advanced decreased from 47.4% to 40.8%
Decrease in Math Performance by All Student Group.	In Mathematics, All Student Group percent proficient or advanced decreased from 46.3% to 3.6%
All student group is not meeting the regular attendance standards	62% of the all student group met the standard for regular attendance.

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

Strengths

Indicator	Comments/Notable Observations
Students with disabilities in ELA scoring at the proficient or advanced level increased	

ESSA Student Subgroups Students with Disabilities	Students with disabilities in ELA scoring proficient or advanced increased from 5.0% to 5.4%
Indicator All Student Group Four-Year Cohort met the Interim Goal for Graduation Rate ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All Student Group met the Interim goal of Four-Year Cohort Graduation Rate by scoring 88.2% which was above the state average of 87%.
Indicator White Student Group Four-Year Cohort met the Interim Goal for Graduation Rate ESSA Student Subgroups White	Comments/Notable Observations White Student Group met the Interim goal of Four-Year Cohort Graduation Rate by scoring 88.7% which was above the state average of 87%.
Indicator Economic disadvantaged Group grew in science proficiency. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economic disadvantaged group demonstrating proficient or advanced increased in science by growing from 11.8% to 19.5%.
Indicator White student group performance has been able to maintain growth. ESSA Student Subgroups White	Comments/Notable Observations White student group performance has been able to maintain 50% growth on the Expected Math Growth Requirement

Challenges

Indicator Students with Disabilities decreased in ELA Annual Academic Growth Expectations 10% ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities decreased 10% on ELA Keystone 22-23. Students with Disabilities meeting annual growth expectations decreased from 60% to %50.
Indicator Economically Disadvantaged Regular Attendance decreased ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Regular attendance of economically disadvantaged students dropped from 65.4% percent to 54.9% based on the Future Ready Index score
Indicator Students with Disabilities decreased on the Algebra I Keystone from 2021-2022 to 2022-2023. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities decreased 0.8% on the Algebra I Keystone from 3.7% in 2021-2022 to 2.9% in 2022-2023.
Indicator All student group decreased and did not meet Interim Goal/Improvement Target in ELA. ESSA Student Subgroups	Comments/Notable Observations

African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Only 40.8% of all student group did met the Interim Goal/Improvement Target in ELA. A decrease of 6.6% from 2021-2022.
Indicator White student subgroup is performing lower than state average in Math ESSA Student Subgroups White	Comments/Notable Observations White student subgroup is performing at 3.6% which is lower than state average of 38.3% in Math.
Indicator School has seen a significant decline in the participation of our students in the Keystone Assessments ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Several categories report an insufficient sample of data.

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.

Students with disabilities in ELA scoring proficient or advanced increased from 5.0% to 5.4%
The last three years of All student group attendance is still improved over the 2018-2019 and 2019-2020 performance for regular school attendance.
All Student Group met the Interim goal of Four-Year Cohort Graduation Rate by scoring 88.2% which was above the state average of 87%.
White student group performance grew by 3% (up to 53%) on the Expected Math Growth Requirement
Socio-economic disadvantaged group demonstrated higher growth in math than white and all student group by growing from 50% to 59%.

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.

Students with Disabilities decreased in ELA Annual Academic Growth Expectations 10%
Regular attendance of economically disadvantaged students dropped from 65.4% percent to 54.9% based on the Future Ready Index score
Only 2.9% of Students with Disabilities scored prof or advanced on Keystone Algebra Exams.
Only 40.8% of all student group did met the Interim Goal/Improvement Target in ELA. A decrease of 6.6% from 2021-2022.
White student subgroup is performing at 3.6% which is lower than state average of 38.3% in Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Middle School NWEA Results	It is important to review data of cohort students coming into the high school in order to best. Looking for increased RIT score on NWEA for students with disabilities.
Summer School/Retention Lists	10 MS students needed to take English in summer school and 21 HS students.
HS CDT Assessment Results	HS CDT Data shows 15% of all student group scored at proficient or advanced on ELA assessment
Middle School Grade 8 Final Report Cards	It is important to review data of cohort students coming into the high school in order to best. Students with disabilities subgroup performance is down to be considered in determining course placement.

