

STEM at Showalter

CSI School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
STEM Academy @ Showalter		125231232/8303
Address 1		
1100 W. 10th Street		
Address 2		
City	State	Zip Code
Chester	PA	19013
Chief School Administrator		Chief School Administrator Email
Latrice Mumin		lmumin@chesteruplandsd.org
Principal Name		
Ronald Brown		
Principal Email		
robrown@chesteruplandsd.org		
Principal Phone Number		Principal Extension
610-447-3650		3436
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Stottlemyer		hstottlemyer@dcIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Khalid Sutton	District Level Leaders	CUSD - Assistant Superintendent	ksutton@chesteruplandsd.org
Latrice Mumin	Chief School Administrator	CUSD Superintendent	lmumin@chesteruplandsd.org
Julanne Labrum	Teacher	STEM - ELA Teacher & PBIS Coach	jlabrum@chesteruplandsd.org
Michele Paulick	Teacher	STEM - Special Education Teacher	mpaulick@chesteruplandsd.org
Carlena Parker	District Level Leaders	CUSD - Chief Academic Officer	cparker@chesteruplandsd.org
Monique Hales	District Level Leaders	CUSD Federal Programs Coordinator	mhales@chesteruplandsd.org
Ronald Brown	Principal	STEM	robrown@chesteruplandsd.org
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Heather Stottlemeyer	Other	DCIU SIF	hstottlemeyer@dciu.org

Vision for Learning

Vision for Learning

All community partners envision the STEM Academy at Showalter as an example of excellence in academic achievement for the CUSD community. STEM Academy provides an evidence-based education designed to assist scholars in developing 21st Century skills by becoming problem solvers, critical thinkers, and lifelong learners, who actively partner with our community to collaboratively accomplish our mission and encourage our scholars to become successful global citizens.

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
ELA growth increased from 82 to 86 in meeting annual growth expectations in PVAAS.	The improvement in ELA growth indicates positive momentum in meeting growth targets, suggesting that instructional strategies may be effectively supporting student progress in English Language Arts.
Science/Biology achievement on the Biology Keystone increased the number of proficient/advanced students from 3.3% to 7.1%.	The significant increase in the percentage of proficient/advanced students demonstrates notable progress in Biology, suggesting that targeted interventions or instructional improvements are positively impacting student performance.
ELL growth and attainment increased from 0% to 11.5%.	The substantial increase in ELL growth and attainment highlights a successful effort in supporting English Language Learners, suggesting that recent strategies or interventions are effectively addressing their educational needs.
96.8% of students graduate in the 4-year cohort.	The high graduation rate reflects strong student retention and success, indicating effective support systems and academic programs that contribute to student achievement.
Students scoring proficient/advanced on the NOCTI competency increased from 17% to 29%.	The notable increase in proficiency on the NOCTI competency suggests improvements in vocational training and preparation, highlighting enhanced student

	mastery of essential skills in their respective fields.
Algebra I students met the academic growth score of 71.0, exceeding the statewide growth standard.	The achievement of an above-statewide growth score in Algebra I reflects the effectiveness of instructional practices and targeted interventions, indicating strong academic progress in this subject area.

Challenges

Indicator	Comments/Notable Observations
STEM at Showalter is facing significant challenges with critically low proficiency rates in core subjects such as English Language Arts, Math, and Science. Proficiency rates in Math (0%), Reading (13.3%), and Science (11.6%) fall well below state averages, indicating that students are not acquiring the necessary skills in these foundational areas.	This challenge emphasizes the urgent need for targeted interventions and strategies to improve basic skills in core subjects, particularly for students who are underperforming.
The percentage of students scoring proficient or advanced in key subjects such as Algebra I and English Language Arts remains extremely low, with only 1% of students reaching proficient/advanced levels in these subjects. This lack of advanced performance suggests that most students are not demonstrating the higher-level skills required for success in more challenging academic pathways.	To address this, STEM at Showalter will need to implement strategies that raise academic rigor and create pathways for students to excel beyond basic proficiency.
Although STEM at Showalter showed a growth score of 62.0 in Science/Biology, the percentage of students reaching proficient/advanced levels remains low at 7.1%. This is far below the state average of 59.2%, despite the growth in PVAAS data.	The growth in Science/Biology, while positive, needs to be more significant to ensure that students are reaching proficiency levels that align with state expectations. Focused interventions and instructional adjustments are necessary to boost student performance in Science.
Regular attendance at STEM at Showalter increased from 22.0% to 28.1% in the 2022-2023 school year.	Although the increase in attendance is a positive step, the current rate of 28.1% is still significantly below the desired benchmark,

	indicating that attendance remains a critical area for improvement. Further efforts are needed to engage students and families to ensure consistent attendance and prevent disruptions to students' academic progress.
At STEM at Showalter, the percentage of students scoring advanced on PA state assessments is as follows: ELA 1.0%, Math/Algebra 1.0%, and Science/Biology 0.0%.	The extremely low percentages of students scoring advanced in all subjects indicate significant challenges in achieving higher-level academic proficiency. This highlights the need for enhanced instructional strategies and targeted interventions to support students in reaching advanced performance levels, particularly in Science, where no students have reached the advanced level.

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

Strengths

Indicator At Showalter, students in the Black, Economically Disadvantaged, and Combined Ethnicity subgroups are meeting the same high level of academic growth in ELA as the overall student population, with all groups achieving a score of 86.0—well above the statewide average of 75.0. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations This indicates that targeted supports and instruction are effectively promoting equity in academic growth, with historically underserved student groups outperforming statewide expectations and closing achievement gaps in ELA.
Indicator In mathematics and Algebra, the Hispanic and Combined Ethnicity subgroups at Showalter met or exceeded the growth score of the All Student group and performed above the statewide growth standard. ESSA Student Subgroups	Comments/Notable Observations This suggests that instruction and interventions in math are effectively supporting diverse learners, particularly Hispanic students, in making strong academic gains and contributing to overall school growth outcomes.
Indicator For school year 23-24, Students in the Hispanic, English Learner, and Combined Ethnicity subgroups at Showalter met the English Language Growth and Attainment standard, indicating solid progress in language development. ESSA Student Subgroups Combined Ethnicity, Hispanic, English Learners	Comments/Notable Observations This reflects the effectiveness of language support programs and instruction in helping multilingual learners build proficiency, particularly among Hispanic and English Learner populations.

Indicator The 4-year cohort graduation rates for Black (96.3%), Economically Disadvantaged (96.7%), and Combined Ethnicity (96.8%) subgroups at Showalter closely align with the All Student graduation rate of 96.8%, demonstrating high and consistent graduation outcomes across student groups. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations This consistency indicates strong schoolwide support systems that are successfully promoting graduation equity, ensuring that historically underserved student populations are completing high school at nearly identical rates to their peers.
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Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
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Indicator ELA proficiency rates are low across all subgroups at Showalter, with Black (21.8%), Economically Disadvantaged (23.2%), and Combined Ethnicity (21.9%) students performing similarly to the All Student group, while Students with Disabilities are significantly lower at 9.5%. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations While overall subgroup performance aligns with the school average, the especially low proficiency among Students with Disabilities highlights a critical need for targeted instructional supports and differentiated interventions to address significant learning gaps in ELA.
Indicator Math/Algebra proficiency rates at Showalter are extremely low across all subgroups, with Black (3.5%), Economically Disadvantaged (3.2%), Combined Ethnicity (3.2%), and Students with Disabilities (3.2%) all performing at or just above the minimal level, in alignment with the All Student group. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The low math proficiency indicates a schoolwide challenge in mathematics instruction, suggesting the need for systemic improvements in curriculum, intervention strategies, and instructional support, particularly for high-need student populations.

