

**Laurel Highlands MS**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Laurel Highlands Middle School		101264003
<b>Address 1</b>		
18-20 Hookton Avenue		
<b>Address 2</b>		
Uniontown		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Uniontown	PA	15401
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Jesse Wallace III		jesse.wallace@lhsd.org
<b>Principal Name</b>		
Mike Rozgony		
<b>Principal Email</b>		
Mike.rozgony@lhsd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
7244372865		333
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Jason Johns		jason.johns@lhsd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jesse T. Wallace III	Chief School Administrator	Central Administration LHSD	jesse.wallace@lhsd.org
Michael Rozgony	Building Principal	Laurel Highlands Middle School /LHSD	mike.rozgony@lhsd.org
Bobbi Downs	Building Assistant Principal	Laurel Highlands Middle School /LHSD	bobbi.downs@lhsd.org
Paul Eckert	Other	District Attendance Officer/PIMS Coordinator	paul.eckert@lhsd.org
Lori DiCenzo	District Level Leaders	Supervisor of Special Education and Pupil Servicesand Pupil Services	lori.dicenzo@lhsd.org
Randy Miller	District Level Leaders	Director of Curriculum and Instruction	randy.miller@lhsd.org
Janine Shuessler	Teacher	8th Grade English Teacher	janine.schuessler@lhsd.org
Cathy Brown	Parent	Parent	cathy.brown@lhsd.org
Jacob Brown	Student	Student	29.jacob.brown@lhsd.org
Rachel Cicci	Parent	Parent	rachel.cicci@lhsd.org
Gracie Cicci	Student	Student	29.gracie.cicci@lhsd.org
Tammy Komacko	Parent	Parent	komackotammy@gmail.com
Matthew Komacko	Student	Student	29.matthew.komacko@lhsd.org
Megan Radcliffe	Teacher	8th Grade Math Teacher	megan.radcliffe@lhsd.org
Abigail Thomas	Teacher	7th Grade Reading Teacher	abigail.thomas@lhsd.org
Kara Hixson	Teacher	Life Skills Teacher	kara.hixson@lhsd.org
John Truskey	Teacher	7th Grade Math Teacher	john.truskey@lhsd.org

## Vision for Learning

### **Vision for Learning**

Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, positive, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. Our focus is to provide a stimulating learning experience which promotes each child's social/emotional, physical and cognitive development. The Laurel Highlands School District strives to provide students with the conditions and resources needed to maximize academic and personal success. The Laurel Highlands School District encourages all students to demonstrate an understanding of the importance of school attendance. The district strives to be a partner among family, child, and community in order to work collaboratively with each entity to develop students' intellect, communicative competency, soft skills, 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. Our Mission is to provide high quality education in a safe, respectful and inclusive environment that builds a foundation for life-long learning.

## 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	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Reading Pass Rate Longitudinal, 8th Grade ELA PSSA Test 2023-2024 Score was 37.8% 2023-2024 Score was 47.5%	Our eighth grade ELA scores pass rate improved by 9.7%. 2023-2024
Math Pass Rate Longitudinal, 8th Grade Math PSSA Test 2022-2023 Score was 13.5% 2023-2024 Score was 20.9%	Our eighth grade Math scores pass rate improved by 7.4%. 2023-2024
Math Pass Rate Longitudinal, 7th Grade Math PSSA Test 2022-2023 Score was 27.4% 2023-2024 Score was 36.9%	Our seventh grade math scores pass rate improved by 9.5%, 2023-2024
Our current 8th grade students scored 47.8 proficient and advanced in 2024.	These current 8th graders were in the sixth grade, they scored 42.1%. There is evidence of a 5.7% growth from 6th grade to 8th grade.
Our new sixth grade class of 2023-2024 scored 41.3% proficient and advanced. ELA	
Our current 7th graders scored 37.6% in proficient and advanced in Math on the 2024 PSSA. The sixth graders scored 29.2% in 2023 Math PSSA.	There is an 8.4% increase in math from sixth to seventh grade. That would be from 2023-2024.
Our sixth graders in 2023 scored 25.4% in Math on the PSSA. In 2024 our seventh graders increased their score by 12.2%.	

