

North Allegheny SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
School District		103026852
Address 1		
200 Hillvue Lane		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15237
Chief School Administrator		Chief School Administrator Email
Dr. Brendan Hyland		bhyland@northalleggheny.org
Single Point of Contact Name		
Dr. Brendan Hyland		
Single Point of Contact Email		
bhyland@northalleggheny.org		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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SAC Members	Parent	Secondary Advisory Council	sac@northallegheny.org
EAC Members	Parent	Elementary Advisory Council	eac@northallegheny.org

LEA Profile

North Allegheny School District (NASD) is dedicated to providing a high quality, comprehensive education to all students. Over 8,500 students attend the District in grades K-12 and close to 1,200 employees work together every day to create the best possible learning opportunities for those students. The North Allegheny community is a thriving suburban population that offers tremendous support and expects accountability from its schools, which explains why the District continues to flourish as it does. This attractive suburban-residential community (pop. 45,000+) is located twelve miles north of Pittsburgh. North Allegheny serves the municipalities of Bradford Woods Borough, Franklin Park Borough, Marshall Township, and the Town of McCandless and encompasses a total of 48 square miles. New housing developments and transferees moving into the area help maintain a steady enrollment. A solid and growing tax base has helped maintain economic stability. NASD is the largest suburban school district in Allegheny County and is also one of the largest employers in the North Hills of Pittsburgh. The NASD facilities consist of seven elementary schools (K-5), three middle schools (6-8), an intermediate high school (9 -10), a senior high school (11-12) and a K-12 Cyber Academy.

Mission and Vision

Mission

Mission The mission of the North Allegheny School District is to prepare all students for success in a changing world.

Vision

Vision The vision of the North Allegheny School District is to be a premier school district that inspires excellence in academics, athletics, arts, and activities for every student every day.

Educational Values

Students

Shared Values We will exceed the expectations of those we serve. We believe: All individuals can learn. Learning is a life-long process that occurs inside and outside of the classroom. Learning occurs best in a safe, nurturing, and respectful environment. Effective teaching is both an art and a science that results in increased levels of critical thinking, achievement, and growth. Embracing, valuing, and promoting diversity enriches our community and learning experiences. Integrity, trust, compassion, and open communication are hallmarks of an excellent educational community. Educational excellence requires effective leadership, high expectations, teamwork, and the responsible utilization of resources. Collaboration among students, parents, staff, and community enriches our ownership of the educational process.

Staff

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Administration

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Parents

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Community

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Other (Optional)

Shared Values We will exceed the expectations of those we serve. We believe: All individuals can learn. Learning is a life-long process that occurs inside and outside of the classroom. Learning occurs best in a safe, nurturing, and respectful environment. Effective teaching is both an art and a science that results in increased levels of critical thinking, achievement, and growth. Embracing, valuing, and promoting diversity enriches our community and learning experiences. Integrity, trust, compassion, and open communication are hallmarks of an excellent educational community. Educational excellence requires effective leadership, high expectations, teamwork, and the responsible utilization of resources. Collaboration among students, parents, staff, and community enriches our ownership of the educational process.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Bradford Woods Elementary 96.8% of students with regular attendance	Slightly above (+2 percentage points) statewide 2033 goal
McKnight Elementary School 100% Proficient or Advanced in Science (PSSA)	Far above statewide average of 58.9%
Bradford Woods Elementary 93.4% Proficient or Advanced in Math (PSSA)	Exceeds statewide average by 58.5 percentage points
ingomar Middle School 86.8% Proficient or Advanced in ELA (PSSA)	Exceeds statewide average by 32.3 percentage points

Challenges

Indicator	Comments/Notable Observations
High School 88.3% of Students with Regular Attendance	Exceeds statewide average by 14.4 percentage points but lags statewide performance standard by 5.8 percentage points
McKnight Elementary 35% Advanced in Mathematics (PSSA)	Lags behind students earning advanced in ELA (45%) and proportion earning advanced in science (75%)
Carson Middle School 54% Proficient or Advanced in Mathematics (PSSA/Keystone)	Exceeds statewide average by 15.7 percentage points however lags behind the North Allegheny School District Middle Level average by 9 percentage points and 30 percent points from the Elementary Level average.

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

Strengths

Indicator More than 96% of all elementary students achieved proficient or advanced in Science assessment. Grade Level(s) and/or Student Group(s) Grade 4	Comments/Notable Observations Exceeds the Statewide 2033 Goal by 13 percentage points.
Indicator 63.0% Proficient or Advanced in Middle Level Mathematics Grade Level(s) and/or Student Group(s) 6-8	Comments/Notable Observations Exceeds statewide average (for proficient & advanced) by 24.7 percentage points.
Indicator	Comments/Notable Observations

<p>97.4% 4-Yr and 99.4% 5-Yr graduation rate in 2020-2021 97.4% 4-Yr and 97.6% 5-Yr graduation rate in 2021-2022</p> <p>Grade Level(s) and/or Student Group(s) Grades 9-12</p>	<p>Both years exceed the Statewide 2033 Goal of 92.4% for the four-year cohort. They also exceeded the statewide average by at least 10%.</p>
<p>Indicator 94% or greater regular attendance at all middle schools in 2021-2022</p> <p>Grade Level(s) and/or Student Group(s) Grades 6-8</p>	<p>Comments/Notable Observations Exceeds at least 20.6 percentage points above state average and almost meets the Statewide 2033 Goal of 94.1%.</p>

