Warren Area HS
TSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Warren Area HS		105628302
Address 1		
345 E 5th Ave		
Address 2		
City	**State**	**Zip Code**
Warren	PA	16365
Chief School Administrator		**Chief School Administrator Email**
Mr Gary L Weber		weberg@wcsdpa.org
Principal Name		
Joshua Vincent		
Principal Email		
vincentj@wcsdpa.org		
Principal Phone Number		**Principal Extension**
8147233370		3004
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Josh Vincent		vincentj@wcsdpa.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joshua Vincent	Administrator	Warren Area High School	vincentj@wcsdpa.org
Elizabeth Kent	District Level Leaders	Warren County School District	kentel@wcsdpa.org
Jennifer Dilks	Other	Warren County School District	dilksj@wcsdpa.org
Lynette Swab	Other	Warren Area High School	holevan@wcsdpa.org
Danielle Gulnac	Parent	Warren Area High School	gulnacd@wcsdpa.org
Gary Weber	Chief School Administrator	Warren County School District	weberg@wcsdpa.org
Alexander Gulnac	Student	Warren Area High School	gulnacalg@wcsdpa.org
Julie Dailey	Teacher	Warren Area High School	daileyj@wcsdpa.org

Vision for Learning

Vision for Learning

Warren Area High School is a school that strives for academic and personal excellence in Career, Character, and Community.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **False** 6 |
| **False** 7 | **False** 8 | **True** 9 | **True** 10 | **True** 11 | **True** 12 | |

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Literature Percent Proficient/Advanced 58.3%	Above Statewide Average of 54.5%
Biology Academic Growth Score 80.0	Above Statewide average of 74.6, Exceeded Growth Target of 70.0
Industry Based Learning Percent Proficient/Advanced 29.9%	Statewide Performance Standard of 30.7%
Advanced on Industry Based Competency 9.8%	Above Statewide Average of 5.5%
Rigorous Course of Study 54.3%	Statewide Average of 54.9%
Percent AP Participation 32.3%	Increase from 27.6% 21-22 school year, highest in 5 year span
Career Standards Benchmark 89.9%	Statewide Average 89.6%
Post-Secondary Transition 77.8%	Statewide Average 76.2%

Challenges

Indicator	Comments/Notable Observations
Literature Percent Proficient/Advanced 58.3%	Did not meet interim goal/improvement target for 22.23
Algebra Percent Proficient/Advanced 30.8%	Below Statewide Average of 38.3%, Did not meet interim Goal/Improvement Target for 22.23
Biology Percent Proficient/Advanced 51.6%	Below Statewide Average of 58.9% Did Not Meet Interim Goal/Improvement Target for 22.23
English Language Arts Growth Score 61.0	Below Statewide Average of 75.4, Did not meet interim Goal/Improvement Target for 22.23 of 70.0.
Mathematics/Algebra Growth Score of 64.0	Below Statewide Average of 74.9, Did not meet interim Goal/Improvement Target for 22.23 of 70.0.
English Language Arts Percent Advanced 3.2%	Below Statewide Average of 15.0%
Mathematics/Algebra Percent Advanced 0.0%	Below Statewide Average of 14.0%

Biology Percent Advanced 13.7%	Below Statewide Average of 26.0%
Regular Attendance of 45.4% for 21.22 School Year	Below Statewide Average of 73.9%, did not meet performance standard for 21.22
Career Standards Benchmark 89.9%	Did not meet performance standard
Four Year Cohort Graduation Rate 87.7% for 21.22 School Year	Did not meet performance standard
Five Year Cohort Graduation Rate 86.6% for 21.22 School Year	Below Statewide Average 89.7%

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

Strengths

Indicator Literature Percent Proficient/Advanced 58.3% **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Economically Disadvantaged - 39.4% Students w/ Disabilities - 8.3%
Indicator Biology Growth Score - 80.0 **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Economically Disadvantaged - 72.0 - Meets state reporting standard for all students Students w/ Disabilities - 70.0 - Meets state reporting standard for all students
Indicator Industry Based Learning Percent Proficient/Advanced 29.9% **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Economically Disadvantaged - 32.3% - statewide average for all student groups 32.8% and above the overall average of 29.9% for all student groups from Warren Area HS Students w/ Disabilities - 32.4% - statewide average for all student groups 32.8% and above the overall average of 29.9% for all student groups from Warren Area HS
Indicator Advanced on Industry Based Competency 9.8% **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Economically Disadvantaged - 7.7% - Above state average of 5.5% for all student groups Students w/ Disabilities - 5.9% - Above state average of 5.5% for all student groups