### Challenges

Indicator	Comments/Notable Observations
In 2023 our sixth graders scored 53.80% proficient and advanced. In 2024 our sixth graders scored 47.6% proficient and advanced. ELA	There was a drop in scores by 6.2%. ELA
Our sixth grade Math students, current 8th grade students, in 2022 scored 22.8% proficient and advanced. In 2024, that same class scored 21% in math.	There was a drop in scores by our current 8th Graders by 1.8% in Math
In 2023 our seventh grade students scored 70.8 in Below Basic and Basic on the Math PSSA.	Our math scores from 7th grade to 8th grade grew in below basic and basic by 6.2%
In 2024 our eighth grade students scored 79.% in Below Basic and Basic on the Math PSSA.	That is a difference of 6.2% of not growing academically.

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

### Strengths

<p><b>Indicator</b> In the testing year of 2022-2023 100% of our African American Students Participated on the PSSA.</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> The white students had an increase in Math PSSA during 2022-2023. The score was 25.1%</p> <p><b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> The increase was 2.8% in Math by our white subgroup.</p>
<p><b>Indicator</b> The white students had an increase in ELA PSSA during the 2022-2023 School year. The score was 50.5%</p> <p><b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> The increase was 1.8% in ELA by our white subgroup.</p>
<p><b>Indicator</b> The white students had an increase in Science PSSA during the 22-23 school year PSSA. The score was 47.4%</p> <p><b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> The increase was 16.7% from the previous testing year of the science PSSA 22-23.</p>

### Challenges

<p><b>Indicator</b> In past testing years 18-19 95.6% of our African American Students participated. In testing year 19-20 95.6% of our African American Students participated. In 20-21 58.1% of our African American Students participated. In 21-22 93.8% of our African American students participated.</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> Our lowest participation of African American Students took place in testing years 2020-2021.</p>
<p><b>Indicator</b> In testing year 2021-2022 African American Students 14.2% higher than in testing year 2022-2023 on the ELA Test</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> There was a drop in performance with the African American students from 21-22 to 22-23. ELA</p>
<p><b>Indicator</b></p>	<p><b>Comments/Notable Observations</b></p>

<p>There were 0% students that scored proficient or advanced on the Math PSSA during the 2022-2023 school year.</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p>In the testing year 2021-2022 6.7% of our African American students scored proficient or advanced. There was a 6.7% drop to the next testing year 2022-2023. Math PSSA</p>
<p><b>Indicator</b> Students with two or more races have dropped in percentage in ELA from testing year 21-22 to 22-23.</p> <p><b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic)</p>	<p><b>Comments/Notable Observations</b> 21-22 the percentage of proficient and advanced was 47.4% and in 22-23 the percentage of proficient and advanced was 31.3% in ELA. There was a 16.1% drop in one testing year.</p>
<p><b>Indicator</b> Students with two or more races have dropped in percentage in Math from testing year 21-22 to 22-23.</p> <p><b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic)</p>	<p><b>Comments/Notable Observations</b> 21-22 Multi-Racial students scored proficient and advanced with a percentage of 18.4%. Math 22-23 Multi-Racial students scored proficient and advanced with a percentage of 16.7%. Math There is a 1.7% difference in one testing year.</p>
<p><b>Indicator</b> Economically Disadvantaged students showed a decline from testing year 2021-2022 to 2022-2023. The decline was 3%.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> There was a drop in growth for the 2022-2023 PSSA growth. The testing year prior 2021-2022 our scores were 3% higher.</p>
<p><b>Indicator</b> Economically disadvantaged subgroup are down by 3.3%. Science</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> There is a decrease in growth in Economically Disadvantaged subgroup by 3.3% Science</p>

## 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.

Our eighth grade Math scores pass rate improved by 7.4%. 2023-2024.
In the testing year of 2022-2023 100% of our African American Students Participated on the PSSA.
The white students had an increase in ELA PSSA during the 2022-2023 School year. The score was 50.5%
Our seventh grade math scores pass rate improved by 9.5%, 2023-2024
The increase was 16.7% from the previous testing year of the science PSSA 22-23.