Challenges

<p>Indicator 6th grade Math is Well Below growth expectations on PVAAS with a -13.37 in 2022 and a -8.91 in 2023.</p> <p>Grade Level(s) and/or Student Group(s) 6th grade Math</p>	<p>Comments/Notable Observations The average 6th grade Math Advanced/Proficient score in 2023 of 70.2 was a 17.7% drop from the 5th grade Math Advance/Proficient scores in 2022.</p>
<p>Indicator Average of 39% of students economically disadvantaged in the three middle schools achieved proficient or advanced in Mathematics (PSSA/Keystone)</p> <p>Grade Level(s) and/or Student Group(s) Grades 6-8</p>	<p>Comments/Notable Observations Only .7% above the statewide average</p>
<p>Indicator 81.5 % student attendance rate in 2021-2022 among students with disabilities</p> <p>Grade Level(s) and/or Student Group(s) Grades 9-12</p>	<p>Comments/Notable Observations 6.8 percentage points below the district average attendance rate of all student populations.</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.

<p>63.0% Proficient or Advanced in Middle Level Mathematics</p>

Ingomar Middle School 86.8% Proficient or Advanced in ELA (PSSA)
Bradford Woods Elementary 93.4% Proficient or Advanced in Math (PSSA)
97.4% 4-Yr and 99.4% 5-Yr graduation rate in 2020-2021 97.4% 4-Yr and 97.6% 5-Yr graduation rate in 2021-2022

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.

McKnight Elementary 35% Advanced in Mathematics (PSSA)
Carson Middle School 54% Proficient or Advanced in Mathematics (PSSA/Keystone)
6th grade Math is Well Below growth expectations on PVAAS with a -13.37 in 2022 and a -8.91 in 2023.
81.5 % student attendance rate in 2021-2022 among students with disabilities

Local Assessment

English Language Arts

Data	Comments/Notable Observations
87% Proficient or Advanced in Keystone Literature Assessment in 2021-2022 school year	The proportion of students scoring Proficient or Advanced on the Keystone Literature assessment is comparable to the last pre-pandemic assessment administration (88% Proficient or Advanced in 2018-2019)
Significant improvement in PVAAS ELA scores across the district. In 2022, the district was well below with a -2.86 but in 2023 the district was meets with a -.15.	The district showed improvement in grade 7 and consistent results in 4th grade. Grades 6 and 8 are consistently performing below expectation and grade 5 had a drop from 2022 to 2023.
15% of PSSA test takers earning Basic or Below Basic in ELA in 2022-2023; compare this to 16% in 2021-2022.	Overall distribution of ELA PSSA scores indicates a negative turn during the pandemic, but a return to pre-pandemic performance levels during the 2021-2022 school year.

English Language Arts Summary

Strengths

BWE was Well Above (2.40) in ELA in 2023 as compared to Meets (-.40) in 2022 (PVAAS)
PES was Well Above (4.34) in ELA in 2023 as compared to Meets (-.20) in 2022 (PVAAS)
BWE 92.3% Proficient or Advanced in ELA 2023 (PSSA)
FES 60.3% Advanced in ELA (PSSA) and Well Above in both 2022 and 2023.

Challenges

CMS was Well Below (-5.75) in ELA in 2023 which is a drop from 2022 when they were Well Below (-4.60).
IES was Well Below (-2.89) in ELA in 2023 as compared to Above (1.74) in 2022
MMS was Well Below in ELA in both 2022 and 2023.
HES dropped in ELA from Well Above (4.73) in 2022 to Meets (.21) in 2023.

Mathematics

Data	Comments/Notable Observations
In grades 4-8, Math saw a decline in PVAAS scores going from Meets (.64) in 2022 to Well Below (-3.15) in 2023.	Contrary to ELA, where some grade levels actually experienced a positive effect size, student learning in mathematics appears to have been impacted more negatively by COVID-19-related learning interruptions.

54%, (CMS) 64% (IMS), and 68% (MMS) Proficient or Advanced in PSSA Mathematics in grades 6-8 (2022-2023)	Compared with the 84% of students scoring Proficient or Advance in grades 3-5 mathematics, middle school students show a noticeable dropoff in math proficiency with Grades 6-8 proficient/advanced at 63%
IMS had an 8.3% increase from 63.4 (2021) to 71.7 (2023) on the Algebra I Keystone.	MMS is the only middle school to show an increase in scores on the Algebra I Keystone from 2022-2023.

Mathematics Summary

Strengths

BWE has 93.4% Advanced/Proficient in Math in 2023 (PSSA)
BWE was Meets (-.17) in 2022 and Well Above (2.03) in Math in 2023.
FES was Well Above in Math in 2022 and 2023.
MMS had an 12.9% increase from 71.4 (2022) to 84.3 (2023) on the Algebra I Keystone.

Challenges

63% Proficient or Advanced in Middle Level Mathematics versus 84% in Elementary Level Mathematics (PSSA)
In grades 4-8 in Mathematics, went from Meets (.64) in 2022 to Well Below (-3.15) in 2023 (PVAAS)
PES 74% Proficient or Advanced in Mathematics (PSSA)
CMS 54% Proficient or Advanced in Mathematics (PSSA)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
75% Proficient or Advanced in Biology Keystone (2022-2023)	Despite the above, proficiency levels in Keystone Biology are still slightly below pre-pandemic levels (83.8% Proficient or Advanced in 2018-2019)
89% Proficient or Advanced on PSSA Science (2022-2023)	Recent student achievement on Science PSSAs has exceeded pre-pandemic trends (compare to 86% Proficient or Advanced in 2018-2019).