Indicator	Comments/Notable Observations
Rigorous Course of Study 54.3% **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	Economically Disadvantaged - 30.8% Students w/ Disabilities - 29.4%, Increase from 27.0% previous year.
Career Standards Benchmark 89.9% **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	All students - 89..9%, Increase from 72.3% previous school year Economically Disadvantaged - 88.5%, Increase from 62.5% from previous school year. Students w/ Disabilities - 86.7%, Increase from 50.0% from previous school year.
Four Year Cohort Graduation Rate **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	All students - 87.7%, Increase from 84.4% previous school year Economically Disadvantaged - 80.8%, Increase from 74.1% from previous school year. Students w/ Disabilities - 75.0%, Increase from 72.5% from previous school year.
Post-Secondary Transition **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	Economically Disadvantaged - 36.7%, Post-Secondary enrollment 35.0%, increase from 33.7% previous school year. Students w/ Disabilities - 20.0%, Increase from 16.7% from previous school year. Post-Secondary enrollment 14.3%, increase from 13.9% previous school year.
English Language Arts/Literature Growth Score **ESSA Student Subgroups**	Economically Disadvantaged - 71.0 Increase from 50.0 previous school year, met statewide standard for growth Students w/ Disabilities - 66.0, Increase from 50.0 previous school year
Mathematics/Algebra Growth Score **ESSA Student Subgroups**	Economically Disadvantaged - 72.0, met statewide standard for growth for all students Students w/ Disabilities - 71.0, met statewide standard for growth for all students

Challenges

Indicator	Comments/Notable Observations
Literature Proficiency **ESSA Student Subgroups**	All student Group - 58.3% Economically Disadvantaged - 39.4% Students w/ Disabilities - 8.3% All student groups showed a decrease from previous school year.

Economically Disadvantaged, Students with Disabilities	
Indicator Algebra Proficiency **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 30.8% Economically Disadvantaged - 17.2% Students w/ Disabilities - 2.9% All student groups showed a decrease from previous school year.
Indicator Biology Proficiency **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 51.6% Economically Disadvantaged - 33.3% Students w/ Disabilities - 5.7% All student groups showed a decrease from previous school year.
Indicator English Language Arts/Literature Growth Score **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 61.0 Economically Disadvantaged - 63.0 Students w/ Disabilities - 71.0
Indicator Mathematics/Algebra Growth Score **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 64.0 Economically Disadvantaged - 72.0 Students w/ Disabilities - 71.0
Indicator English Language Arts/Literature Advanced **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 3.2% Economically Disadvantaged - 0.0% Students w/ Disabilities - 0.0%
Indicator Mathematics/Algebra Advanced **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 0.0% Economically Disadvantaged - 0.0% Students w/ Disabilities - 0.0%

Indicator	Comments/Notable Observations
Biology Percent Advanced **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	All student Group - 13.7% Economically Disadvantaged - 7.2% Students w/ Disabilities - 0.0%
Indicator Regular Attendance **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 45.4% Economically Disadvantaged - 39.9% Students w/ Disabilities - 37.1%
Indicator Career Standards Benchmark **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 89.9% Economically Disadvantaged - 88.5% Students w/ Disabilities - 86.7%
Indicator Four Year Cohort Graduation Rate **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 87.7% Economically Disadvantaged - 80.8% Students w/ Disabilities - 75.0%
Indicator Five Year Cohort Graduation Rate **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All student Group - 86.6% Economically Disadvantaged - 78.5% Students w/ Disabilities - 75.0%

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.

Career Standards Benchmark percentages for all student groups, economically disadvantaged, and students with disabilities show at least a 17% increase from previous school year.
Four Year Cohort Graduation Rate for all student groups, economically disadvantaged, and students with disabilities show an increase from

previous school year.
Post-Secondary Transition percentages for all student groups, economically disadvantaged, and students with disabilities show an from previous school year.
English Language Arts/Literature Growth Score for economically disadvantaged and students with disabilities subgroups meet the statewide growth standard for all students.
Mathematics/Algebra Growth Score for economically disadvantaged and students with disabilities subgroups meet the statewide growth standard for all students.

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.

All testing subject area proficiencies are below statewide 2030 targets.
Literature proficiency for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.
Algebra proficiency for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.
Biology proficiency for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.
Regular Attendance for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Literature CDTS	A total of 144 students took the Literature CDT in December 2022. Only 19.05% of students were showing predicted proficiency on the Keystone Exam.
Literature PVAAS	2023 Literature scores indicate significant evidence that the school did not meet the standard for PA Academic Growth. The Economically Disadvantaged subgroup showed evidence of meeting the growth standard. Students with disabilities showed significant evidence of not meeting the standard for PA Academic growth, but increased to 66.0 from 50.0 the previous school year.

English Language Arts Summary

Strengths

English Language Arts/Literature proficiency is above the statewide average.
There has been an increase in the number of students participating in CDT exams year over year.
Economically Disadvantaged subgroup shows evidence of meeting the growth standard during the 22.23 testing period.

