

LAUREL HIGHLANDS MS

18-20 Hookton Avenue

TSI Title 1 School Plan | 2023 - 2024

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.

STEERING COMMITTEE

Name	Position	Building/Group
Jesse T. Wallace III	Chief School Administrator	Central Administration LHSD
Michael Rozgony	Building Principal	Laurel Highlands Middle School /LHSD
Bobbi Downs	Building Assistant Principal	Laurel Highlands Middle School /LHSD
Paul Eckert	Other	District Attendance Officer/PIMS Coordinator
Lori DiCenzo	District Level Leaders	Supervisor of Special Education and Pupil Servicesand Pupil Services
Aimee Saxon	Parent	Parent
Randy Miller	District Level Leaders	Director of Curriculum and Instruction
Janine Shuessler	Teacher	8th Grade English Teacher
Cathy Brown	Teacher	Math Teacher
Layla Mutansky	Student	Student
Valerie Cakau	Student	Student
Damon Revak	Student	Student
Jacob Brown	Student	Student

Name	Position	Building/Group
Kinley Kopec	Student	Student
Janae DeVanney	Parent	Parent
Ronald Gallagher	Education Specialist	IU 1 Supervisor of Curriculum, Assessment and Instruction
Jeanine Revak	Parent	Parent
Karen Chrise	Community Member	Community Member
Sharon Jones	Teacher	Middle School Teacher

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If teachers expose our students with disabilities to rigor of the state standards and eligible content, then differentiate the instruction and our students with disabilities will demonstrate academic growth.	Other
If learning support teachers analyze the data, then the learning support teachers understand the content, and our students will grow academically.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If our 8th grade teachers analyze the data, then the teachers understand the eligible content and our 8th graders will grow academically.	Essential Practices 1: Focus on Continuous Improvement of Instruction
If we clearly communicate our attendance policy to all stakeholders, then conduct attendance meetings and students will attend school regularly.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
Students with an IEP will be grouped according their ability level.

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Growth Index	Students with disabilities will obtain a growth index of 3.0% or higher during the 2023-2024 school year.
Learning Support Teachers Analyze Data	Teachers will use their PVAAS and EdInsight accounts to analyze their student data.
Eighth Grade Teachers Analyze ELA and Math Data	Eighth grade teachers will analyze their data using NWEA scores for ELA.
Attendance	All students will increase in regular attendance by 10%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Learning Support Teachers Analyze Data	2023-08-28 - 2024-05-31	Mrs. Lori DiCenzo, Special Educational Director and Pupil Services	PVAAS, EdInsight, PSSA Scores
Learning support teachers will group students according to academic ability.	2023-08-28 - 2024-05-31	Mrs. Lori DiCenzo, Special Education Director and Pupil Services	NWEA, Progress Monitoring, Case Managers,

Anticipated Outcome

1. LS Teachers and Inclusion Teachers will teach according to the PA State Standards and Eligible Content. 2. Students will perform successfully and increase their growth index.

Monitoring/Evaluation

The NWEA is given once in the fall, winter and spring.

Evidence-based Strategy

Teaching Standards, Eligible Content and Monitoring Data LS Kids

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Growth Index

Students with disabilities will obtain a growth index of 3.0% or higher during the 2023-2024 school year.

Learning Support
Teachers Analyze Data

Teachers will use their PVAAS and EdInsight accounts to analyze their student data.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Monitor students with an IEP	2023-08-28 - 2024-05-31	Lori DiCenzo, Special Education Director and Pupil Services	NWEA, Progress Monitoring, Parental Meetings, Collaboration

Anticipated Outcome

1. The LS teachers will collaborate with one another about the state standards. 2. The principals will meet with the LS teachers and discuss the lessons,

Monitoring/Evaluation

The principals will read over the lesson plans and complete walkthroughs in all LS classes. This will happen weekly.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator	Jesse T. Wallace, III	2023-09-01
----------------------------	-----------------------	------------

School Improvement Facilitator Signature	Jason Johns	2023-09-01
--	-------------	------------

Building Principal Signature	Mike Rozgony	2023-09-01
------------------------------	--------------	------------

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student group, black, white, 2 or more races, economically disadvantaged demonstrated growth.

Seventh grade had a percentage of 27% proficient and advanced and it increased by 4.2% in 22-23. The percentage at/above in the year 21-22 was 22.8%.

Sixth grade students who participated in the PSSA ELA test 54% of the students scored proficient/advanced.