English Language Arts Summary

Strengths

White student group performance exceeds the performance of all other student groups.
Students with disability group sustained small percent of growth in ELA as compared to economically disadvantaged group .
Students with disabilities subgroup at the middle school showed an increase in performance.
White student group at MS showed a small increase in performance.

Challenges

White student subgroup is performing (43.9%) lower than state average (54.5%) in ELA.
Economically disadvantaged group is the third lowest performing subgroup in the district in ELA.
The performance of students with disabilities subgroup at the middle school is increased from last year but still below state average.
All student group did not meet Interim Goal/Improvement Target.

Mathematics

Data	Comments/Notable Observations
HS CDT Assessment Results	HS CDT Data shows 7% of all student group scored at proficient or advanced on Mathematics assessment.
Middle School Grade 8 Final Report Cards	It is important to review data of cohort students coming into the high school in order to best.
Middle School NWEA Results	It is important to review data of cohort students coming into the high school in order to best. Looking for increased RIT score on NWEA for students with disabilities.
Summer School/Retention Lists	16 MS students needed to take mathematics in summer school and 19 HS students.

Mathematics Summary

Strengths

The performance of students with disabilities subgroup at the middle school is increased from last year.
White student group performance maintained 50% on the Expected Math Growth Requirement for the third year in a row.
Economically disadvantaged group demonstrated less growth in math than white and all student group.
Fewer students failed math courses this school year when compared to 22 last year.

Challenges

Based upon High School CDT data, white student subgroup is not meeting state average in Math performance.
Based upon teacher assessments, students with Disabilities are not meeting the Math performance goals at the HS
Based on CDT data, economically disadvantaged group (41.7% met Math interim target)) is the second lowest performing subgroup in the district in Math.
The performance of middle school students with disabilities subgroup is lower than their peers.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Enrollment in Engineering	We are seeing an increase in the number of students attending our high school engineering courses. Our school has instituted a Ladies in Engineering (STEAM) Club which has grown to 60 members.

Science, Technology, and Engineering Education Summary

Strengths

We are seeing an increase in the number of students attending our high school engineering courses.
We are seeing an increase in the number of students enrolling in our high school Coding/Programming courses.

Challenges

Not every student is able to add engineering into their high school schedule. 11 students were not able to schedule course due to conflicts with class size or schedule limitations.
We do not have enough teachers to increase the coding/programming courses.

Related Academics

Career Readiness

Data	Comments/Notable Observations
HS Graduate Survey	85% of graduates are accepted into four-year or two-year post secondary institute, attending a trade school or are going into military following graduation.
Freshman Life Course Results	Nearly 95% of students met goal.
SMART Futures Career Standards	91% of junior students completed SMART Future requirements.

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.

91% of junior students completed Smart Future Requirements
88.2% of the all student group graduated from Laurel Highlands School District which is above the state average and met interim target.

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.

Overall, Regular Student Attendance is at 62% which is below the state average of 73.9%
The number of students participating in the Keystone Assessments has decreased.

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
Low Attendance Rate with students with disabilities.	54.9% percent based on the Future Ready Index score
Low ELA Performance by Students with disabilities.	Students with Disabilities scored 5.4% prof or advanced on Keystone Exams.
Low Math Performance by Students with disabilities.	Students with Disabilities scored 2.9% prof or advanced on Keystone Exams.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
The number Economically disadvantaged Students group scoring advanced on ELA 1.1%	The number Economically disadvantaged Students group scoring advanced on ELA 1.1%
Average Performance of Economically Disadvantaged students meeting ELA Growth requirement.	50% of Economically Disadvantaged Students met ELA Growth Requirement.
Low ELA Performance in Economically Disadvantaged subgroup	Only 27.6% of economically disadvantaged students meeting interim goals in ELA

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	No students scored advanced on Algebra 1 Keystone.
White	Number of white student group meeting Math Growth requirement decreased by 3%.
White	Only 43.9% of White Subgroup meeting interim goals in ELA

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.