Science, Technology, and Engineering Education Summary

Strengths

4th grade Science went from Meets (.98) in 2022 to Well Above (6.48) in 2023 (PVAAS)
Keystone Biology has been well above in both 2022 (9.91) and 2023 (10.72)
IMS 8th grade score in Science was 95.7% which was a 28.3% increase from 2022 (PSSA)
MCK had 100% of 4th graders Advanced/Proficient in Science (PSSA)

Challenges

8th grade Science has been Well Below in both 2022 (-7.23) and 2023 (-4.04) (PVAAS)

CMS is well below the average middle school score in Science of 81.3% with a score of 70.8% (PSSA)
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8th grade PSSA scores are consistently below 4th grade scores with 81.3% in 8th grade and 96.7% in 4th grade in 2023.

Related Academics

Career Readiness

Data	Comments/Notable Observations
9 out of 11 schools met or exceeded the state average for Career readiness.	All 9 buildings exceeded the state average by at least 6 points.
7 out of the 11 schools have already reached the 2033 Statewide Goal.	2 additional schools (BWE and PES) are less than 3% from the 2033 Statewide Goal. for career readiness.
Two schools fell below the state average (89.6%) with IMS at 81.8% and NAHS at 74.2%	These two schools are more than 7% below the statewide average.

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

A.W. Beattie Career Center

Agreement Type

Local Articulation

Program/Course Area

CATE

Uploaded Files

Articles of Agreement.pdf

Partnering Institution

RIT

Agreement Type

Dual Credit

Program/Course Area

BCIT

Uploaded Files

CHS - MOU with RIT 12.9.22 to 12.19.27.pdf

Partnering Institution

Duquesne University

Agreement Type

Dual Credit

Program/Course Area

World Language

Uploaded Files

CHS - MOU with Duquesne University 9.1.22 to 9.1.25.pdf

Partnering Institution

Carlow University

Agreement Type

Dual Credit

Program/Course Area

BCIT

Uploaded Files

CHS - MOU with Carlow University 6.12.23 to 6.12.26.pdf

Partnering Institution

LaRoche University

Agreement Type

Dual Credit

Program/Course Area

Science, Music, Math, FCS, English, BCIT

Uploaded Files

LaRoche Agreement.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

BCIT, English

Uploaded Files

PITT Dual Credit Agreement - NASD 2023-2024 - FULLY EXECUTED.pdf

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.

2 additional schools (BWE and PES) are less than 3% from the 2033 Statewide Goal. for career readiness.
9 out of 11 schools met or exceeded the state average for Career readiness.

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.

Two schools fell below the state average (89.6%) with IMS at 81.8% and NAHS at 74.2%
IMS and NAHS are more than 7 points below the state average.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
78% of English Learners at Marshall Middle School met the standard of growth in Mathematics while the all student group was only at 67.8%	English Learners at MMS are outperforming all students in Mathematic growth.
100% of English Learners at Franklin elementary School are meeting the regular attendance rate while only 96.2% of all students are meeting the expectation.	English Learners at FES have higher attendance rates that all students at FES.

Students with Disabilities

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

Data	Comments/Notable Observations
Students with disabilities did not show growth on the Algebra I Keystones with a Well Below (-2.02) score as compared to all students who scored Well Above (5.41) in growth.	Students with disabilities are performing comparable to the all student group on Math PSSA's but not on Keystone Algebra I exams.
Students with disabilities did not show growth on the Literature Keystones with a Below (-1.2) score as compared to all students who scored Meets (-.15) in growth.	Students with disabilities are performing comparable to the all student group on ELA PSSA's but not on Keystone Literature exams.
Students with disabilities outperformed the all student group in Math on PVAAS. Students with disabilities had a -2.76 growth score versus all students had a -3.15 growth score.	While students with disabilities are not meeting growth expectations, they are exceeding all student growth.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
68.6% of students considered economically disadvantaged took rigorous courses of study at North Allegheny HS in 2021-2022	13.7% above the state-wide average for all populations
91.5% of students considered economically disadvantaged graduated within 5 years of starting high school in 2021-2022	1.8% above the state-wide average for all populations

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Regular Attendance for all student groups is 88.3% while the regular attendance rate for black students is 80% for a difference of 8.3%.

Summary

Strengths

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

Students with disabilities outperformed the all student group in Math on PVAAS. Students with disabilities had a -2.76 growth score versus all students had a -3.15 growth score.
78% of English Learners at Marshall Middle School met the standard of growth in Mathematics while the all student group was only at 67.8%
100% of English Learners at Franklin elementary School are meeting the regular attendance rate while only 96.2% of all students are meeting the expectation.
68.6% of students considered economically disadvantaged took rigorous courses of study at North Allegheny HS in 2021-2022

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students with disabilities did not show growth on the Algebra I Keystones with a Well Below (-2.02) score as compared to all students who scored Well Above (5.41) in growth.

Students with disabilities did not show growth on the Literature Keystones with a Below (-1.2) score as compared to all students who scored Meets (-.15) in growth.