### 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.

Our lowest participation of African American Students took place in testing years 2020-2021.
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There was a drop in performance with the African American students from 21-22 to 22-23. ELA
In the testing year 2021-2022 6.7% of our African American students scored proficient or advanced. There was a 6.7% drop to the next testing year 2022-2023. Math PSSA
There was a drop in scores by our current 8th Graders by 1.8% in Math



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Using the NWEA report for the whole school for the 2023-2024 School Year, In the winter we were low achievement at 31% of our students scoring, 23% low achievement, 27% with higher achievement. ELA	Students starting the 2023-2024 school year definitely demonstrated an achievement gap during the first NWEA given. ELA
Using the NWEA report for the whole school for the 2023-2024 school year, in the spring we were 80% in below achievement. ELA	Our below achievement grew from the winter assessment to the spring assessment. Our higher achievement score was 20%. ELA
The math winter NWEA All grades scored 33%, 11% and 15% in the low achievement range.	41% of our school scored in proficient scores according to NWEA in math.
NWEA	Formative Assessment Summative Assessment

### English Language Arts Summary

#### Strengths

Department Head Data Meetings (Quarterly)
Edmentum Challenges
NWEA: Beginning of the Year, Middle of the Year and the End of Year Testing (Diagnostic Testing)
WIN is a What I Need period for students who need extra help in subjects/also for students to obtain extra academic practice using Edmentum.

#### Challenges

Productive Department Head Data Meetings (Quarterly with Evidence) Reading and Writing- The reading and writing modeled for all students, students would be peer tutors for writing.
Edmentum Challenges with Data being used to drive instruction
NWEA: Student Attendance and Student Accountability when completing the work
WIN class is structured and used to its intent

### Mathematics

Data	Comments/Notable Observations
75% of our seventh graders mastered the math content.	This was the highest percentage of students who mastered the content, but still did not perform as expected.
Using MAP Accelerator all students demonstrated large percentages of proficient work. 6th grade, 55%, 7th grade, 75% and 8th grade, 56%	Students were demonstrating high proficiency in math from September 1, 2023 through January 8, 2024.
14% of our sixth graders mastered the math content.	It appears on these NWEA tests there is a percentage of students who have the academic knowledge.
15% of our eighth graders mastered the math content.	It appears on these NWEA tests there is a percentage of students who

	have the academic knowledge.
NWEA	Formative Assessments Summative Assesemtns

## Mathematics Summary

### Strengths

Eighth grade students have a math lab built into their schedule.
Edmentum Challenges
MAP Accelerator, NWEA

### Challenges

Math Labs, students may not ask for necessary help and perhaps they are not working in pairs or groups. Attendance
Edmentum Challenges, 8th grade has the lowest motivation for completing the challenges.
MAP Accelerator, Rapid Responses are recorded
WIN, What I Need is not being utilized to its fullest potential. The WIN period is unstructured.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
75% of our eighth graders scored proficient or advanced on the 2021-2022 science PSSA.	Are scores in science on the PSSA have been declining.
2023-2024 38% of our students scored proficient and advanced on the science PSSA.	Our scores have dropped by 35% since the 2021-2022 school year PSSA testing.
CDT'S	PSSA

## Science, Technology, and Engineering Education Summary

### Strengths

In 2021-2022 75 students which would 45% of our 8th grade students scored proficient. 73% of our students scored proficient and advanced.
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### Challenges

In 2023 our science PSSA scores were of 46.0%. The district scores are 65.6% and the state scores are 65.6%.
22% of our 8th grade students scored Basic on the science PSSA test.
Our scores in science has dropped by 35% on the PSSA.
61% of our 8th grade science students scored basic or below basic in science.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Our white group is 95.9% it met or exceeds interim target. There was an increase in performance from the previous year.	There is growth in our white group from the past five years.
All student group increased in career readiness by 28.2% in 2022-2023.	Our score for the 2022-2023 school year is 96.5%, which has been the highest in five years.
Our economically disadvantaged students scored 95.4%.	16.2% Increase in the scores from the previous year.
Students with disabilities scored 94.1%	24.3% increase in the scores from the previous year.
Combined Ethnicity 100%	

### 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.

Our combined ethnicity is 100% in the Career Standards Benchmark.

Our all student group is 96.5% which has a 28.2% increase from the previous year.
Our white group is 95.9% which has a 26% increase from the previous year.
Our economically disadvantaged students are a 95.4% which is a 16.2% increase from the previous year.
Our students with disabilities are a 94.1% which has a 24.3% increase from the previous year.

**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.

In the year 2021-2022 of our all student group scored 68.3%.
In the year 2021-2022 of our white group scored 69.9%
In the year 2021-2022 of our economically disadvantaged students scored 79.2%
In the year 2021-2022 of our students with disabilities scored 69.8%
In 2021-2022 school year our percentage was 63.0% and in 2022-2023 school year our percentage was 61.0% there was a 2% decrease in our learning disabilities.