50% of Economically Disadvantaged Students met ELA Growth Requirement.
Students with Disabilities increase in Math progress (71.0%) towards meeting academic growth potential(PVAAS).
Low ELA Performance by Students with disabilities but group maintained 5.4%
53% of white student group met ELA Growth Requirement
The number Economically disadvantaged Students group scoring advanced on ELA 1.1%

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 decreased 0.8% on Algebra Keystone.
Students with Disabilities did not meet progress measure for Regular Attendance.
No students scored advanced on Algebra 1 Keystone.
Only 43.9 % of White Subgroup meeting interim goals in ELA
Only 27.6% of economically disadvantaged students meeting interim goals in ELA

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	Exemplary
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	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
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	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
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	Exemplary

Foster Quality Professional Learning

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

Summary

Strengths

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

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
--

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
--

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?

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

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

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
White student group performance grew by 3% (up to 53%) on the Expected Math Growth Requirement	False
Socio-economic disadvantaged group demonstrated higher growth in math than white and all student group by growing from 50% to 59%.	False
Students with disabilities in ELA scoring proficient or advanced increased from 5.0% to 5.4%	True
White student group performance exceeds the performance of all other student groups.	False
Students with disability group sustained small percent of growth in ELA as compared to economically disadvantaged group .	False
The last three years of All student group attendance is still improved over the 2018-2019 and 2019-2020 performance for regular school attendance.	True
All Student Group met the Interim goal of Four-Year Cohort Graduation Rate by scoring 88.2% which was above the state average of 87%.	True
Students with disabilities subgroup at the middle school showed an increase in performance.	False
Fewer students failed math courses this school year when compared to 22 last year.	False
We are seeing an increase in the number of students attending our high school engineering courses.	False
We are seeing an increase in the number of students enrolling in our high school Coding/Programming courses.	False
91% of junior students completed Smart Future Requirements	False
88.2% of the all student group graduated from Laurel Highlands School District which is above the state average and met interim target.	False
50% of Economically Disadvantaged Students met ELA Growth Requirement.	True
Students with Disabilities increase in Math progress (71.0%) towards meeting academic growth potential(PVAAS).	True
The performance of students with disabilities subgroup at the middle school is increased from last year.	False
White student group performance maintained 50% on the Expected Math Growth Requirement for the third year in a row.	True
Economically disadvantaged group demonstrated less growth in math than white and all student group.	True
White student group performance has been able to maintain 50% growth on the Expected Math Growth Requirement	False
Only 2.9% of Students with Disabilities scored prof or advanced on Keystone Algebra Exams	False
White student group at MS showed a small increase in performance.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False

Low ELA Performance by Students with disabilities but group maintained 5.4%	True
53% of white student group met ELA Growth Requirement	False
The number Economically disadvantaged Students group scoring advanced on ELA 1.1%	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
Only 40.8% of all student group did met the Interim Goal/Improvement Target in ELA. A decrease of 6.6% from 2021-2022.	False
White student subgroup is performing at 3.6% which is lower than state average of 38.3% in Math.	False
In Mathematics, All Student Group percent proficient or advanced decreased from 59.4% to 46.3%	False
White student subgroup is performing at 49.2% which is lower than state average of 54.1% in Math.	False
Students with Disabilities decreased in ELA Annual Academic Growth Expectations 10%	True
Regular attendance of economically disadvantaged students dropped from 65.4% percent to 54.9% based on the Future Ready Index score	True
Only 2.9% of Students with Disabilities scored prof or advanced on Keystone Algebra Exams.	True
The performance of students with disabilities subgroup at the middle school is increased from last year but still below state average.	False
All student group did not meet Interim Goal/Improvement Target.	False
The performance of middle school students with disabilities subgroup is lower than their peers.	False
Not every student is able to add engineering into their high school schedule. 11 students were not able to schedule course due to conflicts with class size or schedule limitations.	False
We do not have enough teachers to increase the coding/programming courses.	False
Overall, Regular Student Attendance is at 62% which is below the state average of 73.9%	False
Students with Disabilities decreased 0.8% on Algebra Keystone.	False
Students with Disabilities did not meet progress measure for Regular Attendance.	False
Based upon High School CDT data, white student subgroup is not meeting state average in Math performance.	True
Based upon teacher assessments, students with Disabilities are not meeting the Math performance goals at the HS	False
White student subgroup is performing (43.9%) lower than state average (54.5%) in ELA.	True
Economically disadvantaged group is the third lowest performing subgroup in the district in ELA.	False
Based on CDT data, economically disadvantaged group (41.7% met Math interim target)) is the second lowest performing subgroup in the district in Math.	False
The number of students participating in the Keystone Assessments has decreased.	False
No students scored advanced on Algebra 1 Keystone.	True
Implement evidence-based strategies to engage families to support learning	False

Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Only 43.9 % of White Subgroup meeting interim goals in ELA	False
Only 27.6% of economically disadvantaged students meeting interim goals in ELA	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Students with Disabilities are not meeting performance goals.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with Disabilities decreased in ELA Annual Academic Growth Expectations 10%	Student abilities are below grade level. Academic Reading Gap, Attendance, Student Apathy, Staff Buy In, Parental Support/Opt Out	True
Regular attendance of economically disadvantaged students dropped from 65.4% percent to 54.9% based on the Future Ready Index score	Prior Reporting Errors, Student Apathy, School to Parent Communication, Staff Resources, Lack of Community Support	True
Only 2.9% of Students with Disabilities scored prof or advanced on Keystone Algebra Exams.	Academic Math, Attendance, Student Apathy, Staff Buy In, Parental Support/Opt Out	True
Based upon High School CDT data, white student subgroup is not meeting state average in Math performance.		False
White student subgroup is performing (43.9%) lower than state average (54.5%) in ELA.		False
No students scored advanced on Algebra 1 Keystone.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
50% of Economically Disadvantaged Students met ELA Growth Requirement.	Teachers using formative assessments and online resources to increase skills. Co-teacher classroom setting provides immediate support in the regular classroom setting
Students with Disabilities increase in Math progress (71.0%) towards meeting academic growth potential(PVAAS).	Teachers using formative assessments and online resources to increase skills. Co-teacher classroom setting provides immediate support in the regular classroom setting
Low ELA Performance by Students with disabilities but group maintained 5.4%	Teachers using formative assessments and online resources to increase skills. Co-teacher classroom setting provides immediate support in the regular classroom setting
Students with disabilities in ELA scoring proficient or advanced increased from 5.0% to 5.4%	Teachers using formative assessments and online resources to increase skills. Co-teacher classroom setting provides immediate support in the regular classroom setting
The last three years of All student group attendance is still improved over the 2018-2019 and 2019-2020 performance for regular school attendance.	Provide more 1-1 student-teacher interaction
All Student Group met the Interim goal of Four-Year Cohort Graduation Rate by scoring 88.2% which was above the state average of 87%.	Implementation of PBIS and 7 Mindsets help students develop connections to the school.

White student group performance maintained 50% on the Expected Math Growth Requirement for the third year in a row.	Teachers using formative assessments and online resources to increase skills. Provides immediate support in the regular classroom setting
Economically disadvantaged group demonstrated less growth in math than white and all student group.	Teachers using formative assessments and online resources to increase skills. Provides immediate support in the regular classroom setting

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The high school will develop a process to increase ELA Performance by Students with disabilities by positively promoting the benefits of academic success.
	The high school will use a systematic, collaborative approach to ensure an increase in attendance of all students.
	The high school will develop a process to Increase Mathematic Performance by Students with disabilities by positively promoting the benefits of academic success.

Goal Setting

Priority: The high school will develop a process to increase ELA Performance by Students with disabilities by positively promoting the benefits of academic success.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
44.6% of students with disabilities will score proficient or advanced on the ELA Keystone Exam by June 30, 2025			
Measurable Goal Nickname (35 Character Max)			
ELA Performance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
20% of students with disabilities will score proficient or advanced on the ELA Keystone Benchmark by the end of the first nine weeks	30% of students with disabilities will score proficient or advanced on the ELA Keystone Benchmark by the end of the second nine weeks	40% of students with disabilities will score proficient or advanced on the ELA Keystone Benchmark by the end of the third nine weeks	44.6% of students with disabilities will score proficient or advanced on the ELA Keystone Exam by June 30, 2025

Priority: The high school will use a systematic, collaborative approach to ensure an increase in attendance of all students.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
75% of students will demonstrate regular school attendance 90% of the time during the 2024 2025 SY.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
66% of students will demonstrate regular school attendance 90% of the time by the end of the first quarter.	69% of students will demonstrate regular school attendance 90% of the time by the end of the second quarter.	72% of students will demonstrate regular school attendance 90% of the time by the end of the third quarter.	75% of students will demonstrate regular school attendance 90% of the time by the end of the fourth quarter.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
100% of the students will receive the school's attendance flyer at the beginning of they year or when they enroll. In addition to the flyer being posted on the website and throughout the school.			
Measurable Goal Nickname (35 Character Max)			
Attendance Flyer			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of the students will receive the school's attendance flyer in addition to being posted on the website and throughout the school.	100% of newly enrolled students will receive the school's attendance flyer in addition to being posted on the website and throughout the school.	100% of newly enrolled students will receive the school's attendance flyer in addition to being posted on the website and throughout the school.	100% of newly enrolled students will receive the school's attendance flyer in addition to being posted on the website and throughout the school.