Regular Attendance for all student groups is 88.3% while the regular attendance rate for black students is 80% for a difference of 8.3%.
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Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	While we provide a high level of support and services to students with disabilities, our Emotional Support (ES) programs K-12 need to be evaluated to determine their effectiveness in preparing our students for post secondary life. Other areas that need to be evaluated are the use of paraprofessionals across the district and our eligibility process for special education. Review and revise implementation of career, education, and work standards to include exposure to post secondary opportunities beginning at the elementary level.
Title 1 Program	NA: No concerns as the Title I program has received excellent evaluations.
Student Services	Increase support to students in the area of social work services by increasing the number of social workers in the district and broaden their role to reach more students K-12. Develop the SAP coordination at the middle school level. Complete a review of the current MTSS process in place for elementary levels. Define a process for middle and high school levels that allows for alignment of other initiatives such as PBIS and SAP. Implement a universal screener for behavior over three years in alignment with PBIS fidelity checks.
Technology Plan	Provide relevant professional development to K - 8 staff to facilitate recognizing each of the districts elementary and middle schools as Apple Distinguished Schools. Provide targeted professional development to 9 – 12 staff to become accepted and actively participate in local, regional, and/or nationally recognized professional organizations that embody innovative educational practices. Provide targeted learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare our students for a dynamic world. Invest in the continual enhancement, modernization, and development of learning spaces to ensure they are future ready. Establish and sustain an elevated completion rate for annual planned capital projects in the areas of technology infrastructure.
English Language Development Programs	Conduct a Program Review of the English Language Development Program. Create a plan to train staff on the implementation of an English Language Development program for our multilingual learners. Add an ELD facilitator position to the program to support the teachers and learners.
Curriculum and Instruction	Need to implement curriculum and instruction with fidelity across all grade bands.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

No concerns as the Title I program has received excellent evaluations.

1 to 1 Technology device District.

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.

Provide relevant professional development to K - 8 staff to facilitate recognizing each of the districts elementary and middle schools as Apple Distinguished Schools.

Need to implement curriculum and instruction with fidelity across all grade bands.

Conduct a Program Review of the English Language Development Program.

While we provide a high level of support and services to students with disabilities, our Emotional Support (ES) programs K-12 need to be evaluated to determine their effectiveness in preparing our students for post secondary life.

Increase support to students in the area of social work services by increasing the number of social workers in the district and broaden their role to reach more students K-12.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Ensure effective, standards-aligned curriculum and assessment

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

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
63.0% Proficient or Advanced in Middle Level Mathematics	True
Ingomar Middle School 86.8% Proficient or Advanced in ELA (PSSA)	False
Bradford Woods Elementary 93.4% Proficient or Advanced in Math (PSSA)	True
BWE was Well Above (2.40) in ELA in 2023 as compared to Meets (-.40) in 2022 (PVAAS)	False
PES was Well Above (4.34) in ELA in 2023 as compared to Meets (-.20) in 2022 (PVAAS)	False
97.4% 4-Yr and 99.4% 5-Yr graduation rate in 2020-2021 97.4% 4-Yr and 97.6% 5-Yr graduation rate in 2021-2022	False
BWE 92.3% Proficient or Advanced in ELA 2023 (PSSA)	False
FES 60.3% Advanced in ELA (PSSA) and Well Above in both 2022 and 2023.	False
4th grade Science went from Meets (.98) in 2022 to Well Above (6.48) in 2023 (PVAAS)	False
Keystone Biology has been well above in both 2022 (9.91) and 2023 (10.72)	False
BWE has 93.4% Advanced/Proficient in Math in 2023 (PSSA)	True
Students with disabilities outperformed the all student group in Math on PVAAS. Students with disabilities had a -2.76 growth score versus all students had a -3.15 growth score.	True
78% of English Learners at Marshall Middle School met the standard of growth in Mathematics while the all student group was only at 67.8%	True
100% of English Learners at Franklin elementary School are meeting the regular attendance rate while only 96.2% of all students are meeting the expectation.	False
IMS 8th grade score in Science was 95.7% which was a 28.3% increase from 2022 (PSSA)	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
No concerns as the Title I program has received excellent evaluations.	False
1 to 1 Technology device District.	False
BWE was Meets (-.17) in 2022 and Well Above (2.03) in Math in 2023.	True
FES was Well Above in Math in 2022 and 2023.	True

MMS had an 12.9% increase from 71.4 (2022) to 84.3 (2023) on the Algebra I Keystone.	True
68.6% of students considered economically disadvantaged took rigorous courses of study at North Allegheny HS in 2021-2022	False
MCK had 100% of 4th graders Advanced/Proficient in Science (PSSA)	False
9 out of 11 schools met or exceeded the state average for Career readiness.	False
2 additional schools (BWE and PES) are less than 3% from the 2033 Statewide Goal. for career readiness.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
McKnight Elementary 35% Advanced in Mathematics (PSSA)	True
Carson Middle School 54% Proficient or Advanced in Mathematics (PSSA/Keystone)	True
6th grade Math is Well Below growth expectations on PVAAS with a -13.37 in 2022 and a -8.91 in 2023.	True
81.5 % student attendance rate in 2021-2022 among students with disabilities	False
63% Proficient or Advanced in Middle Level Mathematics versus 84% in Elementary Level Mathematics (PSSA)	True
Provide relevant professional development to K - 8 staff to facilitate recognizing each of the districts elementary and middle schools as Apple Distinguished Schools.	True
CMS was Well Below (-5.75) in ELA in 2023 which is a drop from 2022 when they were Well Below (-4.60).	False
IES was Well Below (-2.89) in ELA in 2023 as compared to Above (1.74) in 2022	False
In grades 4-8 in Mathematics, went from Meets (.64) in 2022 to Well Below (-3.15) in 2023 (PVAAS)	True
PES 74% Proficient or Advanced in Mathematics (PSSA)	True
CMS 54% Proficient or Advanced in Mathematics (PSSA)	True
MMS was Well Below in ELA in both 2022 and 2023.	False
HES dropped in ELA from Well Above (4.73) in 2022 to Meets (.21) in 2023.	False
Two schools fell below the state average (89.6%) with IMS at 81.8% and NAHS at 74.2%	False
IMS and NAHS are more than 7 points below the state average.	False
Ensure effective, standards-aligned curriculum and assessment	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True