Indicator Science/Biology proficiency rates at Showalter are uniformly low, with the All Student group at 7.1% and subgroups including Black (6.9%), Economically Disadvantaged (7.4%), Students with Disabilities (5.0%), and Combined Ethnicity (6.3%) performing at similarly low levels. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The consistent underperformance across all groups suggests a broader issue with science instruction or curriculum alignment, indicating a need for enhanced instructional practices, resources, and targeted interventions in science education schoolwide.
Indicator In ELA, Math/Algebra, and Science/Biology, the percentage of students scoring at the Advanced level is extremely low—1.0% or below—across all student groups, including Black, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The lack of students achieving advanced levels suggests that even higher-performing students may not be sufficiently challenged or supported to reach their full academic potential, highlighting a need for more rigorous instruction, enrichment opportunities, and differentiation across content areas.
Indicator Regular attendance rates are low across all student groups at Showalter, with Black (27.1%), Hispanic (32.7%), Economically Disadvantaged (27.1%), Students with Disabilities (28.9%), and Combined Ethnicity (28.0%) all aligning with the All Student rate, indicating that less than one-third of students attend school regularly. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The widespread nature of chronic absenteeism across all subgroups points to a systemic attendance issue, suggesting the need for schoolwide strategies focused on engagement, outreach, and removing barriers to consistent attendance.
Indicator The Career Standards Benchmark shows moderate attainment, with the All Student group at 75.5% and subgroups—Black (74.2%), Economically Disadvantaged (78.2%), Students with Disabilities (68.2%), and Combined Ethnicity (76.0%)—all performing near or slightly below this level. ESSA Student Subgroups	Comments/Notable Observations While most subgroups align closely with the overall performance, the somewhat lower rate for Students with Disabilities highlights a need for tailored career readiness supports to ensure all students are equally prepared for post-secondary success.

African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	
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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.

ELA growth improved from 82 to 86 in PVAAS, with Black, Economically Disadvantaged, and Combined Ethnicity subgroups meeting this high growth level above the statewide average of 75.
Science/Biology proficiency on the Keystone increased from 3.3% to 7.1%, and Algebra I students exceeded the statewide academic growth standard with a score of 71.0.
English Language Learners (ELL), Hispanic, and Combined Ethnicity subgroups met or exceeded growth and attainment standards, showing strong progress in language development.
The 4-year cohort graduation rate is high and equitable, with subgroups such as Black (96.3%) and Economically Disadvantaged (96.7%) closely matching the overall graduation rate of 96.8%.
Career readiness improved, with NOCTI proficiency increasing from 17% to 29%, reflecting enhanced competency attainment among 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.

Proficiency rates in core subjects are critically low across the board, with Math at 0%, Reading at 13.3%, and Science at 11.6%, far below state averages, indicating students struggle to master foundational skills.
Advanced achievement is nearly nonexistent, with only about 1% of students reaching proficient or advanced levels in ELA, Math/Algebra, and Science/Biology across all subgroups, signaling a lack of higher-level academic skills.
Regular attendance remains a significant challenge, with less than one-third of students attending consistently across all subgroups, which likely impacts academic performance and engagement.
While career standards attainment is moderate (~75%), Students with Disabilities lag behind other groups at 68.2%, highlighting a gap in post-secondary readiness support for this subgroup.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
In MAP assessments for Literature II courses, overall student achievement increased from 34% to 39%. Notably, students in the upper three quintiles showed significant growth, with achievement rising from 32% to 49%.	The growth in the upper three quintiles suggests that higher-performing students are making meaningful academic progress, which may reflect effective differentiation or targeted supports. However, the overall achievement rate indicates there is still room to improve outcomes for the entire student population, especially those in lower performance quintiles.
In the winter MAP testing, the schoolwide growth median in ELA was 75, and the median achievement increased from 32 to 45.	This data indicates solid overall growth and improving achievement, suggesting that instructional strategies are effectively supporting student progress, though continued focus is needed to further raise achievement levels.
IXL ELA is actively used for small group instruction, flexible grouping, and student conferencing. Currently, 47% of students are achieving at least one proficient skill per week, which is lower than Quarter 2 but above the expected target for Quarter 3.	While the slight decline from Quarter 2 suggests some challenges, maintaining progress above the Quarter 3 target shows that targeted use of IXL for personalized support is helping many students steadily build their ELA skills.

English Language Arts Summary

Strengths

Overall ELA achievement is improving, with Literature II MAP scores rising from 34% to 39%, and students in the upper three quintiles making notable gains from 32% to 49%.
The schoolwide ELA growth median is strong at 75, median achievement increased from 32 to 45, and effective use of IXL supports targeted instruction, with 47% of students consistently mastering new skills weekly—exceeding Quarter 3 expectations.

Challenges

Despite overall growth, median ELA achievement levels remain below 50%, indicating many students have not yet reached proficiency and continued efforts are needed to boost achievement across all performance levels.
The percentage of students achieving at least one proficient skill weekly in IXL ELA declined from Quarter 2 to Quarter 3, signaling potential engagement or instructional challenges that need to be addressed to sustain consistent skill development.

Mathematics

Data	Comments/Notable Observations
In Algebra I MAP Math assessments, students across all quintiles showed growth, with 81% of students moving into the top two quintiles for growth.	This strong movement of most students into the highest growth categories highlights effective instruction and intervention strategies in Algebra I, supporting broad-based academic progress in math.
In the Winter 2025 Math MAP assessment, all students improved their growth percentiles from the 30th to the 45th percentile. There was notable growth among students in the top three quintiles and a corresponding decrease in the number of students in the lowest two quintiles.	The shift toward higher growth percentiles and reduction in lower-performing groups suggests effective math instruction and interventions that are helping more students make meaningful progress and closing achievement gaps.
Between Quarter 2 and Quarter 3, the percentage of students achieving at least one proficient skill per week in IXL Math increased from 50% to 61%.	This growth reflects improved student engagement and mastery of math skills through targeted practice, indicating that the use of IXL is effectively supporting ongoing skill development.

Mathematics Summary

Strengths

Students demonstrated strong and consistent growth in Algebra I MAP Math assessments, with 81% advancing into the top two growth quintiles and overall growth percentiles rising from the 30th to the 45th percentile in Winter 2025.
Increased engagement and skill mastery in math is evident as the percentage of students achieving at least one proficient IXL Math skill per week rose significantly from 50% to 61% between Quarter 2 and Quarter 3.

Challenges

Despite growth, nearly 20% of students remain outside the top two growth quintiles, indicating a need for targeted support to help lower-performing students accelerate their math progress.
Although IXL Math proficiency improved, 39% of students are still not achieving at least one proficient skill per week, highlighting ongoing challenges with consistent practice and mastery for a substantial portion of learners.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology was shifted from 9th to 10th grade to give students additional time to adjust to high school and its academic expectations, while also reducing the assessment burden on	This change reflects a strategic approach to balancing rigorous curriculum pacing with student readiness and well-being, potentially supporting stronger science achievement and reduced student stress.