Challenges

Students w/ Disabilities subgroups show evidence of not meeting growth in the 2022.2023 testing period, but did improve from the 21.22 testing period from 50.0 to 66.0.
While the number of students taking CDT Exams has increased, the proficiency projection is well below Keystone state average for all students.

Mathematics

Data	Comments/Notable Observations
Algebra I CDTS	134 students took the Algebra CDT in December 2022. Only 8.49% of students were showing predicted proficiency on the Keystone Exam, and increase from 5.00% the previous year and an increase at the mid-year point from 3.45% on the initial beginning of the year test in fall of 2023.
Algebra I PVAAS	2022-2023 scores indicates significant evidence that the school did not meet the standard for PA Academic Growth. The Economically Disadvantaged subgroup shows evidence of meeting the standard for growth on the Keystone. The students w/ disabilities subgroup shows evidence of meeting the standard for growth on the Keystone exam.

Mathematics Summary

Strengths

The students w/ disabilities subgroup met the PA Academic Standard of growth in Algebra.
The economically disadvantaged subgroup met the PA Academic Standard of growth in Algebra.

Challenges

Overall proficiency and advanced levels for students in the economically disadvantaged and students w/disabilities subgroups is well below Keystone state average.
A very low percentage of students in the current school year are expected to show proficiency on the Keystone Exam based upon CDT middle of the year results.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology CDTS	148 students took the Biology CDTs in December 2022. Only 37.89% of students were showing predicted proficiency on the Keystone Exam.
Biology PVAAS	2022 - 2023 scores indicate evidence that the school exceeded the standard for PA Academic Growth on the Keystone Exam and moderate evidence of exceeding the standard for growth on the CDT exams. The Economically Disadvantaged subgroup shows evidence of meeting the standard for growth on the Keystone exam. The students w/ disabilities subgroup shows evidence of meeting the standard for growth on the Keystone exam.

Science, Technology, and Engineering Education Summary

Strengths

Overall growth in Biology exceeded the state average and shows significant evidence of exceeding the growth standard.
The Economically Disadvantaged subgroup met the standard for growth on the Keystone Exam in the 2022-2023 school year.
The students w/ disabilities subgroup shows evidence of meeting the growth standard on the Keystone Exam in the 2022-2023 school year.

Challenges

While all students and the Economically Disadvantaged and Students with Disability subgroups met the standard for growth, overall proficiency was well below the state average on the Keystone Exam.
Students during the 2022-2023 testing period showed decreases from the previous school year in all subgroups.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Grade level submission rate for grade 9: 174/180, 96.7%	As of May 2024, Increase from 87% previous school year
Grade level submission rate for grade 10: 160/179, 89.4%	As of May 2024, Increase from 41% previous school year
Grade level submission rate for grade 11: 161/164, 98.2%	As of May 2024, Increase from 92% previous school
Grade level submission rate for grade 12: 165/168, 98.2%	As of May 2024, Increase from 95% previous school

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.

Grade level submissions for CCR in both the 11th grade reporting year and in 12th grade as a graduation requirement have greatly improved

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from 22-23 and meet statewide reporting goals.
Students participating in CTE programs at the district Career and Technical Center score well on their NOCTi/NIMS historically, including both the economically disadvantaged and students w/ disabilities subgroups as evidenced in the Industry-Based Learning targets.

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.

Of the students in 11th or 12th grade that have not completed Career Readiness activities, students electing to attend virtual education are more difficult to engage the completion of Career Readiness activities.
Student submissions in 10th grade for Career Readiness activities are currently below statewide average and statewide target.

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
Reading Inventory from Reading Intervention Programs: 51% met growth goal with overall average increase of 98 points in Lexile points.	September 2023 - May 2024
Reading Inventory from Reading Intervention Programs: 44/55 (80%) of students had change in Lexile with 51% exceeding average growth	September 2023 - May 2024

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Reading Inventory from Reading Intervention Programs: 51% met growth goal with overall average increase of 98 points in Lexile points.	September 2023 - May 2024
Reading Inventory from Reading Intervention Programs: 44/55 (80%) of students had change in Lexile with 51% exceeding average growth	September 2023 - May 2024

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.

Use of evidence based reading intervention, which provides timely data to improve personalized instruction.
Use of systematic screening and progress monitoring to identify lacking reading skills.
80% of students in evidence based reading intervention program showed growth during the 23-24 school year.

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.

Increase frequency of data analysis to determine correct intervention strategies and areas needing remediation for each student, instead of class as a whole.
Strengthen focus on vocabulary and background knowledge to increase overall comprehension skills.
Increase frequency of data analysis to determine accurate increases for students that showed overall decrease in growth to determine if decrease was due to student achievement or other factors (student apathy, not completing test with fidelity, external school factors affecting performance on test day, etc.)