Need to implement curriculum and instruction with fidelity across all grade bands.	True
Conduct a Program Review of the English Language Development Program.	True
While we provide a high level of support and services to students with disabilities, our Emotional Support (ES) programs K-12 need to be evaluated to determine their effectiveness in preparing our students for post secondary life.	True
Increase support to students in the area of social work services by increasing the number of social workers in the district and broaden their role to reach more students K-12.	True
8th grade Science has been Well Below in both 2022 (-7.23) and 2023 (-4.04) (PVAAS)	False
CMS is well below the average middle school score in Science of 81.3% with a score of 70.8% (PSSA)	False
Students with disabilities did not show growth on the Algebra I Keystones with a Well Below (-2.02) score as compared to all students who scored Well Above (5.41) in growth.	True
Students with disabilities did not show growth on the Literature Keystones with a Below (-1.2) score as compared to all students who scored Meets (-.15) in growth.	False
Regular Attendance for all student groups is 88.3% while the regular attendance rate for black students is 80% for a difference of 8.3%.	False
8th grade PSSA scores are consistently below 4th grade scores with 81.3% in 8th grade and 96.7% in 4th grade in 2023.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
McKnight Elementary 35% Advanced in Mathematics (PSSA)		False
Carson Middle School 54% Proficient or Advanced in Mathematics (PSSA/Keystone)		False
6th grade Math is Well Below growth expectations on PVAAS with a -13.37 in 2022 and a -8.91 in 2023.		True
Provide relevant professional development to K - 8 staff to facilitate recognizing each of the districts elementary and middle schools as Apple Distinguished Schools.		False
Need to implement curriculum and instruction with fidelity across all grade bands.		False
Conduct a Program Review of the English Language Development Program.		False
While we provide a high level of support and services to students with disabilities, our Emotional Support (ES) programs K-12 need to be evaluated to determine their effectiveness in preparing our students for post secondary life.		False
Increase support to students in the area of social work services by increasing the number of social workers in the district and broaden their role to reach more students K-12.		False
63% Proficient or Advanced in Middle Level Mathematics versus 84% in Elementary Level Mathematics (PSSA)		False
In grades 4-8 in Mathematics, went from Meets (.64) in 2022 to Well Below (-3.15) in 2023 (PVAAS)		False
PES 74% Proficient or Advanced in Mathematics (PSSA)		False
CMS 54% Proficient or Advanced in Mathematics (PSSA)		False
Ensure effective, standards-aligned curriculum and assessment		True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities		True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		True
Students with disabilities did not show growth on the Algebra I keystones with a Well Below (-2.02) score as compared to all students who scored Well Above (5.41) in growth.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	
Students with disabilities outperformed the all student group in Math on PVAAS. Students with disabilities had a -2.76 growth score versus all students had a -3.15 growth score.	
78% of English Learners at Marshall Middle School met the standard of growth in Mathematics while the all student group was only at 67.8%	
63.0% Proficient or Advanced in Middle Level Mathematics	
Bradford Woods Elementary 93.4% Proficient or Advanced in Math (PSSA)	
BWE has 93.4% Advanced/Proficient in Math in 2023 (PSSA)	Explore what BWE is doing for Math instruction particularly in 5th grade.
BWE was Meets (-.17) in 2022 and Well Above (2.03) in Math in 2023.	
FES was Well Above in Math in 2022 and 2023.	
MMS had an 12.9% increase from 71.4 (2022) to 84.3 (2023) on the Algebra I Keystone.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Each middle school will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS.
	Ignite academic success, exceeding regional and national standards by combining innovative teaching methods and a rigorous curricula that challenges students to stretch their potential.
	Commit to relevant, enriching staff development that fosters a culture of excellence for all.
	The district will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS within its identified sub-group reporting categories (IEP, SED, and ELL).

Goal Setting

Priority: Ignite academic success, exceeding regional and national standards by combining innovative teaching methods and a rigorous curricula that challenges students to stretch their potential.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Each elementary school will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS in ELA, Math and Science with a target of 3/3.		
Measurable Goal Nickname (35 Character Max)		
Elementary PVAAS		
Target Year 1	Target Year 2	Target Year 3
Each elementary school will reach one of the three target areas (ELA, Math or Science) in the "above" or "well above" category on PVAAS.	Each elementary school will reach two of the three target areas (ELA, Math or Science) in the "above" or "well above" category on PVAAS.	Each elementary school will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS in ELA, Math and Science with a target of 3/3.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
NA High School will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS on the Keystone exams (Literature, Algebra I and Biology) with a target of 3/3.		
Measurable Goal Nickname (35 Character Max)		
High School PVAAS		
Target Year 1	Target Year 2	Target Year 3
The NA High School will reach one of the three target areas (Algebra I, Literature, or Biology) in the "above" or "well above" category on Keystone exams in PVAAS.	The NA High School will reach two of the three target areas (Algebra I, Literature, or Biology) in the "above" or "well above" category on Keystone exams in PVAAS.	NA High School will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS on the Keystone exams (Literature, Algebra I and Biology) with a target of 3/3.