## 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
125 of our students with disabilities have scored basic or below basic in reading, ELA. 2023-2024	90% of our students with disabilities have scored basic or below basic in reading, ELA.
134 of our students with disabilities have scored basic or below basic in math. 2023-2024	97% of our students with disabilities have scored basic or below basic in math.
10% of our students with disabilities scored proficient in reading, ELA. 2023-2024	A large percentage of our students with disabilities are not showing growth in reading, ELA.
3% of our students with disabilities scored proficient in math. 2023-2024	A large percentage of our students with disabilities are not showing growth in Math.

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

## Summary

### Strengths

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

10% of our students with disabilities are proficient in reading, ELA.
3% of our students with disabilities are proficient in math.
In 2021-2022 students with disabilities scored 71% in 2022-2023 students with disabilities scored 92.0 that is a growth of 21.0%.

### 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.

90% of our students with disabilities are basic/below basic in reading.
97% of our students with disabilities are basic/below basic in math.
4.8% of our students enrolled are in the black population.
From 2021-2022 to 2022-2023 students that are economically disadvantaged had a 3% drop.
2 or more races enrolled are 8.1%

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
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	Operational

### Foster Quality Professional Learning

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



Our essential and current operational practices involve the NWEA testing. The testing takes place in the beginning of the year, middle of the year and the end of the year.

Our essential and current operational practices involve the remediation of Exact Path/Edmentum. Teachers/Students are able to use the Exact Path to close achievement gaps. Math/Reading

Our essential and current operational practice involves WIN. "What I Need" This class is offered at the end of the day during 9th period. The class is designed to provide students with the opportunity to seek help in a subject that they may need extra assistance. All core subjects

### 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?

Attendance if improved, would greatly impact our progress in achieving our mission, vision and Future Ready Pa Index targets in State Assessment Measures, On-Track Measure, or college and career measures

Discipline if improved, would greatly impact our progress in achieving our mission. Less out of school suspensions would help in our progress and in achieving our mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures or College and Career Measures.

Math/Reading

Scheduling students to fit WIN "What I Need", communication of teachers to administration of who is struggling in what subject. All core subjects.

## 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
Our eighth grade Math scores pass rate improved by 7.4%. 2023-2024.	True
In the testing year of 2022-2023 100% of our African American Students Participated on the PSSA.	True
The white students had an increas in ELA PSSA during the 2022-2023 School year. The score was 50.5%	True
Our seventh grade math scores pass rate improved by 9.5%, 2023-2024	True
The increase was 16.7% from the previous testing year of the science PSSA 22-23.	True
Department Head Data Meetings (Quarterly)	True
Edmentum Challenges	True
In 2021-2022 students with disabilities scored 71% in 2022-2023 students with disabilities scored 92.0 that is a growth of 21.0%.	False
Our combined ethnicity is 100% in the Career Standards Benchmark.	True
Our all student group is 96.5% which has a 28.2% increase from the previous year.	True
10% of our students with disabilities are proficient in reading, ELA.	True
3% of our students with disabilities are proficient in math.	True
NWEA: Beginning of the Year, Middle of the Year and the End of Year Testing (Diagnostic Testing)	True
WIN is a What I Need period for students who need extra help in subjects/also for students to obtain extra academic practice using Edmentum.	True
Eighth grade students have a math lab built into their schedule.	True
Edmentum Challenges	True
MAP Accelerator, NWEA	True
In 2021-2022 75 students which would 45% of our 8th grade students scored proficient. 73% of our students scored proficient and advanced.	True
Our white group is 95.9% which has a 26% increase from the previous year.	True
Our economically disadvantaged students are a 95.4% which is a 16.2% increase from the previous year.	True
Our students with disabilities are a 94.1% which has a 24.3% increase from the previous year.	True
Our essential and current operational practices involve the NWEA testing. The testing takes place in the beginning of the year, middle of the year and the end of the year.	True
Our essential and current operational practices involve the remediation of Exact Path/Edmentum. Teachers/Students are able to use the Exact Path to close acheivement gaps. Math/Reading	True
Our essential and current operational practice involves WIN. "What I Need" This class is offered at the end of the day during 9th period. The class is designed to provide students with the opportunity to seek help in a subject that they may need extra	True