Sixth grade students who participated in the PSSA ELA test only 6% of the students scored below basic.

7th grade students who participated in the PSSA ELA test 49% of the students scored proficient/advanced. and only 3% of the students scored below basic.

Our white population had an increase in math scores from 21 to 22. 5.6%

Our black population had an increase in math scores from 18 to 22 by 4.4%

Two or more races population scores in math by 4.6%

Challenges

Our students with disabilities dropped 10% from 20-21 to 21-22.

There was a decrease with students with disabilities in Academic Growth Expectations in Science and Biology by 3%

According to the NWEA most of our 8th grade students who took reading in place of Spanish are below the achievement mean. 2022-2023 School year

According to EdInsight, 10% of our total population who participated in the ELA PSSA scored Below Basic. 56 Students out of 624 students 2022-2023 School Year

According to EdInsight, 43% of our total population who participated in the ELA PSSA scored Basic. That is 254 out of 624 students. 2022-2023 School Year

116 students with IEP's scored Below Basic. 90% of our students with IEP's. 6% of our students with IEP's scored Basic. 3% of students with IEP's scored Proficient and only 1 student with an IEP scored 1%.

310 of 624 Below Basic, 145 Students scored Basic, 91 students scored Proficient and 39 scored Advanced.

Strengths

Students with disabilities showed growth in 21-22, by 1.6%

45% of our students scored on the 2023 PSSA test
Proficient/Advanced

2018-2020 career readiness held steady at a 94.7%.

The Economically Disadvantaged students score increased 20-21
to 21-22 by 12%.

Students with disabilities scores in career readiness have
increased by 10% from 2020-2021 to 2021-2022 testing year.

7th and 8th Students with disabilities 2021-2022 met the academic
growth in ELA

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

Identify professional learning needs through analysis of a variety
of data

Challenges

Ensuring that all teaching staff and administration analyze and
interpret the data. The 2023 PSSA and Keystone scores have
been released.

69% of our students with disabilities scored Basic on the ELA
portion of the PSSA Test. 22% of our students with disabilities
scored Below Basic. That is 90% of our students who are either
Basic or Below.

2022-2023 70% of our 8th grade are Below Basic on the PSSA.
45% of our 6th grade are Below Basic on the PSSA. 47% of our 7th
grade are Below Basic on the PSSA.

There were only 73.9% of regular attendance. We are down 8.9%
on attendance.

2021-2022 we had 20.7% and we did not meet the statewide
average of 35.7%

2021-2022 the 8th grade were 28.8% proficient/advanced and the
statewide average was 54.4%. We did not meet PA index growth.

One challenge is the high percentage of on-line schooling. If we
could decrease the number of students attending a cyber school
and have them attend a brick and mortar school.

Strengths

Continuously monitor implementation of the school improvement plan and adjust as needed

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

Challenges

On the 2021-22 PSSA our student population scored 28.8% and the statewide average was 54.4% our percentage is down 25.6%.

Students with disabilities in grades 6, 7 and 8 in ELA and Math have high percentages of Basic and Below Basic scores. ELA 6th Grade 70.5 Basic, 7th Grade 77.5% Basic, 8th Grade 60%.

Improving our staff collaboration focused on curriculum alignment and assessments will greatly impact our progress on achieving our mission.

Students with disabilities in grades 6, 7 and 8 in Math. Below Basic is the highest percentages 90.9% 6th grade, 79.5% 7th grade, and 97.8 8th grade.

Students with disabilities proficient/advanced PSSA test scores have dropped the 2023 testing year by 10%.

Improving our focus on staff collaboration will greatly impact our progress on achieving our mission.

Most Notable Observations/Patterns

Our Math Department needs to meet, collaborate and review state state standards and become familiar with the eligible content. The learning support department need to meet, collaborate and review the state standards, eligible content. In each department, the question should be asked. Am I exposing our students to the elgibile content, or am I just going through the motions of turning a page in a textbook? One pattern that we noticed is that the scores in students with disabilities continues to drop. All student groups continue to drop in math. Our data team needs to meet and collaborate change within our building.

Challenges

116 students with IEP's scored Below Basic. 90% of our students with IEP's. 6% of our students with IEP's scored Basic. 3% of students with IEP's scored Proficient and only 1 student with an IEP scored 1%.

One challenge is the high percentage of on-line schooling. If we could decrease the number of students attending a cyber school and have them attend a brick and mortar school.

Ensuring that all teaching staff and administration analyze and interpret the data. The 2023 PSSA and Keystone scores have been released.