Priority: The high school will develop a process to Increase Mathematic Performance by Students with disabilities by positively promoting the benefits of academic success.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
38.3% of students with disabilities will score proficient or advanced on the Math Keystone Exam by June 30, 2025			
Measurable Goal Nickname (35 Character Max)			
Math Performance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
20% of students with disabilities will score proficient or advanced on the Math Keystone Benchmark by the end of the first nine weeks	28% of students with disabilities will score proficient or advanced on the Math Keystone Benchmark by the end of the second nine weeks	35% of students with disabilities will score proficient or advanced on the Math Keystone Benchmark by the end of the third nine weeks	38.3% of students with disabilities will score proficient or advanced on the Math Keystone Exam by June 30, 2025

Action Plan

Measurable Goals

ELA Performance	Regular Attendance
Attendance Flyer	Math Performance

Action Plan For: Early Warning and Monitoring

Measurable Goals:
<ul style="list-style-type: none"> 75% of students will demonstrate regular school attendance 90% of the time during the 2024 2025 SY.

Action Step		Anticipated Start/Completion Date	
Implement Weekly Review of Early Warning and Monitoring System - EdInsight/OnHand Schools by Attendance Officer and Principals		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Paul Eckert, Attendance Officer	EdInsight/OnHand Schools electronic dashboard.	Yes	
Action Step		Anticipated Start/Completion Date	
Update current posters to promote positive school attendance		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
John Diamond, Principal	Poster Paper and ink. Included in 1190-600 supplies in Title I funds. Total = \$700	No	
Action Step		Anticipated Start/Completion Date	
Monitor PIMS to ensure there are no human errors taking place when recording attendance		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Paul Eckert, PIMS Coordinator/Attendance Officer	PDE and Intermediate Unit Staff	No	
Action Step		Anticipated Start/Completion Date	
Continue Implementation of Positive Behavioral Interventions and Support (PBIS) Program		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lori DiCenzo, Director of Special Education/Pupil Personnel	Signage, Incentives, PBIS PD, Team Meeting Time Title IV = \$8,607.99 used for salaries and benefits	Yes	
Action Step		Anticipated Start/Completion Date	

Use of eHall Pass Software System by all staff to monitor student class attendance as well as time in/out of class.		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matt Kalich, Assistant Principal	eHall Pass Software Cost = \$2,000	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Each principal and attendance officer will weekly review student attendance utilizing the EdInsight/OnHand Schools Early Warning and Monitoring System. Students with increased absenteeism will be contacted as well as parents. 2. The high school will update various age appropriate posters that will promote positive school attendance and be properly displayed throughout the school and on the website. 3.The PIMS coordinator will review district's attendance data reported through Student Information system and identify any errors taking place with attendance recording. Any findings will be reported to appropriate district staff and corrected.	Each nine weeks, the ATSI committee will convene to monitor and evaluate action plan.

Action Plan For: ELA Curriculum Mapping

Measurable Goals:
<ul style="list-style-type: none"> 44.6% of students with disabilities will score proficient or advanced on the ELA Keystone Exam by June 30, 2025

Action Step		Anticipated Start/Completion Date	
Continue updating our ELA Curriculum		2024-08-21	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Randy Miller, Curriculum Director	Curriculum textbooks, resources, PDE State Standards, AA, & EC	No	
Action Step		Anticipated Start/Completion Date	
Continue implementation of software for students with disabilities in ELA courses		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jason Johns, Federal Funds Coordinator	Moby Max Licenses purchased for \$4,539.11 on 7/27/22 by Title 1 funding. (District Licenses costs \$27, 234.67 divided by 6 schools = \$4, 539.11 per school.) Nearpod Licenses purchased from 2021-2022 monies for \$5,475.50.	No	
Action Step		Anticipated Start/Completion Date	