assistance. All core subjects	
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## 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
Our lowest participation of African American Students took place in testing years 2020-2021.	False
There was a drop in performance with the African American students from 21-22 to 22-23. ELA	False
In the testing year 2021-2022 6.7% of our African American students scored proficient or advanced. There was a 6.7% drop to the next testing year 2022-2023. Math PSSA	False
There was a drop in scores by our current 8th Graders by 1.8% in Math	True
Productive Department Head Data Meetings (Quarterly with Evidence) Reading and Writing- The reading and writing modeled for all students, students would be peer tutors for writing.	True
Edmentum Challenges with Data being used to drive instruction	True
NWEA: Student Attendance and Student Accountability when completing the work	True
In 2021-2022 school year our percentage was 63.0% and in 2022-2023 school year our percentage was 61.0% there was a 2% decrease in our learning disabilities.	False
WIN class is structured and used to its intent	True
Math Labs, students may not ask for necessary help and perhaps they are not working in pairs or groups. Attendance	True
Edmentum Challenges, 8th grade has the lowest motivation for completing the challenges.	True
MAP Accelerator, Rapid Responses are recorded	True
WIN, What I Need is not being utilized to its fullest potential. The WIN period is unstructured.	True
In 2023 our science PSSA scores were of 46.0%. The district scores are 65.6% and the state scores are 65.6%.	True
22% of our 8th grade students scored Basic on the science PSSA test.	True
Our scores in science has dropped by 35% on the PSSA.	True
61% of our 8th grade science students scored basic or below basic in science.	True
In the year 2021-2022 of our all student group scored 68.3%.	False
In the year 2021-2022 of our white group scored 69.9%	False
In the year 2021-2022 of our economically disadvantaged students scored 79.2%	False
In the year 2021-2022 of our students with disabilities scored 69.8%	False
4.8% of our students enrolled are in the black population.	False
From 2021-2022 to 2022-2023 students that are economically disadvantaged had a 3% drop.	False
2 or more races enrolled are 8.1%	False
90% of our students with disabilities are basic/below basic in reading.	True
Attendance if improved, would greatly impact our progress in achieving our mission, vision and Future Ready Pa Index targets in	True

State Assessment Measures, On-Track Measure, or college and career measures	
97% of our students with disabilities are basic/below basic in math.	True
Discipline if improved, would greatly impact our progress in achieving our mission. Less out of school suspensions would help in our progress and in achieving our mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures or College and Career Measures. Math/Reading	True
Scheduling students to fit WIN "What I Need", communication of teachers to administration of who is struggling in what subject. All core subjects.	True

### Most Notable Observations/Patterns

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

Our middle school team should analyze standardized test scores, classroom assessments, and progress reports. As a team we can identify specific areas where students are underperforming in vocabulary, comprehension arithmetic, and algebra. The team should evaluate the current curriculum to ensure it aligns with state standards and best practices. Then the team would be able to identify gaps and weaknesses in the curriculum that might contribute to low performance. The administration can observe classroom instruction to assess teaching methods and strategies. The administration can determine if teachers are employing evidence-based practices in reading and math instruction. It is crucial to evaluate the differentiation of instruction to meet diverse student needs.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Scheduling students to fit WIN "What I Need", communication of teachers to administration of who is struggling in what subject. All core subjects.		False
Attendance if improved, would greatly impact our progress in achieving our mission, vision and Future Ready Pa Index targets in State Assessment Measures, On-Track Measure, or college and career measures	As a middle school we will define the problem, collect data, identify possible causes, analyze causes, identify the root cause and develop a solution as a team. Implement a solution, monitor and evaluate.	True
Discipline if improved, would greatly impact our progress in achieving our mission. Less out of school suspensions would help in our progress and in achieving our mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures or College and Career Measures. Math/Reading		False
90% of our students with disabilities are basic/below basic in reading.	If students with disabilities study, practice and communicate the state standards, eligible content, then teachers collaborate and our students with disabilities meet success.	False
97% of our students with disabilities are basic/below basic in math.		False
There was a drop in scores by our current 8th Graders by 1.8% in Math	Align curriculum with standards, ensure that the math curriculum is aligned with the PA Core Standards and the necessary topics are covered comprehensively before the PSSA. Strengthen students' understanding of fundamental math concepts such as number sense, algebraic thinking, geometry, and data analysis, incorporate problem-based learning. Building a solid foundation is crucial for more complex problem-solving. (Math Labs) (Regular Formative Assessments) (Data Driven Instruction) (Student Self Assessment) (Real World Applications) (Positive Reinforcement)	True
Productive Department Head Data Meetings (Quarterly with Evidence) Reading and Writing- The reading and writing modeled for all students, students would be peer tutors for writing.		False
Edmentum Challenges with Data being used to drive instruction	Digital resources include adaptive learning systems that tailor lessons to individual students' needs, helping them progress at their own pace and addressing specific gaps in their knowledge. Teachers can use digital tools to provide different students with different resources based on their learning	True