Improving our focus on staff collaboration will greatly impact our progress on achieving our

Discussion Point

If students are exposed to state standards, eligible content, then students will be exposed to rigorous academic material and students will experience academic growth.

Priority for Planning

✓

Challenges	Discussion Point	Priority for Planning
<p>mission.</p> <p>Improving our staff collaboration focused on curriculum alignment and assessments will greatly impact our progress on achieving our mission.</p>		
<p>According to the NWEA most of our 8th grade students who took reading in place of Spanish are below the achievement mean. 2022-2023 School year</p>		
<p>According to EdInsight, 43% of our total population who participated in the ELA PSSA scored Basic. That is 254 out of 624 students. 2022-2023 School Year</p>		
<p>Students with disabilities proficient/advanced PSSA test scores have dropped the 2023 testing year by 10%.</p>	<p>If students with disabilities study, practice and communicate the state standards, eligible content, then teachers collaborate and our students with disabilities meet success.</p>	<p>✓</p>
<p>Students with disabilities in grades 6, 7 and 8 in ELA and Math have high percentages of Basic and Below Basic scores. ELA 6th Grade 70.5 Basic, 7th Grade 77.5% Basic, 8th Grade 60.%.</p>		
<p>2021-2022 the 8th grade were 28.8% proficient/advanced and the statewide average was 54.4%. We did not meet PA index growth.</p>	<p>If our teachers analyze their data and meet to discuss their data, then our teachers will understand how to differentiate the instruction and students and teachers will be successful.</p>	<p>✓</p>

Challenges

Discussion Point

Priority for Planning

On the 2021-22 PSSA our student population scored 28.8% and the statewide average was 54.4% our percentage is down 25.6%.

Our students with disabilities dropped 10% from 20-21 to 21-22.

There was a decrease with students with disabilities in Academic Growth Expectations in Science and Biology by 3%

69% of our students with disabilities scored Basic on the ELA portion of the PSSA Test. 22% of our students with disabilities scored Below Basic. That is 90% of our students who are either Basic or Below.

There were only 73.9% of regular attendance. We are down 8.9% on attendance.

If attendance policies are effectively communicated with all stakeholders, then attendance meetings can be held before a concern becomes an issue and students will be more successful in their academics and regular attendance will promote success.



Students with disabilities in grades 6, 7 and 8 in Math. Below Basic is the highest percentages 90.9% 6th grade, 79.5% 7th grade, and 97.8 8th grade.

ADDENDUM B: ACTION PLAN

Action Plan: Students with an IEP will be grouped according their ability level.

Action Steps	Anticipated Start/Completion Date
Learning Support Teachers Analyze Data	08/28/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
The NWEA is given once in the fall, winter and spring.	1. LS Teachers and Inclusion Teachers will teach according to the PA State Standards and Eligible Content. 2. Students will perform successfully and increase their growth index.

Material/Resources/Supports Needed	PD Step
PVAAS, EdInsight, PSSA Scores	no

Action Steps

Anticipated Start/Completion Date

Learning support teachers will group students according to academic ability.

08/28/2023 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

The NWEA is given once in the fall, winter and spring.

1. LS Teachers and Inclusion Teachers will teach according to the PA State Standards and Eligible Content. 2. Students will perform successfully and increase their growth index.

Material/Resources/Supports Needed

PD Step

NWEA, Progress Monitoring, Case Managers,

no



Action Plan: Teaching Standards, Eligible Content and Monitoring Data LS Kids

Action Steps	Anticipated Start/Completion Date
Monitor students with an IEP	08/28/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
The principals will read over the lesson plans and complete walkthroughs in all LS classes. This will happen weekly.	1. The LS teachers will collaborate with one another about the state standards. 2. The principals will meet with the LS teachers and discuss the lessons,

Material/Resources/Supports Needed	PD Step
NWEA, Progress Monitoring, Parental Meetings, Collaboration	no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
------------------	------------------	-------------------------------	----------------------

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
IU 1 Instruction on teaching strategies to provide instruction differentiated.	All learning support group.	Reading, Math and Science State Standards, Eligible Content and Glossary of Terms

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
NWEA, formative assessments, summative assessments, homework, PSSA	08/28/2023 - 05/31/2024	Mrs. Lori DiCenzo, Director of Special Education and Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Structured Literacy

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Meetings two times per year	School Improvement	Zoom	Stakeholders	By end of 2023-2024 SY