9th graders.	
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Science, Technology, and Engineering Education Summary

Strengths

Shifting Biology to 10th grade allows students more time to acclimate to high school, which can lead to improved readiness and focus, ultimately supporting better engagement and performance in the course.

Challenges

Delaying Biology until 10th grade may compress the science curriculum timeline, requiring careful planning to ensure students still meet all content standards without feeling rushed.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All Naviance tasks have been completed, thanks to a strong partnership between the counseling team and social studies teachers, who collaborated to deliver lessons and support task completion.	This cross-departmental collaboration demonstrates an effective model for integrating college and career readiness into the curriculum, ensuring every student receives consistent support and guidance.
STEM hosted its annual career fair, providing all students with exposure to a wide range of career pathways and opportunities.	Offering the career fair to all students promotes early career exploration and helps build real-world connections, supporting college and career readiness across grade levels.
Students engaged in college fairs held at both STEM and Chester High School (CHS) and also took part in college campus tours.	These experiences offer students valuable exposure to post-secondary options, fostering informed decision-making and increasing motivation for college readiness and planning.
Students participated in the PECO Jr. Infrastructure Academy and the Electricians Union Orientation, gaining firsthand exposure to high-demand, skilled trade career pathways.	Participation in these programs provided students with early access to industry-specific knowledge and workforce development opportunities aligned with the region's infrastructure and utility sectors.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Active recruitment efforts for DCTS and CUSD CTE programs have led to approximately 30% of students participating in Career and Technical Education pathways.	The strong participation rate reflects growing student interest in hands-on, career-focused learning opportunities, indicating that recruitment strategies are effectively connecting students with viable postsecondary and workforce options.
STEM provides students with the opportunity to complete and pass both the NOCTI and OSHA certifications annually.	By earning industry-recognized credentials, STEM students are gaining valuable workforce readiness skills and strengthening their postsecondary career pathways.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
The campus greenhouse is being rebuilt with grant funding, and the updated biology scope and sequence will integrate hands-on labs and activities in the new space.	Incorporating the greenhouse into the biology curriculum enhances experiential learning and supports real-world application of scientific concepts, promoting student engagement and deeper understanding.

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.

Robust Career and College Readiness Support: The collaboration between counseling and academic teams ensures 100% completion of Naviance tasks, complemented by diverse career fairs, college tours, and exposure to skilled trades, effectively preparing students for postsecondary success.
Strong Hands-On Academic and Technical Opportunities: With 30% of students enrolled in CTE programs, access to industry certifications, and integration of the new greenhouse into biology labs, STEM provides students with practical, career-aligned learning experiences that deepen academic engagement and workforce 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.

Expanding Student Participation in CTE Programs: While 30% of students are engaged in CTE pathways, there remains an opportunity to

increase enrollment and awareness to ensure more students benefit from these valuable career-focused experiences

Maximizing Integration of New Resources: With the greenhouse rebuild and updated biology curriculum underway, ongoing support and training will be needed to fully integrate these hands-on learning opportunities into daily instruction and maximize their impact on student achievement.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
The school celebrated Hispanic Heritage Month with a schoolwide display, highlighting the culture and contributions of Hispanic students and communities to promote inclusivity and cultural awareness.	This visible recognition supports English learner equity by fostering a culturally responsive environment that values diversity and encourages student engagement and pride in their heritage.
STEM ensures equity for English learners by providing all documents, communications, and correspondences to families translated into Spanish and multiple other languages.	This commitment to multilingual communication removes language barriers, fosters family engagement, and supports equitable access to information and resources for diverse student populations.

Students with Disabilities

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

Data	Comments/Notable Observations
STEM maintains 100% compliance with Individualized Education Programs (IEPs), ensuring that students with disabilities receive the legally mandated supports and services.	This full compliance reflects STEM's strong commitment to providing equitable educational opportunities and meeting the individualized needs of students with disabilities.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
STEM provides annual vision testing for all students, ensuring early identification of vision issues and access to necessary eyewear.	Offering vision screening and corrective eyewear supports equitable learning by addressing health barriers that can affect student performance, especially among economically disadvantaged students.
Although 100% of STEM students qualify for free and reduced lunch, the officially reported percentage of economically disadvantaged students is 87.6%.	This high rate of economic disadvantage highlights the importance of targeted supports and resources to address barriers that may impact student learning and overall success.

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.

STEM demonstrates a strong commitment to equity and inclusion by celebrating cultural diversity through events like Hispanic Heritage Month and providing multilingual communications to support English learners and their families.
The school effectively supports students with disabilities and those economically disadvantaged by maintaining full IEP compliance, offering specialized services like art therapy, and addressing health needs through annual vision screenings and eyewear provision.

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.

Despite strong equity efforts, ongoing challenges remain in fully engaging economically disadvantaged families beyond basic supports, highlighting a need for expanded outreach and resources to address broader barriers to student success.
While services like art therapy and vision testing are provided, ensuring consistent access and measuring the impact of these supports on academic and social-emotional outcomes for students with disabilities requires continued attention and development.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
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	Exemplary

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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

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

Summary

Strengths

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

Instruction is systematically planned, aligned to PA Standards, and regularly adjusted using diverse assessments to meet individual student needs, with exemplary feedback and support for instructional practices.
Student-centered support systems are strong, with an exemplary implementation of positive behavior interventions, robust multi-tiered academic and behavioral supports, and effective community partnerships.
Leadership capacity is operational, with staff empowerment and resource alignment in place, fostering a culture of high expectations and continuous school improvement.
Professional learning is actively monitored for impact, with emerging practices to identify needs and use varied learning designs to support staff growth.

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?

Leadership capacity building and collective vision for continuous improvement are still emerging and need further development.
Identification of professional learning needs through data analysis is in an emerging stage.
Use of diverse professional learning designs to meet staff needs requires growth.
Consistent engagement of families to support learning needs ongoing improvement.
Continuous monitoring and adjustment of the school improvement plan need strengthening.

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
ELA growth improved from 82 to 86 in PVAAS, with Black, Economically Disadvantaged, and Combined Ethnicity subgroups meeting this high growth level above the statewide average of 75.	True
Science/Biology proficiency on the Keystone increased from 3.3% to 7.1%, and Algebra I students exceeded the statewide academic growth standard with a score of 71.0.	True
English Language Learners (ELL), Hispanic, and Combined Ethnicity subgroups met or exceeded growth and attainment standards, showing strong progress in language development.	False
The 4-year cohort graduation rate is high and equitable, with subgroups such as Black (96.3%) and Economically Disadvantaged (96.7%) closely matching the overall graduation rate of 96.8%.	True
Career readiness improved, with NOCTI proficiency increasing from 17% to 29%, reflecting enhanced competency attainment among students.	True
Overall ELA achievement is improving, with Literature II MAP scores rising from 34% to 39%, and students in the upper three quintiles making notable gains from 32% to 49%.	True
The schoolwide ELA growth median is strong at 75, median achievement increased from 32 to 45, and effective use of IXL supports targeted instruction, with 47% of students consistently mastering new skills weekly—exceeding Quarter 3 expectations.	False
Students demonstrated strong and consistent growth in Algebra I MAP Math assessments, with 81% advancing into the top two growth quintiles and overall growth percentiles rising from the 30th to the 45th percentile in Winter 2025.	False
Increased engagement and skill mastery in math is evident as the percentage of students achieving at least one proficient IXL Math skill per week rose significantly from 50% to 61% between Quarter 2 and Quarter 3.	False
Shifting Biology to 10th grade allows students more time to acclimate to high school, which can lead to improved readiness and focus, ultimately supporting better engagement and performance in the course.	False
Robust Career and College Readiness Support: The collaboration between counseling and academic teams ensures 100% completion of Naviance tasks, complemented by diverse career fairs, college tours, and exposure to skilled trades, effectively preparing students for postsecondary success.	False
Instruction is systematically planned, aligned to PA Standards, and regularly adjusted using diverse	False