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
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	Emerging
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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
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	Emerging

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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

Align curricular materials and lesson plans to the PA Standards.
Implement a multi-tiered system of supports for academics and behavior
Identify and address individual student learning needs
Collectively shape the vision for continuous improvement of teaching and learning
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Use multiple professional learning designs to support the learning needs of staff
Implement evidence-based strategies to engage families to support learning
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement a multi-tiered system of supports for academics and behavior

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
Career Standards Benchmark percentages for all student groups, economically disadvantaged, and students with disabilities show at least a 17% increase from previous school year.	True
Four Year Cohort Graduation Rate for all student groups, economically disadvantaged, and students with disabilities show an increase from previous school year.	True
Post-Secondary Transition percentages for all student groups, economically disadvantaged, and students with disabilities show an from previous school year.	False
English Language Arts/Literature proficiency is above the statewide average.	True
There has been an increase in the number of students participating in CDT exams year over year.	False
English Language Arts/Literature Growth Score for economically disadvantaged and students with disabilities subgroups meet the statewide growth standard for all students.	True
The economically disadvantaged subgroup met the PA Academic Standard of growth in Algebra.	True
Mathematics/Algebra Growth Score for economically disadvantaged and students with disabilities subgroups meet the statewide growth standard for all students.	False
Use of evidence based reading intervention, which provides timely data to improve personalized instruction.	False
Use of systematic screening and progress monitoring to identify lacking reading skills.	False
Implement a multi-tiered system of supports for academics and behavior	True
Students participating in CTE programs at the district Career and Technical Center score well on their NOCTi/NIMS historically, including both the economically disadvantaged and students w/ disabilities subgroups as evidenced in the Industry-Based Learning targets.	False
Align curricular materials and lesson plans to the PA Standards.	False
The students w/ disabilities subgroup met the PA Academic Standard of growth in Algebra.	True
Overall growth in Biology exceeded the state average and shows significant evidence of exceeding the growth standard.	True
The Economically Disadvantaged subgroup met the standard for growth on the Keystone Exam in the 2022-2023 school year.	True
Economically Disadvantaged subgroup shows evidence of meeting the growth standard during the 22.23 testing	True

period.	
Identify and address individual student learning needs	False
Grade level submissions for CCR in both the 11th grade reporting year and in 12th grade as a graduation requirement have greatly improved from 22-23 and meet statewide reporting goals.	True
80% of students in evidence based reading intervention program showed growth during the 23-24 school year.	True
The students w/ disabilities subgroup shows evidence of meeting the growth standard on the Keystone Exam in the 2022-2023 school year.	True
Collectively shape the vision for continuous improvement of teaching and learning	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
All testing subject area proficiencies are below statewide 2030 targets.	True
Literature proficiency for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.	True
Algebra proficiency for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.	True
Biology proficiency for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.	True
Regular Attendance for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.	True
Overall proficiency and advanced levels for students in the economically disadvantaged and students w/disabilities subgroups is well below Keystone state average.	True
Implement evidence-based strategies to engage families to support learning	False
Of the students in 11th or 12th grade that have not completed Career Readiness activities, students electing to attend virtual education are more difficult to engage the completion of Career Readiness activities.	False
Student submissions in 10th grade for Career Readiness activities are currently below statewide average and statewide target.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in	False

school: socially, emotionally, intellectually and physically	
Use multiple professional learning designs to support the learning needs of staff	False
Increase frequency of data analysis to determine correct intervention strategies and areas needing remediation for each student, instead of class as a whole.	False
Increase frequency of data analysis to determine accurate increases for students that showed overall decrease in growth to determine if decrease was due to student achievement or other factors (student apathy, not completing test with fidelity, external school factors affecting performance on test day, etc.)	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Students w/ Disabilities subgroups show evidence of not meeting growth in the 2022.2023 testing period, but did improve from the 21.22 testing period from 50.0 to 66.0.	True
While the number of students taking CDT Exams has increased, the proficiency projection is well below Keystone state average for all students.	False
A very low percentage of students in the current school year are expected to show proficiency on the Keystone Exam based upon CDT middle of the year results.	False
While all students and the Economically Disadvantaged and Students with Disability subgroups met the standard for growth, overall proficiency was well below the state average on the Keystone Exam.	False
Students during the 2022-2023 testing period showed decreases from the previous school year in all subgroups.	True
Strengthen focus on vocabulary and background knowledge to increase overall comprehension skills.	False
Implement a multi-tiered system of supports for academics and behavior	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.