Outcome Category

Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
The district will increase the overall percentage of AP exam scores, resulting in a 3, 4, or 5.		
Measurable Goal Nickname (35 Character Max)		
Increase AP exam scores		
Target Year 1	Target Year 2	Target Year 3
		The district will increase the overall percentage of AP exam scores, resulting in a 3, 4, or 5.

Priority: Commit to relevant, enriching staff development that fosters a culture of excellence for all.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Provide relevant training to K-8 staff to facilitate recognizing each K-8 building as an Apple Distinguished school.		
Measurable Goal Nickname (35 Character Max)		
Apple Distinguished Schools		
Target Year 1	Target Year 2	Target Year 3
All K-8 schools will design an action plan to begin the process to become an Apple Distinguished School.	All K-8 schools will begin implementing their action plan to become an Apple Distinguished School.	Provide relevant training to K-8 staff to facilitate recognizing each K-8 building as an Apple Distinguished school.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
Provide targeted learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare our students for a dynamic world.		
Measurable Goal Nickname (35 Character Max)		
Targeted Professional development		
Target Year 1	Target Year 2	Target Year 3
The district will identify areas for targeted professional development for each building and create an action plan.	The district will implement the action plan for each building and track all trainings.	Provide targeted learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare our students for a dynamic world.

Outcome Category		
School Safety		
Measurable Goal Statement (Smart Goal)		
Provide ongoing training to ensure staff are confident in responding to emergencies.		
Measurable Goal Nickname (35 Character Max)		
Safety Professional Development		
Target Year 1	Target Year 2	Target Year 3
All district employees will receive phase 3 ALICE training.	The district will track all safety trainings and make sure all mandatory trainings are completed.	Provide ongoing training to ensure staff are confident in responding to emergencies.

Priority: The district will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS within its identified sub-group reporting categories (IEP, SED, and ELL).

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The District will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS (ELA, Math and Science) within its identified sub-group reporting categories (IEP, SED, and ELL) with a target of 3/3 in each subgroup category.		
Measurable Goal Nickname (35 Character Max)		
Subgroup PVAAS		
Target Year 1	Target Year 2	Target Year 3
Each sub group will reach one of the three target areas (ELA, Math or Science on PSSA) in the "above" or "well above" category on PVAAS.	Each sub group will reach two of the three target areas (ELA, Math or Science on PSSA) in the "above" or "well above" category on PVAAS.	The District will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS (ELA, Math and Science) within its identified sub-group reporting categories (IEP, SED, and ELL) with a target of 3/3 in each subgroup category.

Priority: Each middle school will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Each middle school will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS in ELA, Math and Science on PSSAs and Algebra I for Keystone exams with a target of 4/4.		

Measurable Goal Nickname (35 Character Max)		
Middle Level PVAAS		
Target Year 1	Target Year 2	Target Year 3
Each middle school will reach one of the four target areas (ELA, Math or Science on PSSA or Algebra 1 on Keystone exams) in the "above" or "well above" category on PVAAS.	Each middle school will reach two of the four target areas (ELA, Math or Science on PSSA or Algebra 1 on Keystone exams) in the "above" or "well above" category on PVAAS.	Each middle school will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS in ELA, Math and Science on PSSAs and Algebra I for Keystone exams with a target of 4/4.

Action Plan

Measurable Goals

Elementary PVAAS	High School PVAAS
Increase AP exam scores	Apple Distinguished Schools
Targeted Professional development	Subgroup PVAAS
Safety Professional Development	Middle Level PVAAS

Action Plan For: Elementary PVAAS

Measurable Goals:

- Each elementary school will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS in ELA, Math and Science with a target of 3/3.

Action Step		Anticipated Start/Completion Date	
Each elementary school will create an instructional response plan for implementation with the STAR assessment program. The plans will be by grade level for each school building.		2024-06-19	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michele Dowell, Assistant Superintendent of Elementary Education	STAR training for administrators, Template for Instructional Response Plans	No	No
Action Step		Anticipated Start/Completion Date	
All elementary schools will implement the STAR diagnostic Assessment Program and administer the assessment a minimum of three times per year.		2024-06-15	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michele Dowell, Assistant Superintendent of Elementary Education	STAR training presentation	Yes	Yes
Action Step		Anticipated Start/Completion Date	

Building principals will meet with the Assistant Superintendent of Elementary Education a minimum of three times per year to review their building STAR assessment results. One mid-year review will also occur with principals to review district data.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Michele Dowell, Assistant Superintendent of Elementary Education	Template for reporting student data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Each elementary school will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS (ELA, Math, and Science) with a target of 3 out of 3 for each elementary building.	PVAAS data will be reviewed with the building principal and the Assistant Superintendent of Elementary Education each October. The results will also be reported in the Annual Report on Student Achievement and the Balance Scorecard Report.

Action Plan For: High School PVAAS

Measurable Goals:
<ul style="list-style-type: none"> NA High School will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS on the Keystone exams (Literature, Algebra I and Biology) with a target of 3/3.