	levels and needs, ensuring that all students receive appropriate challenges and support.	
NWEA: Student Attendance and Student Accountability when completing the work		False
WIN class is structured and used to its intent		False
Math Labs, students may not ask for necessary help and perhaps they are not working in pairs or groups. Attendance		False
Edmentum Challenges, 8th grade has the lowest motivation for completing the challenges.		False
MAP Accelerator, Rapid Responses are recorded		False
WIN, What I Need is not being utilized to its fullest potential. The WIN period is unstructured.		False
In 2023 our science PSSA scores were of 46.0%. The district scores are 65.6% and the state scores are 65.6%.		False
22% of our 8th grade students scored Basic on the science PSSA test.		False
Our scores in science has dropped by 35% on the PSSA.		False
61% of our 8th grade science students scored basic or below basic in science.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
10% of our students with disabilities are proficient in reading, ELA.	Students with disabilities are being held accountable for completing career readiness.
3% of our students with disabilities are proficient in math.	
Our combined ethnicity is 100% in the Career Standards Benchmark.	
Our all student group is 96.5% which has a 28.2% increase from the previous year.	
Our essential and current operational practices involve the NWEA testing. The testing takes place in the beginning of the year, middle of the year and the end of the year.	If the administrative team work collaboratively together, communicate effectively, and support everyone socially, emotionally, then all students will feel as if they belong and students will participate and attend school regularly.
Our essential and current operational practices involve the remediation of Exact Path/Edmentum. Teachers/Students are able to use the Exact Path to close achievement gaps. Math/Reading	Local businesses and community organizations and other agencies can provide positive incentives and offer support when needed.
Our essential and current operational practice involves WIN. "What I Need" This class is offered at the end of the day during 9th period. The class is designed to provide students with the opportunity to seek help in a subject that they may need extra assistance. All core subjects	If teachers analyze a variety of data, then teachers will be able to gauge their instruction and students and teachers will be successful.

Our eighth grade Math scores pass rate improved by 7.4%. 2023-2024.	
In the testing year of 2022-2023 100% of our African American Students Participated on the PSSA.	
The white students had an increase in ELA PSSA during the 2022-2023 School year. The score was 50.5%	
Our seventh grade math scores pass rate improved by 9.5%, 2023-2024	
The increase was 16.7% from the previous testing year of the science PSSA 22-23.	
Department Head Data Meetings (Quarterly)	
Edmentum Challenges	
NWEA: Beginning of the Year, Middle of the Year and the End of Year Testing (Diagnostic Testing)	
WIN is a What I Need period for students who need extra help in subjects/also for students to obtain extra academic practice using Edmentum.	
Eighth grade students have a math lab built into their schedule.	
Edmentum Challenges	The edmentum challenges provide an opportunity to close achievement gaps. The differentiate the instruction.
MAP Accelerator, NWEA	The MAP Accelerator provides students and teachers with data. The data then is used to drive instruction.
In 2021-2022 75 students which would 45% of our 8th grade students scored proficient. 73% of our students scored proficient and advanced.	
Our white group is 95.9% which has a 26% increase from the previous year.	
Our economically disadvantaged students are a 95.4% which is a 16.2% increase from the previous year.	
Our students with disabilities are a 94.1% which has a 24.3% increase from the previous year.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If the team gathers and analyzes records to identify trends and in patterns in student absences then our team can pinpoint specific times , days , or periods when absences are most frequent and develop and implement strategies to address root causes, such as health and wellness programs, transportation solutions and engaging extracurricular activities.
	If we conduct a thorough analysis of recent math scores to identify specific areas of weakness trends in student performance, then use the assessment data to pinpoint gaps in understanding and to inform instructional practices.
	If we recognize the potential of digital resources to enhance learning and improve academic performance, we prioritize the integration of innovative digital tools to support student achievement and increase scores, then our focus is on leveraging technology to provide personalized, engaging and effective learning experiences that meet the diverse needs of all students, and by doing so, we aim to create a

	dynamic educational environment that fosters academic excellence and prepares students for future success.
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## Goal Setting