assessments to meet individual student needs, with exemplary feedback and support for instructional practices.	
Strong Hands-On Academic and Technical Opportunities: With 30% of students enrolled in CTE programs, access to industry certifications, and integration of the new greenhouse into biology labs, STEM provides students with practical, career-aligned learning experiences that deepen academic engagement and workforce readiness.	False
STEM demonstrates a strong commitment to equity and inclusion by celebrating cultural diversity through events like Hispanic Heritage Month and providing multilingual communications to support English learners and their families.	False
The school effectively supports students with disabilities and those economically disadvantaged by maintaining full IEP compliance, offering specialized services like art therapy, and addressing health needs through annual vision screenings and eyewear provision.	False
Student-centered support systems are strong, with an exemplary implementation of positive behavior interventions, robust multi-tiered academic and behavioral supports, and effective community partnerships.	False
Leadership capacity is operational, with staff empowerment and resource alignment in place, fostering a culture of high expectations and continuous school improvement.	False
Professional learning is actively monitored for impact, with emerging practices to identify needs and use varied learning designs to support staff growth.	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
Proficiency rates in core subjects are critically low across the board, with Math at 0%, Reading at 13.3%, and Science at 11.6%, far below state averages, indicating students struggle to master foundational skills.	True
Advanced achievement is nearly nonexistent, with only about 1% of students reaching proficient or advanced levels in ELA, Math/Algebra, and Science/Biology across all subgroups, signaling a lack of higher-level academic skills.	False
Regular attendance remains a significant challenge, with less than one-third of students attending consistently across all subgroups, which likely impacts academic performance and engagement.	True
While career standards attainment is moderate (~75%), Students with Disabilities lag behind other groups at 68.2%, highlighting a gap in post-secondary readiness support for this subgroup.	True

Despite overall growth, median ELA achievement levels remain below 50%, indicating many students have not yet reached proficiency and continued efforts are needed to boost achievement across all performance levels.	True
The percentage of students achieving at least one proficient skill weekly in IXL ELA declined from Quarter 2 to Quarter 3, signaling potential engagement or instructional challenges that need to be addressed to sustain consistent skill development.	False
Despite growth, nearly 20% of students remain outside the top two growth quintiles, indicating a need for targeted support to help lower-performing students accelerate their math progress.	True
Although IXL Math proficiency improved, 39% of students are still not achieving at least one proficient skill per week, highlighting ongoing challenges with consistent practice and mastery for a substantial portion of learners.	True
Delaying Biology until 10th grade may compress the science curriculum timeline, requiring careful planning to ensure students still meet all content standards without feeling rushed.	False
Expanding Student Participation in CTE Programs: While 30% of students are engaged in CTE pathways, there remains an opportunity to increase enrollment and awareness to ensure more students benefit from these valuable career-focused experiences	False
Maximizing Integration of New Resources: With the greenhouse rebuild and updated biology curriculum underway, ongoing support and training will be needed to fully integrate these hands-on learning opportunities into daily instruction and maximize their impact on student achievement.	False
Consistent engagement of families to support learning needs ongoing improvement.	False
Use of diverse professional learning designs to meet staff needs requires growth.	False
Despite strong equity efforts, ongoing challenges remain in fully engaging economically disadvantaged families beyond basic supports, highlighting a need for expanded outreach and resources to address broader barriers to student success.	False
While services like art therapy and vision testing are provided, ensuring consistent access and measuring the impact of these supports on academic and social-emotional outcomes for students with disabilities requires continued attention and development.	False
Leadership capacity building and collective vision for continuous improvement are still emerging and need further development.	False
Identification of professional learning needs through data analysis is in an emerging stage.	False
Continuous monitoring and adjustment of the school improvement plan need strengthening.	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.

Strengthening continuous monitoring and adjustment of the school improvement plan will be critical to ensure that initiatives remain responsive to student needs and effectively drive ongoing academic and operational improvements.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficiency rates in core subjects are critically low across the board, with Math at 0%, Reading at 13.3%, and Science at 11.6%, far below state averages, indicating students struggle to master foundational skills.	The root cause analysis reveals that the critically low proficiency rates in core subjects—Math at 0%, Reading at 13.3%, and Science at 11.6%—stem from students’ ongoing struggles to master foundational skills necessary for academic success. These persistently low outcomes suggest gaps in early intervention, instructional alignment, and support systems that hinder students’ ability to build essential competencies. Addressing these underlying issues is crucial to improving proficiency and closing the achievement gap compared to state averages.	True
Regular attendance remains a significant challenge, with less than one-third of students attending consistently across all subgroups, which likely impacts academic performance and engagement.	The root cause analysis of the attendance challenge indicates that less than one-third of students attend school consistently across all subgroups, which significantly affects their academic performance and engagement. This widespread issue suggests underlying factors such as a lack of motivation, barriers to access, or insufficient support systems that prevent regular attendance. Without consistent presence in the classroom, students miss critical instruction and opportunities for growth, making attendance a foundational area requiring targeted strategies to improve overall student success.	True
While career standards attainment is moderate (~75%), Students with Disabilities lag behind other groups at 68.2%, highlighting a gap in post-secondary readiness support for this subgroup.	The root cause analysis reveals that although overall career standards attainment is moderate at around 75%, students with disabilities significantly lag behind at 68.2%. This gap suggests that the existing post-secondary readiness supports may not be fully accessible or tailored to meet the unique needs of students with disabilities. Factors such as limited specialized resources, insufficient individualized guidance, or barriers to program participation could be contributing to this disparity. Addressing these root causes is essential to ensure equitable career preparation and successful transitions for all students.	False
Despite overall growth, median ELA achievement levels remain below 50%, indicating many students	The root cause analysis indicates that although there is measurable growth in ELA, median achievement levels remain below 50%, showing	False