It is evident that the students with disabilities and economically disadvantaged students are well below the state averages of proficiency in Keystone tested areas. However, these two subgroups are showing growth from the previous school year and in multiple subject areas meet the standard for growth for all students. There has also been a notable increase in student submissions and meeting standards for growth and achievement in Career Benchmark standards. Since the COVID-19 pandemic, attendance has been a challenge for all students, specifically students with disabilities and economically disadvantaged students. This is evidenced as well in the five year state averages across the state, but the impact and evidence of decrease in student attendance has been even more pronounced in our school and our district overall.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All testing subject area proficiencies are below statewide 2030 targets.	Analyze Keystone testing data and alignment of curriculum to Keystone tested subjects. Analyze those teaching and quintile diagnostic data to align teacher strengths with courses.	True
Literature proficiency for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.	Analyze Keystone testing data and alignment of curriculum to Keystone tested subjects. Analyze those teaching and quintile diagnostic data to align teacher strengths with courses.	False
Algebra proficiency for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.	Analyze Keystone testing data and alignment of curriculum to Keystone tested subjects. Analyze those teaching and quintile diagnostic data to align teacher strengths with courses.	False
Biology proficiency for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.		False
Regular Attendance for all students and both the Economically Disadvantaged and Students w/ Disabilities subgroups well below statewide averages and showed decreases from the previous school year.	Lack of parent notification of absences, including chronic absenteeism SAIP fidelity Administrators/Counselors not reviewing attendance data on a consistent basis Lack of parental understanding of the importance of regular attendance (scheduling appointments, vacations, etc.) Reminding students of submitting excuses Staff needs trained on how to communicate the importance of regular attendance with students. Students get to make up work Kids that miss school but do fine in class- still get high grades Lack of value placed on school Escape avoidance Barriers- care for younger children Lack of success Lack of positive relationships Lack of mental health resources in community	True

Overall proficiency and advanced levels for students in the economically disadvantaged and students w/disabilities subgroups is well below Keystone state average.	Large class sizes may have impacted student achievement in the classroom, as well as on the state exams, Inconsistent curriculum from school-to-school leads to transient students missing portions of the curriculum, COVID-19 pandemic led to increase in the achievement gap for students. Analyze schedule to reduce class sizes and provide dedicated special education classes with highly qualifed and state certified (avoid emergency certifications) in tested classes.	True
Students w/ Disabilities subgroups show evidence of not meeting growth in the 2022.2023 testing period, but did improve from the 21.22 testing period from 50.0 to 66.0.	Analyze schedule to reduce class sizes and provide dedicated special education classes with highly qualifed and state certified (avoid emergency certifications) in tested classes.	True
Students during the 2022-2023 testing period showed decreases from the previous school year in all subgroups.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
English Language Arts/Literature proficiency is above the statewide average.	Highly qualified teachers showcase the ability to teach students to reach higher proficiency levels that the statewide average
Overall growth in Biology exceeded the state average and shows significant evidence of exceeding the growth standard.	Creation and implementation of curriculum binders to ensure that the same curriculum is taught from building to building and teachers are checking curriculum frequently and following approved district course sequences to ensure all curriculum is taught at the proper time. Creation of marking period assessments to more frequently assess students on whole year related concepts to assess that students are making connections on material that is taught throughout the school year and from year to year. Increase in the number of students taking CDTs from year to year to identify strengths and weaknesses and individual content taught based on needs.
The Economically Disadvantaged subgroup met the standard for growth on the Keystone Exam in the 2022-2023 school year.	Did at risk classes assist with growth? Creation and implementation of curriculum binders to ensure that the same curriculum is taught from building to building and teachers are checking curriculum frequently and following approved district course sequences to ensure all curriculum is taught at the proper time. Creation of marking period assessments to more frequently assess students on whole year related concepts to assess that students are making connections on material that