Priority: If the team gathers and analyzes records to identify trends and in patterns in student absences then our team can pinpoint specific times , days , or periods when absences are most frequent and develop and implement strategies to address root causes, such as health and wellness programs, transportation solutions and engaging extracurricular activities.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Students will improve their attendance at school by reducing the number of unexcused absences to zero and ensuring they are present for at least 98% of scheduled school days for the 2024-2025 school year. The goal will be written down and reviewed daily. The plan will be to set a personal goal, help students create a routine, stay organized, stay healthy, Our intervention will be to look for students with frequent absences, schedule meetings, students, and school counselors. Continue to conduct SAIC meetings.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Regular Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Each student should aim to attend at least 98% of school days within a term.	Reduce the percentage of students who are chronically absent (missing 10% or more school days) by 20% over the next school year. Increase attendance rates by 15% for students identified as at-risk due to previous poor attendance.	Achieve a monthly attendance rate of 97% for each grade level.	Aim for an overall attendance rate of 95% or higher for the academic year.

Priority: If we recognize the potential of digital resources to enhance learning and improve academic performance, we prioritize the intergration of innovative digital tools to support student achievement and increase scores, then our focus is on leveraging technology to provide personalized, engaging and effective learning experiences that meet the diverse needs of all students, and by doing so, we aim to create a dynamic educational environment that fosters academic excellence and prepares students for future success.

<b>Outcome Category</b>			
Other			
<b>Measurable Goal Statement (Smart Goal)</b>			
Implement an adaptive learning platform to target individual student needs in math and reading, aiming to increase test scores of students performing below grade level by 15% within the current academic year, ending in June 2025. This will be monitored through quarterly assessments and progress reports.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Digital Platform			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Aim to increase math and reading	Achieve the 15% in math and reading proficiency scores with	Use adaptive learning and targeted intervention resources, ensuring that students spend at least 15	By the end of the 2024-2025 academic year, our digital learning platform will increase the math and reading proficiency scores of underperforming students by 15% through the implementation of personalized learning features and

by 15%.	one academic year.	minutes per day using the platform.	targeted intervention resources, ensuring that student engage with the platform for at least 40 minutes a week.
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Priority: If we conduct a thorough analysis of recent math scores to identify specific areas of weaknes trends in student performance, then use the assessment data to pinpoint gaps in understanding and to inform instructional practices.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-2025 academic year, 75% of middle school students using our digital learning platform Exact Path will achieve a 15% improvement in their math proficiency scores, as measured by standardized test, through daily engagement of at least 40 minutes/week with personalized learning modules and targeted intervention resources.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Mathematics			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By the end of the 1st quarter, 60% of middle school students using our digital learning platform will demonstrate a 5% improvement in their math proficiency scores, as measured by initial diagnostic test and quarterly assessments, through consistent engagement of at least 15 minutes per day with the platform.	By the end of the 2nd quarter, 65% of middle school students suing digital learning platform will show cumulative 8% improvement in their math proficiency scores, as measured by mid-year assessments, with continued daily engagement of at least 15 minutes.	By the end of the 3rd quarter, 70% of middle school students using our digital learning platform will achieve a cumulative 12% improvement in their math proficiency scores, as measured by quarterly assessments, maintaining daily engagement of at least 15 minutes.	By the end of the 4th quarter, 75% of middle school students using our digital learning platform will reach a cumulative 15% improvement in their math proficiency scores, as measured by end of year standardized test, with consistent daily engagement of at least 15 minutes/day, 40 minutes/week.