Action Step	Anticipated Start/Completion Date		
Building principals will meet with the Assistant Superintendent of Secondary Education (6-12) a minimum of three times per year to review assessment results provided by data collected from standardized tests and common curriculum-based assessments. One mid-year review will also occur with principals to review district data.	2024-08-25	2025-06-25	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dave Deramo, Assistant Superintendent of Secondary Education	Access to On-Hands/Edinsight Portal, Data reports from content area curriculum-based common assessments.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Grades 9-12 will demonstrate growth (PVAAS) at "above" or "well above" the statewide standards in Literature, Algebra I, and Biology.	Annual examination of PVAAS data by secondary assessment committee utilizing a PowerBi dashboard warehouse of data,

Action Plan For: Increase AP Scores

Measurable Goals:
<ul style="list-style-type: none"> The district will increase the overall percentage of AP exam scores, resulting in a 3, 4, or 5.

Action Step		Anticipated Start/Completion Date	
Analyze historical AP score data, identifying trends, strengths, and weaknesses across different subjects and demographic groups.		2024-07-08	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dave Deramo, Assistant Superintendent of Secondary Education	Historical AP score data (college board)	No	No
Action Step		Anticipated Start/Completion Date	
Establish specific, measurable targets for AP score improvement over the next 1-3 years.		2024-08-01	2026-08-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dave Deramo, Assistant Superintendent of Secondary Education	Data Analysis provided by PowerBi Dashboard populated by District Data Analysis Team - Yuko Wong/Alyssa Hilliard	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The District will increase the overall percentage of AP exam scores, resulting in a 3, 4, or 5.	Dave Deramo, Matt Buchak (HS Principal), Garrett Miller (Asst Principal) and Mary Insana (HS School Counselor and AP Coordinator).

Action Plan For: Apple Distinguished Schools

Measurable Goals:
<ul style="list-style-type: none"> Provide relevant training to K-8 staff to facilitate recognizing each K-8 building as an Apple Distinguished school.

Action Step		Anticipated Start/Completion Date	
Monitor the progress of leadership and faculty becoming Apple Certified Teachers.		2024-08-26	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Jim Cox, Director of Technology and Innovation	Ipads, Apple Education Portal	No	No
Action Step		Anticipated Start/Completion Date	
Provide professional development to leadership and faculty on the innovative uses of the Apple platform.		2024-08-26	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. Victoria Lojek, Coordinator of Academic Technology	Ipads, Apple Education Portal, Apple Professional Learning Days	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Provide relevant training to K-8 staff to facilitate recognizing each K-8 building as an Apple Distinguished school.	At the end of each school year, Mr. Cox will evaluate the status of each building becoming an Apple Distinguished school.

Action Plan For: Targeted Professional Development

Measurable Goals:
<ul style="list-style-type: none"> Provide targeted learning opportunities to unlock best practices and innovative strategies, equipping our employees to prepare our students for a dynamic world.

Action Step	Anticipated Start/Completion Date

The NASD will be an active member of local, regional, national organizations forming a collaborative approach to building internal and external capacity of our staff.		2024-08-21	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dave Deramo, Assistant Superintendent of Sec. Jim Cox, Director of Technology & Innovation	Professional Organization application(s) and District planning sub-committee	No	No
Action Step		Anticipated Start/Completion Date	
Pursue involvement and membership within Remake Learning, ISTE, and related organizations such as Learning 2025 AASA/League of Innovative Schools/Digital Promise		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dave Deramo, Assistant Superintendent Secondary Michele Dowell, Assistant Superintendent Elementary	access to organizational network and commitment from District regarding budget	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Provide targeted training to 9-12 staff to become accepted and actively participate in local, regional, and/or nationally recognized professional organizations that embody innovative educational practices.	District sub-committee including members of CAO (EC) in conjunction with IT dept.

Action Plan For: Subgroup PVAAS

Measurable Goals:
<ul style="list-style-type: none"> The District will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS (ELA, Math and Science) within its identified sub-group reporting categories (IEP, SED, and ELL) with a target of 3/3 in each subgroup category.

Action Step	Anticipated Start/Completion Date	
The Special Education Coordinators will review and analyze the data for IEP subgroups for all K-8 school buildings.	2024-08-26	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step? Com Step?

Carrie Frohnapfel, Supervisor of Special Education and Gifted	Access to PVAAS scores	No	No
Action Step		Anticipated Start/Completion Date	
Each building principal will analyze their building data to review the progress of ELL and SED students on PSSA and PVAAS yearly in all K-8 buildings.		2024-08-26	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Amy DeLuca, Director of Student Services	Access to PSSA and PVAAS scores	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The District will perform "above" or "well-above" the statewide standards for academic growth expectations in PVAAS (ELA, Math, Science) within its identified sub-group reporting categories (IEP, ELL, and SED) with a target of 3 out of 3.	PVAAS data will be reviewed with the building principal and the Assistant Superintendents each October. The results will also be reported in the Annual Report on Student Achievement and the Balance Scorecard Report.

Action Plan For: Safety Professional Development

Measurable Goals:
<ul style="list-style-type: none"> Provide ongoing training to ensure staff are confident in responding to emergencies.

Action Step		Anticipated Start/Completion Date	
All staff will participate in the third phase of ALICE training.		2024-08-26	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Harpster, Chief of Police	ALICE materials ALICE trainers	Yes	No
Action Step		Anticipated Start/Completion Date	
All staff will participate in training on site protection through observational techniques.		2024-08-26	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Harpster, Chief of Police	Presentation materials from LSU/NSBRT Projection equipment	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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90% or more of parents and students will report on an annual survey that they strongly agree/agree that their students' school is safe and secure.	An annual survey will be given to parents and students in 5th, 8th, 10th and 12th grade. The results of the surveys will be analyzed to determine if meeting the goal.
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Action Plan For: Middle Level PVAAS

Measurable Goals:
<ul style="list-style-type: none"> Each middle school will perform "above" or "well above" the statewide standards for academic growth expectations in PVAAS in ELA, Math and Science on PSSAs and Algebra I for Keystone exams with a target of 4/4.