	is taught throughout the school year.
Career Standards Benchmark percentages for all student groups, economically disadvantaged, and students with disabilities show at least a 17% increase from previous school year.	Established progress monitoring of completed college and career activities. Communication of the purpose of college and career readiness to students, staff, parents and community members. Switched to a new virtual platform for students to have easy access of college and career goals throughout their school careers. Reviewed activities to ensure relevancy.
Four Year Cohort Graduation Rate for all student groups, economically disadvantaged, and students with disabilities show an increase from previous school year.	Highly qualified teachers showcase the ability to teach students to reach higher proficiency levels that the statewide average
English Language Arts/Literature Growth Score for economically disadvantaged and students with disabilities subgroups meet the statewide growth standard for all students.	Did at risk classes assist with growth?
Implement a multi-tiered system of supports for academics and behavior	Planning and Preparation for the Creation and Implementation of Multi-Disciplinary Teams
The students w/ disabilities subgroup met the PA Academic Standard of growth in Algebra.	Highly qualified teachers showcase the ability to teach students to reach higher proficiency levels that the statewide average
The economically disadvantaged subgroup met the PA Academic Standard of growth in Algebra.	Math certified special education teacher providing instruction.
Grade level submissions for CCR in both the 11th grade reporting year and in 12th grade as a graduation requirement have greatly improved from 22-23 and meet statewide reporting goals.	Planning and Preparation for a renewed focus after the pandemic specifically on the completion of CCR activities through closer analysis and bi-weekly meetings.
80% of students in evidence based reading intervention program showed growth during the 23-24 school year.	Individualized instruction, inclusion of students in the data process, and reduced class sizes for reading intervention courses for more one on one and small group instruction.
Economically Disadvantaged subgroup shows evidence of meeting the growth standard during the 22.23 testing period.	Individualized instruction, inclusion of students in the data process, and reduced class sizes for at-risk courses for more one on one and small group instruction.
The students w/ disabilities subgroup shows evidence of meeting the growth standard on the Keystone Exam in the 2022-2023 school year.	Individualized instruction, inclusion of students in the data process, and reduced class sizes for at-risk courses and specific learning support classes for more one on one and small group instruction.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Frequent assessment and feedback is needed to give all students the opportunity to perform at their best on state standardized assessments.
	All members of the school and the community need to understand the relevancy and importance of regular school attendance to help students be successful in their chosen career pathway and in the instructional curriculum during the regular school year.
	Greater in-depth examination of curricular subjects, focused on students meeting higher levels of comprehension, analysis, and application of material, needs to take place in the classroom to boost students from a proficient to an advanced level of performance on state standardized exams.
	The school community needs to understand the current educational levels of our subgroups through a data analysis and professional development in order to increase student achievement and growth.

Goal Setting

Priority: The school community needs to understand the current educational levels of our subgroups through a data analysis and professional development in order to increase student achievement and growth.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)
By taking the local benchmark, students with disabilities and economically disadvantaged students will have a proficiency level of 39.6% and economically disadvantaged students will have a proficiency level of 46.0% by the end of the three year cycle. Current Proficiency level based on 22-23 data for students with disabilities: 2.9% Current Proficiency level based on 22-23 data for economically disadvantaged students: 17.2% (The final measure will be based off the Keystone Exam.)

Measurable Goal Nickname (35 Character Max)
Mathematics Achievement and Growth for Subgroups

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
15%/25%	24%/34%	32%/42	40%/46%

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
By taking the local benchmark, students with disabilities and economically disadvantaged students will have a proficiency level of 45.6% and economically disadvantaged students will have a proficiency level of 59.3% by the end of the three year cycle. Current Proficiency level based on 22-23 data for students with disabilities: 8.3% Current Proficiency level based on 22-23 data for economically disadvantaged students: 39.4%   (The final measure will be based off the Keystone Exam.)

Measurable Goal Nickname (35 Character Max)
ELA Achievement and Growth for Subgroups

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
15%/35%	25%/44%	35%/53%	46%/60%

Outcome Category
Other

Measurable Goal Statement (Smart Goal)
By taking the local benchmark, students with disabilities and economically disadvantaged students will have a proficiency level of 50% and

economically disadvantaged students will have a proficiency level of 65% by the end of the three year cycle. Current Proficiency level based on 22-23 data for students with disabilities: 5.7% Current Proficiency level based on 22-23 data for economically disadvantaged students: 33.3%   (The final measure will be based off the Keystone Exam.)

Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
15%/40%	30%/50%	40%/57.5%	50%/65%

Priority: All members of the school and the community need to understand the relevancy and importance of regular school attendance to help students be successful in their chosen career pathway and in the instructional curriculum during the regular school year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Through monitoring of regular attendance, communication with families and community stakeholders, and completion of student attendance improvement conferences and student attendance improvement plans, all students at Warren Area High School will show regular attendance percentages of 80% or greater by the end of the three year reporting cycle. (Current 21-22 percentages for Regular Attendance: 45.4%			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
60%	70%	75%	80%

Priority: Frequent assessment and feedback is needed to give all students the opportunity to perform at their best on state standardized assessments.

Outcome Category
Other
Measurable Goal Statement (Smart Goal)
All Student groups at Warren Area High School through implementation of district curriculum, aligned to state and national standards, will show improvement on state standardized Keystone exams, meeting percent proficient or advanced in English Language Arts, Mathematics, and Biology at the following rates by the end of the three year reporting cycle: ELA: 70%, Mathematics/Algebra: 55%, Biology: 70% Current Percent Proficient/Advanced in each reporting category: ELA: 58.3%, Mathematics/Algebra: 30.8%, Biology: 51.6% Final results will be based on Keystone Exam percentages

Measurable Goal Nickname (35 Character Max)			
Student Standardized Assessment Performance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
60%/38%/58%	63%/43%/63%	65%/50%/65%	70%/55%/70%

Priority: Greater in-depth examination of curricular subjects, focused on students meeting higher levels of comprehension, analysis, and application of material, needs to take place in the classroom to boost students from a proficient to an advanced level of performance on state standardized exams.