IU 1 ELA Curriculum Specialist to review scope and sequence of ELA Curriculum as well as current trends in instructional strategies. Assist in review of data.		2024-10-10	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Randy Miller, Curriculum Director	Curriculum textbooks, resources, PDE State Standards, AA, & EC Fee = \$360/day x 4 = \$1,440	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Each grade level and/or course will complete and update their scope and sequence/curriculum map. 2. ELA LS teachers will implement Moby Max as an intervention tool for students. 3. ELA LS teachers will implement Reading Apprenticeship strategies in their instructional process.	Each nine weeks, the ATSI committee will convene to monitor and evaluate action plan.

Action Plan For: Mathematics Curriculum Mapping

Measurable Goals:
<ul style="list-style-type: none"> 38.3% of students with disabilities will score proficient or advanced on the Math Keystone Exam by June 30, 2025

Action Step		Anticipated Start/Completion Date	
Continue Math Curriculum Mapping and Realignment as well as a Scope and Sequence		2024-08-21	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Randy Miller, Curriculum Director	EdInsight/On Hand Schools Curriculum Mapper, Curriculum textbooks, resources, PDE State Standards, AA, & EC	No	
Action Step		Anticipated Start/Completion Date	
Continue implementation of software for students with disabilities in Math courses		2024-08-21	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jason Johns, Federal Funds Coordinator	Moby Max Licenses purchased for \$4,539.11 on 7/27/22 by Title 1 funding. (District Licenses costs \$27, 234.67 divided by 6 schools = \$4, 539.11 per school.) Nearpod Licenses purchased from 2021-2022 monies for \$5,475.50.	Yes	
Action Step		Anticipated Start/Completion Date	

Corrective Math Intervention Program		2024-08-21	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Randy Miller, Curriculum Director	Professional Development Collaboration Time Workbooks/Teacher Presentation books, Answer Key Booklets	Yes	
Action Step		Anticipated Start/Completion Date	
Math Teaching and Intervention Strategies with IU Curriculum Specialist		2024-08-21	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Randy Miller, Curriculum Director	Professional Development Collaboration Time Intermediate Unit Staff Cost = \$360/day x 4 days = \$1,440	Yes	
Action Step		Anticipated Start/Completion Date	
Continue implementation of Delta Math Software for all Mathematics Courses		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matt Kalich, Assistant High School Principal	Delta Math Software - Cost = \$1800	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Each grade level and/or course will complete and update their scope and sequence/curriculum map. 2. Math LS teachers will continue to implement Moby Max as an intervention tool for students. 3. Math LS teachers will continue to implement Corrective Math as an intervention tool for students.	Each nine weeks, the ATSI committee will convene to monitor and evaluate action plan.

Action Plan For: Poster Reminders

Measurable Goals:
<ul style="list-style-type: none"> 100% of the students will receive the school's attendance flyer at the beginning of they year or when they enroll. In addition to the flyer being posted on the website and throughout the school.

Action Step	Anticipated Start/Completion Date
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Update current flyer/poster summarizing Attendance Information that will help to correct parent & student misbeliefs about absenteeism		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Randy Miller, Curriculum Director	Local and state Information Poster Maker - Purchased by ESSR's Fund in 2021-2022. Ink/Paper = \$250	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. An updated attendance flyer will be developed and shared with students and parents. 2. The flyer will be placed on the school district's website, shared at open houses, parent teacher conferences, new student orientation, and placed throughout the school. In addition, the flyer will be posted in classrooms.	Each nine weeks, the ATSI committee will convene to monitor and evaluate action plan.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Early Warning and Monitoring	Implement Weekly Review of Early Warning and Monitoring System - EdInsight/OnHand Schools by Attendance Officer and Principals
Early Warning and Monitoring	Continue Implementation of Positive Behavioral Interventions and Support (PBIS) Program
ELA Curriculum Mapping	IU 1 ELA Curriculum Specialist to review scope and sequence of ELA Curriculum as well as current trends in instructional strategies. Assist in review of data.
Mathematics Curriculum Mapping	Continue implementation of software for students with disabilities in Math courses
Mathematics Curriculum Mapping	Corrective Math Intervention Program
Mathematics Curriculum Mapping	Math Teaching and Intervention Strategies with IU Curriculum Specialist