## Action Plan

### Measurable Goals

Regular Attendance	Digital Platform
Mathematics	

### Action Plan For: Increasing School Attendance

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>Students will improve their attendance at school by reducing the number of unexcused absences to zero and ensuring they are present for at least 98% of scheduled school days for the 2024-2025 school year. The goal will be written down and reviewed daily. The plan will be to set a personal goal, help students create a routine, stay organized, stay healthy, Our intervention will be to look for students with frequent absences, schedule meetings, students, and school counselors. Continue to conduct SAIC meetings.</li> </ul>
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Action Step		Anticipated Start/Completion Date	
Positive School Climate: Safe and Welcoming Environment Student Engagement Early Identification and Intervention Family and Community Engagement Incentives and Recognition Clear Attendance Policies Engaging Curriculum and Instruction Professional Development Mental Health and Wellness Support Use of Technology		2024-08-27	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Paul Eckert	Guidance Counselors School Based Mental Health Positive Incentives Professional Development for our staff to train them how to create engaging materials Community Support	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The attendance will be monitored daily and recorded. The school will use a positive digital platform to monitor attendance. Points will be given to students who have attendance daily. Once the points are calculated students will earn a prize. Each 45 day marking period, students with perfect attendance will earn a ticket. Students that bring a doctor's excuse will be excused and also have the ability to earn a ticket. There will be a final ticket drawn on the last day of school for a jackpot drawing.	Mrs. Bobbi Downs, Assistant Principal, Daily, Class Do Jo, Computer



## Expenditure Tables

### School Improvement Set Aside Grant

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

### Schoolwide Title 1 Funding Allocation

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

<b>eGrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Equipment	<ul style="list-style-type: none"><li>Increasing School Attendance</li></ul>	Equipment	105000
Instruction	<ul style="list-style-type: none"><li>Increasing School Attendance</li></ul>	Professional Development	4129
Instruction	<ul style="list-style-type: none"><li>Increasing School Attendance</li></ul>	Supplies	7535
Instruction	<ul style="list-style-type: none"><li>Increasing School Attendance</li></ul>	Parent Engagement	2510.8
Total Expenditures			119174.8

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Increasing School Attendance	Positive School Climate: Safe and Welcoming Environment Student Engagement Early Identification and Intervention Family and Community Engagement Incentives and Recognition Clear Attendance Policies Engaging Curriculum and Instruction Professional Development Mental Health and Wellness Support Use of Technology

### Class Do Jo/CSIU/Edmentum

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Positive School Climate: Safe and Welcoming Environment Student Engagement Early Identification and Intervention Family and Community Engagement Incentives and Recognition Clear Attendance Policies Engaging Curriculum and Instruction Professional Development Mental Health and Wellness Support Use of Technology</li> </ul>		
<b>Audience</b>		
Students/Teachers and Parents		
<b>Topics to be Included</b>		
Class Do Jo/Engaging Activities/Motivation		
<b>Evidence of Learning</b>		
The attendance will be pulled quarterly. Once the attendance has been pulled, students will receive a positive incentive for attending school.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Mr. Paul Eckert/Mrs. Downs/Mr. Rozgony	2024-08-27	2025-06-04

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Other	Quarterly throughout the school year. This will happen four times/year.
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Math/ Intermediate Professional Development

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Positive School Climate: Safe and Welcoming Environment Student Engagement Early Identification and Intervention Family and Community Engagement Incentives and Recognition Clear Attendance Policies Engaging Curriculum and Instruction Professional Development Mental Health and Wellness Support Use of Technology</li> </ul>
<b>Audience</b>

Math Department, Grades 6, 7 and 8		
<b>Topics to be Included</b>		
Word Problems, Math Facts, Computation		
<b>Evidence of Learning</b>		
The evidence will be measured quarterly		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Mr. Rozgony/Principal Mrs. Downs/Assistant Principal	2024-08-27	2025-06-04

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Once every two weeks
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**History Learning a New Curriculum**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Positive School Climate: Safe and Welcoming Environment Student Engagement Early Identification and Intervention Family and Community Engagement Incentives and Recognition Clear Attendance Policies Engaging Curriculum and Instruction Professional Development Mental Health and Wellness Support Use of Technology</li> </ul>		
<b>Audience</b>		
The history teachers		
<b>Topics to be Included</b>		
The history teachers will become familiar with the new curriculum and the available resources.		
<b>Evidence of Learning</b>		
Students will demonstrate learning through formative and summative assessments.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Mr. Rozgony/Principal Mrs. Downs/Assistant Principal	2024-08-27	2025-06-04

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Three times per year.
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	





## Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Jesse T. Wallace III	2024-08-30
Building Principal Signature	Date
Joseph M. Rozgony	2024-08-30
School Improvement Facilitator Signature	Date
Jason Johns	2024-08-30