Outcome Category
Other
Measurable Goal Statement (Smart Goal)
Students at Warren Area High School will increase advanced performance levels in Keystone tested subjects to current state averages by the end of the three year reporting cycle through increased application, analysis, and breakdown of curricular concepts by completing hands-on learning activities and completing in-curricular and cross-curricular connections of content. ELA: 15.0%, Mathematics/Algebra: 14.0%, Biology: 26.0% Current Percent Proficient/Advanced in each reporting category: ELA: 3.2%, Mathematics/Algebra: 0.0%, Biology: 13.7% Final results will be based on Keystone Exam percentages
Measurable Goal Nickname (35 Character Max)
Advanced Performance on Keystones

Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
5%/5%/20%	8%/8%/22%	12%/12%/24%	15%/15%/26%

Action Plan

Measurable Goals

Regular Attendance	Mathematics Achievement and Growth for Subgroups
ELA Achievement and Growth for Subgroups	
Student Standardized Assessment Performance	Advanced Performance on Keystones

Action Plan For: Implementation of Multidisciplinary Teams

Measurable Goals:
- By taking the local benchmark, students with disabilities and economically disadvantaged students will have a proficiency level of 39.6% and economically disadvantaged students will have a proficiency level of 46.0% by the end of the three year cycle. Current Proficiency level based on 22-23 data for students with disabilities: 2.9% Current Proficiency level based on 22-23 data for economically disadvantaged students: 17.2% (The final measure will be based off the Keystone Exam.)   - Students at Warren Area High School will increase advanced performance levels in Keystone tested subjects to current state averages by the end of the three year reporting cycle through increased application, analysis, and breakdown of curricular concepts by completing hands-on learning activities and completing in-curricular and cross-curricular connections of content. ELA: 15.0%, Mathematics/Algebra: 14.0%, Biology: 26.0% Current Percent Proficient/Advanced in each reporting category: ELA: 3.2%, Mathematics/Algebra: 0.0%, Biology: 13.7% Final results will be based on Keystone Exam percentages   - All Student groups at Warren Area High School through implementation of district curriculum, aligned to state and national standards, will show improvement on state standardized Keystone exams, meeting percent proficient or advanced in English Language Arts, Mathematics, and Biology at the following rates by the end of the three year reporting cycle: ELA: 70%, Mathematics/Algebra: 55%, Biology: 70% Current Percent Proficient/Advanced in each reporting category: ELA: 58.3%, Mathematics/Algebra: 30.8%, Biology: 51.6% Final results will be based on Keystone Exam percentages   - By taking the local benchmark, students with disabilities and economically disadvantaged students will have a proficiency level of 45.6% and economically disadvantaged students will have a proficiency level of 59.3% by the end of the three year cycle. Current Proficiency level based on 22-23 data for students with disabilities: 8.3% Current Proficiency level based on 22-23 data for economically disadvantaged students: 39.4% (The final measure will be based off the Keystone Exam.)   - Through monitoring of regular attendance, communication with families and community stakeholders, and completion of student attendance improvement conferences and student attendance improvement plans, all students at Warren Area High School will show regular attendance percentages of 80% or greater by the end of the three year reporting cycle. (Current 21-22 percentages for Regular Attendance: 45.4%

Action Step	Anticipated

		Start/Completion Date	
WAHS will create a Multidisciplinary (MDT) Team by the start of the school year and continue to implement throughout the 24.25 school year. The purpose of this MDT is to align strategies around a MTSS model to support students across academics, social emotional learning, behavior, and attendance. An MDT Manual will be created and professional development will be provided to all staff to effectively implement MDT and MTSS.		2024-08-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Joshua Vincent - Principal Elizabeth Kent - Supervisor of Secondary Education	District created MDT Manual; Professional Development	Yes	
Action Step		**Anticipated Start/Completion Date**	
Bi-Weekly Building Meetings at WAHS		2024-08-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Joshua Vincent - Principal	Attendance Printouts; Conference Area	No	
Action Step		**Anticipated Start/Completion Date**	
Quarterly MDT Referrals from Teaching Staff		2024-08-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Joshua Vincent - Principal Lori Hahn/Victoria Derby - School Counselors	MDT Referrals - Housed in PowerSchool Meeting Space	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
MDT Manual; Meeting Calendar; SAIPs and SAICs, SAP Referrals, School Social Work Referrals, Master Schedule, CDT data for beginning, middle, and end of year results, Keystone result analysis for 23.24 school year and Winter Keystone administration (January 2025).	Supervisor - Twice per year (Meeting/PD) Principal - Bi-weekly (meetings) Method of Evaluation - An Excel document will be created to track the number of MDT meetings that occur during the school year. Each quarter, the document will be reviewed and discussed with the MDT team and Central Office Director and if there are any changes needed to the MDT process they will be implemented during the same school year. The supports and services provided from the district through SAIPs and MDT

	meetings will be tracked and monitored to determine success of the intervention.