have not yet reached proficiency and continued efforts are needed to boost achievement across all performance levels.	that a significant portion of students have yet to reach proficiency. This suggests that while instructional strategies may be driving some improvement, they are not fully effective for all learners across performance levels. Potential contributing factors could include gaps in foundational skills, inconsistent access to targeted interventions, or insufficient differentiation in instruction. To accelerate progress, continued and focused efforts are necessary to address these underlying issues and support all students in achieving higher proficiency.	
Despite growth, nearly 20% of students remain outside the top two growth quintiles, indicating a need for targeted support to help lower-performing students accelerate their math progress.	The root cause analysis reveals that although overall growth in math is occurring, nearly 20% of students remain outside the top two growth quintiles. This indicates that a significant group of lower-performing students are not experiencing the same level of progress as their peers. Factors contributing to this challenge may include gaps in foundational math skills, limited access to personalized interventions, or instructional practices that do not fully address diverse learning needs. To ensure equitable growth, targeted support and tailored strategies are needed to accelerate the math achievement of these students and help close the performance gap.	False
Although IXL Math proficiency improved, 39% of students are still not achieving at least one proficient skill per week, highlighting ongoing challenges with consistent practice and mastery for a substantial portion of learners.	The root cause analysis indicates that while IXL Math proficiency has improved, a significant portion of students—39%—are still not achieving at least one proficient skill per week. This suggests ongoing challenges with consistent practice and skill mastery for many learners. Contributing factors may include gaps in student motivation, limited targeted support, variability in instructional implementation, or external barriers such as limited access to technology or time constraints. Addressing these issues will require focused efforts to engage students consistently, provide personalized interventions, and ensure equitable access to resources that support regular practice and skill development.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA growth improved from 82 to 86 in PVAAS, with Black, Economically Disadvantaged, and Combined Ethnicity subgroups	

meeting this high growth level above the statewide average of 75.	
Science/Biology proficiency on the Keystone increased from 3.3% to 7.1%, and Algebra I students exceeded the statewide academic growth standard with a score of 71.0.	
The 4-year cohort graduation rate is high and equitable, with subgroups such as Black (96.3%) and Economically Disadvantaged (96.7%) closely matching the overall graduation rate of 96.8%.	
Career readiness improved, with NOCTI proficiency increasing from 17% to 29%, reflecting enhanced competency attainment among students.	
Overall ELA achievement is improving, with Literature II MAP scores rising from 34% to 39%, and students in the upper three quintiles making notable gains from 32% to 49%.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If core content teachers meet collaboratively in data-driven meetings, and planned instruction is intentionally aligned to identified student needs, then student learning and achievement will increase.
	If students who are chronically absent are continuously monitored and receive targeted interventions, then chronic absenteeism will be reduced.

Goal Setting

Priority: If core content teachers meet collaboratively in data-driven meetings, and planned instruction is intentionally aligned to identified student needs, then student learning and achievement will increase.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
ELA Growth Goal: By June 30, 2026, the median growth percentile rank for all students taking NWEA-MAP Language Arts will increase from 65% to 70%. ELA Achievement Goal: By June 30, 2026, the median for achievement in NWEA-MAP Language Arts for all students will increase by 6 . ELA Proficiency Goal: By June 30, 2026, all students will complete an average of 2.0 lessons per week at 80% proficiency, including both the learning path and grade-level content.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Process target: By September 30, 2025, 90% of students will complete the NWEA-MAP ELA assessment, receive a personalized learning path in IXL ELA based on their results, and complete at least one assigned IXL ELA lesson at proficiency o support individualized skill development.	MAP Growth target: By December 30, 2025, the median percentile rank for all students taking NWEA-MAP ELA will increase to 67 or greater. MAP Achievement target: By December 30, 2025, the median for achievement for NWEA-MAP for all students will increase by 4 points from Fall 2025. IXL Achievement target: By December 30, 2025, 40% will complete an average of 2.0 or more lessons per week at proficiency, including both the learning path and grade-level content.	IXL Achievement Target: By March 30, 2026, 60% of students will complete an average of 2.0 lessons per week at proficiency, including both the learning path and grade-level content.	ELA Growth Goal: By June 30, 2026, the median percentile rank for all students taking NWEA-MAP Language Arts will increase from 65 in June 2025 to 70 in June 2026. ELA Achievement Goal: By June 30, 2026, the median for achievement in NWEA-MAP ELA for all students will increase by 6. ELA Achievement Goal: By June 30, 2026, 80% of students enrolled in ELA classes will complete an average of 2.0 lessons per week at proficiency, including both the learning path and grade level content.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)			
Math Growth Goal: By June 30, 2026, the median percentile rank for all students taking NWEA-MAP Math will increase from 61 to 65. Math Achievement Goal: By June 30, 2026, the median for achievement in NWEA-MAP Math for all students will increase by 5. Math Achievement Goal: By June 30, 2026, all students enrolled in math classes will complete an average of 2.0 lessons per week at 80% proficiency, including both the learning path and grade-level content.			
Measurable Goal Nickname (35 Character Max)			
MATH			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Process target: By September 30, 2025, 90% of students will complete the NWEA-MAP Math assessment, receive a personalized learning path in IXL Math based on their results, and complete at least one assigned IXL Math lesson at proficiency to support individualized skill development.	MAP Growth target: By December 30, 2025, the median percentile rank for all students taking NWEA-MAP Math will increase to 63 or greater. MAP Achievement target: By December 30, 2025, the median for achievement for NWEA-MAP for all students will increase by 3 from Fall 2025. IXL Achievement target: By December 30, 2025, all students will complete an average of 1.5 lessons per week at 80% proficiency including both the learning path and grade level content.	IXL Achievement Target: By March 30, 2026, all students will complete an average of 2.0 lessons per week at 80% proficiency including both the learning path and grade level content.	Math Growth Goal: By June 30, 2026, the median percentile rank for all students taking NWEA-MAP Math will increase from 61 to 65. Math Achievement Goal: By June 30, 2026, the median for achievement in NWEA-MAP Math for all students will increase by 5. Math Achievement Goal: By June 30, 2026, all students enrolled in math classes will complete an average of 2.0 lessons per week at 80% proficiency including both the learning path and grade level content.

Priority: If students who are chronically absent are continuously monitored and receive targeted interventions, then chronic absenteeism will be reduced.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Regular attendance: By June 30, 2026, regular attendance will be 60%.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

By September 30, 2025, regular attendance will be 62%.	By December 30, 2025, regular attendance will be 62%. By December 30, 2025, chronic absenteeism will be reduced by 3% in comparison to the same time period last year.	By March 30, 2026, regular attendance will be 60%. By March 30, 2026, chronic absenteeism will be reduced by 3% in comparison to the same time period last year.	By June 30, 2026, regular attendance will be 60%. By June 30, 2026, chronic absenteeism will be reduced by 3% in comparison to the same time last year, through the implementation of targeted mental health supports, anxiety-reducing strategies, and consistent coaching for facilitators, ensuring equitable support and inclusive practices for all student groups.
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Action Plan

Measurable Goals

ELA	Regular Attendance
MATH	

Action Plan For: IXL: <https://www.evidenceforpa.org/strategies/ixl-math> IXL Language Arts
<https://www.evidenceforpa.org/strategies/ixl-language-arts>

Measurable Goals:
ELA Growth Goal: By June 30, 2026, the median growth percentile rank for all students taking NWEA-MAP Language Arts will increase from 65% to 70%. ELA Achievement Goal: By June 30, 2026, the median for achievement in NWEA-MAP Language Arts for all students will increase by 6 . ELA Proficiency Goal: By June 30, 2026, all students will complete an average of 2.0 lessons per week at 80% proficiency, including both the learning path and grade-level content.