Early Warning and Monitoring

Action Step		
<ul style="list-style-type: none"> Implement Weekly Review of Early Warning and Monitoring System - EdInsight/OnHand Schools by Attendance Officer and Principals 		
Audience		
Guidance Counselors, PIMS Director, Attendance Officer		
Topics to be Included		
Logging on, Accessing Data, Generating and Interpreting Reports		
Evidence of Learning		
Attendees will print reports and interpret data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Paul Eckert, Assistant Principal	2024-08-21	2025-06-04

Learning Format

Type of Activities	Frequency
Inservice day	One time -follow up as necessary
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4b: Maintaining Accurate Records 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

Early Warning and Monitoring

Action Step		
<ul style="list-style-type: none"> Continue Implementation of Positive Behavioral Interventions and Support (PBIS) Program 		
Audience		
All Instructional Staff and PBIS Team		
Topics to be Included		
Overview of Program, Reporting of Infractions (Major vs. Minor Forms), Incentives, and Types of Recognition		
Evidence of Learning		
Staff will continue to recognize students for positive behaviors, report infractions on appropriate forms, and brainstorm appropriate incentive programs.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lori DiCenzo, Director of Pupil Personnel	2024-08-24	2025-06-04

Learning Format

Type of Activities	Frequency
Inservice day	1-2 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2a: Creating an Environment of Respect and Rapport 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	

ELA Curriculum Mapping

Action Step		
<ul style="list-style-type: none"> IU 1 ELA Curriculum Specialist to review scope and sequence of ELA Curriculum as well as current trends in instructional strategies. Assist in review of data. 		
Audience		
ELA Teachers		
Topics to be Included		
Review scope and sequence. Determine ELA skills that are necessary for comprehension, progress monitoring, reporting, and identifying appropriate activities. Reviewing data sources and Intervention Strategies		
Evidence of Learning		
Teachers will report weaknesses in student data and identify strategies to intervene with student weaknesses. Teachers will identify gaps current students possess and identify appropriate activities to use in classroom to remediate students		
Lead Person/Position	Anticipated Start	Anticipated Completion
Randy Miller, Curriculum Director	2024-08-21	2025-06-04

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	1-2 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	

Mathematics Curriculum Mapping

Action Step		
<ul style="list-style-type: none"> Continue implementation of software for students with disabilities in Math courses 		
Audience		
LS Mathematics Teachers		
Topics to be Included		
Determine math skills that are necessary for comprehension, progress monitoring, reporting, and identifying appropriate activities.		
Evidence of Learning		
Teachers will identify gaps current students possess and identify appropriate activities to use in classroom to remediate students.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jason Johns, Federal Funds Coordinator	2024-08-21	2025-06-04

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	1-2 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	

Math Curriculum Mapping

Action Step
<ul style="list-style-type: none"> Corrective Math Intervention Program
Audience

LS Mathematics Teachers		
Topics to be Included		
Discuss focus of intervention program, review of materials, identify common problems students experience		
Evidence of Learning		
Identify common problems students possess and prescribe a plan to remediate students by selecting appropriate materials and activities		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jason Johns, Federal Funds Coordinator	2024-08-21	2025-06-04

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	1-2 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally • 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	

Math Curriculum Mapping

Action Step		
<ul style="list-style-type: none"> • Math Teaching and Intervention Strategies with IU Curriculum Specialist 		
Audience		
Mathematics Teachers		
Topics to be Included		
Reviewing data sources and Intervention Strategies		
Evidence of Learning		
Teachers will report weaknesses in student data and identify strategies to intervene with student weaknesses		
Lead Person/Position	Anticipated Start	Anticipated Completion
Randy Miller, Curriculum Director	2024-08-21	2025-06-04

Learning Format

Type of Activities	Frequency
Inservice day	1-2 times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally 	

- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• ATSI Plan Board Approval_Minutes Page 2_061924.pdf

Chief School Administrator	Date
Dr. Jesse T. Wallace, III	2024-07-31
Building Principal Signature	Date
JOHN DIAMOND	2024-06-19
School Improvement Facilitator Signature	Date
Ron Gallagher	2024-07-24