Action Step		Anticipated Start/Completion Date	
Building principals will meet with the Assistant Superintendent of Secondary Education (6-12) a minimum of three times per year to review assessment results provided by data collected from standardized tests and common curriculum-based assessments. One mid-year review will also occur with principals to review district data. STAR assessment data will be analyzed by grade level content areas (Math/ELA) to help guide the creation of IRP (Instructional Response Plans) for students.		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dave Deramo, Assistant Superintendent of Sec.	DRC Raw Data File - PowerBi District Data - On Hands/EdInsight	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Each Middle School (3) will demonstrate growth (PVAAS) at "above" or "well above" the statewide standards in all PSSA tested content.	Dave Deramo, Assistant Superintendent, Building Principals, Department Chairs - Math, ELA, Science

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Elementary PVAAS	All elementary schools will implement the STAR diagnostic Assessment Program and administer the assessment a minimum of three times per year.
Apple Distinguished Schools	Provide professional development to leadership and faculty on the innovative uses of the Apple platform.
Targeted Professional Development	Pursue involvement and membership within Remake Learning, ISTE, and related organizations such as Learning 2025 AASA/League of Innovative Schools/Digital Promise
Safety Professional Development	All staff will participate in the third phase of ALICE training.
Safety Professional Development	All staff will participate in training on site protection through observational techniques.

Elementary PVAAS

Action Step		
<ul style="list-style-type: none"> All elementary schools will implement the STAR diagnostic Assessment Program and administer the assessment a minimum of three times per year. 		
Audience		
All building administrators, Coordinator of Curriculum K-12, Coordinator of Special Education and Gifted, teachers		
Topics to be Included		
The audience will be introduced to the new STAR diagnostic assessment tool. They will be trained on both implementation of the assessment and analysis of results.		
Evidence of Learning		
Sign in sheet, increased performance on diagnostic assessment		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Michele Dowell, Assistant Superintendent of Elementary Education	2024-06-19	2025-05-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Three times per year
Observation and Practice Framework Met in this Plan	

- 1c: Setting Instructional Outcomes
- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Safety Professional Development

Action Step

- All staff will participate in the third phase of ALICE training.
- All staff will participate in training on site protection through observational techniques.

Audience

All staff including teachers, paraprofessionals, and administration.

Topics to be Included

All staff will be trained in the third phase of ALICE training and sight protection through observational techniques.

Evidence of Learning

Staff will be able to demonstrate their knowledge during safety drills.

Lead Person/Position

Eric Harpster, Chief of Police

Anticipated Start

2024-07-01

Anticipated Completion

2026-06-05

Learning Format

Type of Activities

Workshop(s)

Frequency

One time per year for each group of staff members.

Observation and Practice Framework Met in this Plan

- 4b: Maintaining Accurate Records
- 2d: Managing Student Behavior
- 4e: Growing and Developing Professionally
- 4d: Participating in a Professional Community

This Step Meets the Requirements of State Required Trainings

Apple Distinguished Schools

Action Step

<ul style="list-style-type: none"> Provide professional development to leadership and faculty on the innovative uses of the Apple platform. 		
Audience		
K-8 administration and faculty		
Topics to be Included		
Innovative uses of Ipads in the classrooms, uses of Apple apps in the classroom, and innovative teaching practices		
Evidence of Learning		
Completion of the Certified Apple Teacher Program		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mrs. Victoria Lojek, Coordinator of Academic Technology	2024-08-26	2026-06-30

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

Targeted Professional Development

Action Step
<ul style="list-style-type: none"> Pursue involvement and membership within Remake Learning, ISTE, and related organizations such as Learning 2025 AASA/League of Innovative Schools/Digital Promise
Audience
All District professional staff including central administration, building level admin, and all teachers will be provided opportunities to engage and participate in professional organizations.
Topics to be Included
Remake Learning is a free peer network for educators and innovators in the greater Pittsburgh region. The network helps people connect, exchange knowledge, collaborate on new ideas, improve their practice, and find funding to spark more engaging, relevant, and equitable

opportunities to enrich Pittsburgh’s learning ecosystem. ISTE: The Essential Conditions are seven critical elements necessary for effectively leveraging technology to support learning. They offer educators and school leaders a research-backed framework to guide implementation of the ISTE Standards, technology planning and systemwide change.

Evidence of Learning

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Lead Person/Position	Anticipated Start	Anticipated Completion
Dave Deramo, Assistant Superintendent of Secondary Michele Dowell, Assistant Superintendent of Elementary Jim Cox, Director of Technology & Innovation	2024-08-15	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Through the use of CADI and Common Guided Plan time (no less than monthly, as much as weekly pending the specific topic)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Apple Distinguished Schools K-8					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-8 Administration and faculty	Innovative uses of iPads, Apple apps and teaching strategies	Mrs. Victoria Lojek, Coordinator of Academic Technology	08/26/2024	06/30/2026
Communications					
Type of Communication			Frequency		
Presentation			Twice a Year		

Elementary PVAAS

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-6 Administration and faculty	Implementation of the STAR assessment and training on the analysis of data	Dr. Michele Dowell, Assistant Superintendent of Elementary Education	06/19/2024	06/30/2025

Communications

Type of Communication	Frequency
Presentation	Three times per year

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date