Action Step		Anticipated Start/Completion Date	
Lead professional learning communities, promote data-driven decision-making to improve student outcomes. Output: Archived agendas and attendance records from daily meetings; summary notes highlighting instructional changes.		2025-08-01	2025-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Expenditure: Stipend for Teacher Lead team Resource: IXL Licenses for ELA and math	No	
Action Step		Anticipated Start/Completion Date	
All ELA Teachers will receive IXL refresher and advanced training during August PD.i Output: PD sign-in sheets, staff implementation rubrics, and teacher self-assessment reflections.		2025-08-25	2025-09-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	IXL Professional Development materials, agenda, sign-in sheet	Yes	
Action Step		Anticipated Start/Completion Date	

Provide professional learning on effective small group instruction, key feedback shifts from 2024–25, and schoolwide expectations for using data to meet student needs in 2025–26. Output: Professional learning materials and teacher implementation plans outlining small group instruction strategies, feedback shifts, and data-driven practices for 2025–26.		2025-08-15	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Professional learning materials Feedback from 24-25 SY	Yes	
Action Step		Anticipated Start/Completion Date	
Analyze and summarize Quarter 1 walkthrough feedback on small group instruction to identify strengths and areas for growth, and use findings to establish targeted Quarter 2 focus areas. Output: A Q1 walkthrough summary report and a clearly defined list of Q2 small group instruction focus areas shared with staff to guide instructional improvement.		2025-09-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Resources: Walkthrough feedback on small group instruction	No	
Action Step		Anticipated Start/Completion Date	
The ELA teams align core curriculum materials with targeted IXL skills to reinforce core instruction and state standards.		2025-07-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Teacher Leads	ELA Scope and Sequence for each grade level ; IXL skills	No	
Action Step		Anticipated Start/Completion Date	
Create IXL expectations for teachers, students, and administrators. Output: A clearly defined, schoolwide IXL Expectations Document outlining roles and responsibilities for teachers, students, and administrators.		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	IXL evidence-based strategy	No	
Action Step		Anticipated Start/Completion Date	
Each ELA classroom will have a posted IXL and intervention schedule so that students are aware of when to focus on specific skills and standards. Output: Instructional schedules with documented IXL blocks shared with		2025-09-01	2025-09-30

administration and visible in classrooms.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Classroom checklist of completion	No	
Action Step		Anticipated Start/Completion Date	
Teachers will share student IXL progress reports for Fall with families during conferences and through regular progress reports to build home-school connections. Output: Copies of IXL family data reports, along with parent communication logs or samples of data summaries shared quarterly.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Teachers	Sign-in sheets from conferences	No	
Action Step		Anticipated Start/Completion Date	
Hold individual student conferences to review Fall IXL diagnostic data and collaboratively set growth goals for each student. Output: Each student will have a completed IXL Student Data and Goal-Setting document that includes: - A summary of their Fall diagnostic performance (overall level and key skill areas) -One academic growth goal aligned to ELA or Math focus areas -Specific IXL skill strands to target for improvement -Student reflection on current performance and strategies for growth		2025-10-01	2025-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Teachers	Goal setting protocol	No	
Action Step		Anticipated Start/Completion Date	
Provide professional development on MAP testing to new teachers.		2025-08-25	2025-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal DCIU MAP Consultant	Resources: MAP professional learning	Yes	
Action Step		Anticipated Start/Completion Date	
Continue PLC's each month in Q2 (October, November, December), following the established topic-based structure (e.g., data analysis, instructional planning, intervention strategies, and IXL integration) to promote consistent instructional alignment and responsive teaching practices throughout the school year. Output: A		2025-10-01	2025-12-30

collection of dated agendas aligned to each day's focus topic and corresponding sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teacher Leads	DCIU support hours to create structure for PLCs and support Teacher Leads	No	
Action Step		Anticipated Start/Completion Date	
Regularly monitor IXL usage data in Q2, including lessons completed and proficiency levels, to track student engagement and mastery of ELA skills. Output: Monthly IXL usage reports will be generated and reviewed by the ELA department and teacher lead team, with data shared during quarterly data meetings starting September 2025 to inform instructional adjustments.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	IXL administrative access	No	
Action Step		Anticipated Start/Completion Date	
Analyze and summarize Quarter 2 walkthrough feedback on small group instruction to identify strengths and areas for growth, and use findings to establish targeted Quarter 3 focus areas. Output: A Q2 walkthrough summary report and a clearly defined list of Q3 small group instruction focus areas shared with staff to guide instructional improvement.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Resources: Walkthrough feedback on small group instruction	No	
Action Step		Anticipated Start/Completion Date	
Continue PLC's each month in Q3 (January, February, March), following the established topic-based structure (e.g., data analysis, instructional planning, intervention strategies, and IXL integration) to promote consistent instructional alignment and responsive teaching practices throughout the school year. Output: A collection of dated agendas aligned to each day's focus topic and corresponding sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teacher Leads	DCIU support hours to create structure for PLCs and support Teacher Leads	No	

Action Step		Anticipated Start/Completion Date	
Regularly monitor IXL usage data in Q3, including lessons completed and proficiency levels, to track student engagement and mastery of ELA skills. Output: Monthly IXL usage reports will be generated and reviewed by the ELA department and teacher lead team, with data shared during quarterly data meetings starting September 2025 to inform instructional adjustments.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	IXL administrative access	No	
Action Step		Anticipated Start/Completion Date	
Hold individual student conferences to review Winter IXL diagnostic data and collaboratively set personalized growth goals for each student. Output: Each student will have a completed IXL Student Data and Goal-Setting document that includes: -A summary of their Winter diagnostic performance (overall level and key skill areas) -One academic growth goal aligned to ELA focus area -Specific IXL skill strands to target for improvement -Student reflection on current performance and strategies for growth		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Teachers Teacher Leads	Goal setting protocol	No	
Action Step		Anticipated Start/Completion Date	
Teachers will share student IXL progress reports for Winter with families during conferences and through regular progress reports to build home-school connections. Output: Copies of IXL family data reports, along with parent communication logs or samples of data summaries shared quarterly.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Teachers Teacher Leads	Sign-in sheets from conferences	No	
Action Step		Anticipated Start/Completion Date	
Regularly monitor IXL usage data in Q4, including lessons completed and proficiency levels, to track student engagement and mastery of ELA skills. Output: Monthly IXL usage reports will be generated and reviewed by the ELA department and teacher lead team, with data shared during quarterly data meetings starting September 2025 to inform instructional adjustments.		2026-04-01	2026-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	IXL administrative access	No	
Action Step		Anticipated Start/Completion Date	
Analyze and summarize Quarter 3 walkthrough feedback on small group instruction to identify strengths and areas for growth, and use findings to establish targeted Quarter 4 focus areas. Output: A Q3 walkthrough summary report and a clearly defined list of Q4 small group instruction focus areas are shared with staff to guide instructional improvement.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Resources: Walkthrough feedback on small group instruction	No	
Action Step		Anticipated Start/Completion Date	
Continue PLC's each month in Q4 (April, May, June), following the established topic-based structure (e.g., data analysis, instructional planning, intervention strategies, and IXL integration) to promote consistent instructional alignment and responsive teaching practices throughout the school year. Use data to guide Keystone Prep lessons. Output: A collection of dated agendas aligned to each day's focus topic and corresponding sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
DCIU support hours to create structure for PLCs and support Teacher Leads	Support Needed: DCIU support hours to create structure for PLCs and support Teacher Leads Expenditure: Keystone Practice Books	No	
Action Step		Anticipated Start/Completion Date	
Hold individual student conferences to review Spring IXL diagnostic data and collaboratively set personalized growth goals for each student. Output: Each student will have a completed IXL Student Data and Goal-Setting document that includes: -A summary of their Spring diagnostic performance (overall level and key skill areas) -One academic growth goal aligned to ELA focus areas -Specific IXL skill strands to target for improvement -Student reflection on current performance and strategies for growth		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA teachers Teacher Leads	Resources: Goal setting protocol	No	
Action Step		Anticipated Start/Completion	