Action Plan For: MTSS Framework

Measurable Goals:

- By taking the local benchmark, students with disabilities and economically disadvantaged students will have a proficiency level of 39.6% and economically disadvantaged students will have a proficiency level of 46.0% by the end of the three year cycle. Current Proficiency level based on 22-23 data for students with disabilities: 2.9% Current Proficiency level based on 22-23 data for economically disadvantaged students: 17.2% (The final measure will be based off the Keystone Exam.)
- Students at Warren Area High School will increase advanced performance levels in Keystone tested subjects to current state averages by the end of the three year reporting cycle through increased application, analysis, and breakdown of curricular concepts by completing hands-on learning activities and completing in-curricular and cross-curricular connections of content. ELA: 15.0%, Mathematics/Algebra: 14.0%, Biology: 26.0% Current Percent Proficient/Advanced in each reporting category: ELA: 3.2%, Mathematics/Algebra: 0.0%, Biology: 13.7% Final results will be based on Keystone Exam percentages
- All Student groups at Warren Area High School through implementation of district curriculum, aligned to state and national standards, will show improvement on state standardized Keystone exams, meeting percent proficient or advanced in English Language Arts, Mathematics, and Biology at the following rates by the end of the three year reporting cycle: ELA: 70%, Mathematics/Algebra: 55%, Biology: 70% Current Percent Proficient/Advanced in each reporting category: ELA: 58.3%, Mathematics/Algebra: 30.8%, Biology: 51.6% Final results will be based on Keystone Exam percentages
- By taking the local benchmark, students with disabilities and economically disadvantaged students will have a proficiency level of 45.6% and economically disadvantaged students will have a proficiency level of 59.3% by the end of the three year cycle. Current Proficiency level based on 22-23 data for students with disabilities: 8.3% Current Proficiency level based on 22-23 data for economically disadvantaged students: 39.4% (The final measure will be based off the Keystone Exam.)

Action Step	Anticipated Start/Completion Date	
Development of master schedule to allow for the creation of "at-risk" sections in both English Language Arts and Mathematics, as well as creating some learning support classes with dually certified teachers.	2024-08-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Joshua Vincent - Principal	Access to Student Information System, PowerSchool	No

Action Step	Anticipated Start/Completion Date	
Analysis of Local Benchmark Data and Previous State Assessment Scores to create "at risk" sections and to target areas of weakness and gaps in order to raise student achievement. Analysis of student IEPs and school achievement data to properly place student in learning support sections of classes taught by highly qualified staff members to provide smaller class sizes and create more individualized one on one and small group instruction in the classroom.	2024-08-30	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Joshua Vincent - Principal	Student Assessment Data	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Smaller Class Sizes Differentiated Instruction to close gaps	Josh Vincent/Principal & School MDT teams (School Counselor, Special Education Supervisor, Teacher) - Monthly The MDT team will look at local data available as well as the most recent CDT report throughout the school year to determine the effectiveness of the intervention and what students may benefit from moving to a smaller group as the year continues. Student grades, attendance, and testing data will be used as well as conferencing with the student and the student's parent(s)/guardian(s) to put students in appropriate class size and level groupings.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implementation of Multidisciplinary Teams	WAHS will create a Multidisciplinary (MDT) Team by the start of the school year and continue to implement throughout the 24.25 school year. The purpose of this MDT is to align strategies around a MTSS model to support students across academics, social emotional learning, behavior, and attendance. An MDT Manual will be created and professional development will be provided to all staff to effectively implement MDT and MTSS.

Implementation of MDT Teams, Review of MDT Referrals and MTSS

Action Step
• WAHS will create a Multidisciplinary (MDT) Team by the start of the school year and continue to implement throughout the 24.25 school year. The purpose of this MDT is to align strategies around a MTSS model to support students across academics, social emotional learning, behavior, and attendance.   An MDT Manual will be created and professional development will be provided to all staff to effectively implement MDT and MTSS.
Audience
WAHS Faculty and Staff
Topics to be Included
MDT Manual Creating MDT Referrals in PowerSchool MDT Referral Calendar and Bi-Weekly Building Meeting Calendar
Evidence of Learning
Completion of PD Comply Item Submission of MDT Referrals as proof of the MDT process

Lead Person/Position	Anticipated Start	Anticipated Completion
Joshua Vincent - Principal	2024-08-22	2025-06-06

Learning Format

Type of Activities	Frequency
Inservice day	2x per Year
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Joshua Vincent	2024-07-19
School Improvement Facilitator Signature	**Date**