		Date	
Implement a structured reflection protocol requiring students to respond to all field experience and college and career events with a written report that connects their experience to academic learning, career pathways, and personal growth goals.		2025-10-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Reflection Protocol Funding for Field Experiences: Washington, D.C., iFly, Franklin Institute, New York, NY	No	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	CSI School Improvement Plan action steps and targets/goals. Monitoring documents District Administration CSI Team	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student proficiency in reading as a result of consistent IXL implementation to fidelity, with PLC time and small group instruction used to target skill gaps and accelerate growth. Field experience as well as college and career events will incorporate real life experiences that will increase student engagement and achievement as well as supplement core content instruction PD sign-in sheets, staff implementation rubrics, teacher self-assessment reflections, archived agendas and attendance records from daily meetings; summary notes highlighting instructional changes. A walkthrough summary report and a clearly defined list of small group instruction focus areas shared with staff to guide instructional improvement. A clearly defined, schoolwide IXL Expectations Document outlining roles and responsibilities for teachers, students, and administrators. Instructional schedules with documented IXL blocks shared with administration and visible in classrooms. Copies of IXL family data reports, along with parent communication logs or samples of data summaries shared quarterly. Each student will have a completed IXL	Monitoring Plan: Bi-weekly: implementation team will complete a bi-weekly document Monthly: school team will review bi-weekly information, discuss progress towards goals Quarterly: school team and LEA team will review data progress towards goals and targets

Student Data and Goal-Setting document that includes: -A summary of their Fall diagnostic performance (overall level and key skill areas) - One academic growth goal aligned to ELA or Math focus areas - Specific IXL skill strands to target for improvement -Student reflection on current performance and strategies for growth A collection of dated agendas aligned to each day's focus topic and corresponding sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review. Monthly IXL usage reports will be generated and reviewed by the ELA department and teacher lead team, with data shared during quarterly data meetings starting September 2025 to inform instructional adjustments. Each student will have a completed IXL Student Data and Goal-Setting document that includes: -A summary of their Winter diagnostic performance (overall level and key skill areas) -One academic growth goal aligned to ELA focus area -Specific IXL skill strands to target for improvement -Student reflection on current performance and strategies for growth A collection of dated agendas aligned to each day's focus topic and corresponding sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review. Copies of IXL family data reports, along with parent communication logs or samples of data summaries shared quarterly. .	
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Action Plan For: Interpersonal Psychotherapy-Adolescent Skills Training:

<https://www.blueprintsprograms.org/programs/1349999999/interpersonal-psychotherapy-adolescent-skills-training/>

Measurable Goals:
Regular attendance: By June 30, 2026, regular attendance will be 60%.

Action Step	Anticipated Start/Completion Date
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Identify and provide training for mental health staff using IPT-AST curriculum protocols. Output: Certified mental health staff trained in the IPT-AST curriculum, with documentation of completion (e.g., certificates, attendance logs), and access to facilitator guides, session materials, and fidelity monitoring tools for implementation.		2025-07-01	2025-08-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Supports Needed: Identified Mental Health Staff list	Yes	
Action Step		Anticipated Start/Completion Date	
Use the beginning-of-the-year student survey data and attendance data to identify students for the IPT-AST support. Output: A targeted student list generated from survey and attendance data, identifying students who meet IPT-AST eligibility criteria, along with documentation of the selection process and referral status for each identified student.		2025-09-01	2025-10-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Counselors	Resources: Student Survey and regular attendance data Funding for Student Uniforms to support student emotional learning	No	
Action Step		Anticipated Start/Completion Date	
Implement weekly IPT-AST sessions for eight weeks during Quarter 2 with identified students, delivering structured psychoeducation on depression and its effects on interpersonal relationships. Outcome: Students demonstrate increased understanding of depression and improved interpersonal skills, reflected in pre- and post-session assessments and facilitator observations.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal IPT-AST trained professionals	Materials: IPT-AST curriculum materials, supplies to acknowledge SEL, academic, attendance achievement	No	
Action Step		Anticipated Start/Completion Date	
Implement weekly IPT-AST sessions for eight weeks during Quarter 3 with identified students, delivering structured psychoeducation on depression and its effects on interpersonal relationships. Outcome: Students demonstrate increased understanding of depression and improved interpersonal skills, reflected in pre- and post-session assessments and facilitator observations.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal IPT-AST trained	Materials: IPT-AST curriculum materials	No	

professionals			
Action Step		Anticipated Start/Completion Date	
Implement weekly IPT-AST sessions for eight weeks during Quarter 4 with identified students, delivering structured psychoeducation on depression and its effects on interpersonal relationships. Outcome: Students demonstrate increased understanding of depression and improved interpersonal skills, reflected in pre- and post-session assessments and facilitator observations.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal IPT-AST trained professionals	Materials: IPT-AST curriculum materials	No	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	CSI School Improvement Plan action steps and targets/goals. Monitoring documents District Administration CSI Team	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved regular attendance rates among participating students, tracked through attendance records showing increased consistency and reduced absenteeism throughout and following the IPT-AST intervention period. A targeted student list generated from survey and attendance data, identifying students who meet IPT-AST eligibility criteria, along with documentation of the selection process and referral status for each identified student. Students demonstrate increased understanding of depression and improved interpersonal skills, reflected in pre- and post-session assessments and facilitator observations.	Monitoring Plan: =Bi-weekly: implementation team will complete a bi-weekly document =Monthly: school team will review bi-weekly information, discuss progress towards goals =Quarterly: school team and LEA team will review data progress towards goals and targets

Action Plan For: IXL: <https://www.evidenceforpa.org/strategies/ixl-math> **IXL Language Arts**
<https://www.evidenceforpa.org/strategies/ixl-language-arts>

Measurable Goals:

- Math Growth Goal: By June 30, 2026, the median percentile rank for all students taking NWEA-MAP Math will increase from 61 to 65.
- Math Achievement Goal: By June 30, 2026, the median for achievement in NWEA-MAP Math for all students will increase by 5.
- Math Achievement Goal: By June 30, 2026, all students enrolled in math classes will complete an average of 2.0 lessons per week at 80% proficiency, including both the learning path and grade-level content.

Action Step		Anticipated Start/Completion Date	
Form a designated Teacher Lead team to lead professional learning communities, promote data-driven decision making, to improve student outcomes, analyze IXL data, inform planning, and monitor student progress. Output: Archived agendas and attendance records from daily meetings; summary notes highlighting instructional changes.		2025-08-01	2025-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Expenditure: Stipend for Teacher Lead Team Resource: IXL Licenses for Math	No	
Action Step		Anticipated Start/Completion Date	
All Math Teachers will receive IXL Refresher and advanced training during August PD. Output: PD sign-in sheets, staff implementation rubrics, and teacher self reflection assessments.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	IXL Professional Development materials, agenda and sign-in sheet	Yes	
Action Step		Anticipated Start/Completion Date	
The MATH Teams align core curriculum materials with targeted IXL Skills to reinforce core instruction and state standards.		2025-08-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Teacher Lead	MATH Scope and Sequence for each grade level: IXL skills	No	
Action Step		Anticipated Start/Completion	

		Date	
Create IXL expectations for teachers, students and administrators. Output: A clearly defined, schoolwide IXL expectation document outlining roles and responsibilities for teachers, students and administrators.		2025-07-01	2025-07-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	IXL evidence-based strategy	No	
Action Step		Anticipated Start/Completion Date	
Each Math Classroom will have a posted IXL and intervention schedule so that students are aware of when to focus on specific skills and standards. Output: Instructional schedules with documented IXL blocks shared with administrators and visible in classrooms.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MATH Teachers Teacher Lead	Sign-in sheets from Conferences	No	
Action Step		Anticipated Start/Completion Date	
Continue PLC's each month in Q2 (October, November, December), following the established topic-based structure (e.g.) data analysis, instructional planning, intervention strategies, and IXL integration) to promote consistent instructional alignment and responsive teaching practices throughout the school year. Output: A collection of dated agendas aligned to each day's focus topic and corresponding sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teacher Leads	DCIU support hours to create structure for PLCs and support	No	
Action Step		Anticipated Start/Completion Date	
Regularly monitor IXL usage data in Q2, including lessons completed and proficiency levels, to track student engagement and mastery of MATH Skills. Output: Monthly IXL usage reports will be generated and reviewed by the MATH department and teacher lead team, with data shared during quarterly data meetings starting September 2025 to inform instruction adjustments.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	IXL administrative access	No	
Action Step		Anticipated Start/Completion	

		Date	
Analyze and summarize Quarter walkthrough feedback on small group instruction to identify strengths and areas for growth and use findings to establish targets for focus areas. Completed Q1, Q2, Q3 to define focus areas for following Q. Output: A walkthrough summary report and a clearly defined list of small group instruction focus areas shared with staff to guide instructional improvements		2025-10-01	2026-04-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Resource: Walkthrough feedback on small group instruction.	No	
Action Step		Anticipated Start/Completion Date	
Continue PLCs each month in Q3 (January, February, March), following the established topic-based structure (e.g. data analysis, instructional planning. Output: A collection of dated agendas aligned to each day's focus topic and corresponding sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teacher Leads	DCIU support hours to create structure for PLCs and support	No	
Action Step		Anticipated Start/Completion Date	
Regularly monitor IXL usage data in Q3, including lessons completed and proficiency levels, to track student engagement and mastery of Math skills. Output: Monthly IXL usage reports will be generated and reviewed by the MATH department and teacher lead team, with data shared during quarterly data meetings starting September 2025 to inform instruction adjustments.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	IXL administrative access	No	
Action Step		Anticipated Start/Completion Date	
Hold individual student conferences to review Winter IXL diagnostic data and collaboratively set personalized growth goals for each student. Output: Each Student will have a completed IXL Data and Goal Setting Document that includes Summary of Winter Diagnostic performance Aligned growth goal aligned to Math Focus Area and target for improvement Student reflection on performance		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teachers Teacher Leads	Sign-in sheets from conferences	No	

Action Step		Anticipated Start/Completion Date	
Regularly monitor IXL usage data in Q4, including lessons completed and proficiency levels, to track students engagement and mastery of Math skills. Output: Monthly IXL usage reports will be generated and reviewed by Math department and teacher lead team, with data shared during quarterly data meetings starting September 2025.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	IXL Administrative access	No	
Action Step		Anticipated Start/Completion Date	
Continue PLC's each month in Q4 (April, May, June) following the established topic-based structure (e.g. data analysis, instructional planning, intervention strategies, and IXL integration) to promote consistent instructional alignment and responsive teaching practices throughout the school year. Use data to guide Keystone Prep lessons. Output: A collection of dated agendas aligned to each day's focus topic and corresponding sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review.		2026-04-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
DCIU support hours to create structure for PLC's and Lead Teachers	Support Needed: DCIU support hours to create structure for PLC's and support Teacher Leads Expenditure: Keystone Practice Books	No	
Action Step		Anticipated Start/Completion Date	
Hold individual conferences to review Spring IXL diagnostic data and collaboratively set personalized growth goals for each student Output:Each student will have a completed IXK Student Data and Goal Setting Document that includes A summary of their diagnostic performance One academic growth goal aligned to MATH focus areas Specific IXL strands to target improvement Student reflection on performance and strategies for growth		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teachers	Resources: Goal Setting Protocol	No	
Action Step		Anticipated Start/Completion Date	
Implement a structured reflection protocol requiring students to respond to all field experiences as well as college and career events with a written report that connects their experience to academic learning, career pathways, and		2025-10-01	2026-05-29

personal growth goals. Outcome: Completed student field experience reports submitted within one week of event, evaluated using a standardized rubric aligned to college and career readiness standards. A summary of findings and trends will be reviewed quarterly by grade-level teams to inform field experience planning and instructional alignment			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Reflection Protocol Funding for field experiences: Washington, DC. IFly, Franklin Institute, New York, NY	No	
Action Step		Anticipated Start/Completion Date	
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly and quarterly routines with the leadership team		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	CSI School Improvement Plan Action Steps and Targets/Goals. Monitoring documents District Administration CSI Team	No	
Action Step		Anticipated Start/Completion Date	
Teachers will share student IXL progress reports for Fall with families during conferences and through regular progress reports to build home-school connections. Output: Copies of IXL family data reports, along with parent communication logs or samples of data summaries shared quarterly.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Math Teachers	Classroom Checklist of completion	No	
Action Step		Anticipated Start/Completion Date	
Teachers will share student IXL progress reports for Fall with families during conferences and through regular progress reports to build home-school connections. Output: Copies of IXL family data reports, along with parent communication logs or samples of data summaries shared quarterly.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teachers Principal Assistant Principal	Sign-in Sheets from Conferences	No	
Action Step		Anticipated	

		Start/Completion Date	
Hold individual student conferences to review Fall IXL diagnostic data and collaboratively set growth goals for each student. Output: Each student will have a completed IXL Student Data and Goal-Setting document that includes: - A summary of their Fall diagnostic performance (overall level and key skill areas) -One academic growth goal aligned to ELA or Math focus areas -Specific IXL skill strands to target for improvement -Student reflection on current performance and strategies for growth		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teachers Teacher Lead	Goal Setting Protocol	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student proficiency in Math as a result of consistent IXL implementation to fidelity, with PLC time and small group instruction used to target skill gaps and accelerate growth. Field experience as well as college and career events will incorporate real life experiences that will increase student engagement and achievement as well as supplement core content instruction. PD sign-in sheets, staff implementation rubrics, teacher self-assessment reflections, archived agendas and attendance records from daily meetings; summary notes highlighting instructional changes. A walkthrough summary report and a clearly defined list of small group instruction focus areas shared with staff to guide instructional improvement. A clearly defined, schoolwide IXL Expectations Document outlining roles and responsibilities for teachers, students, and administrators. Instructional schedules with documented IXL blocks shared with administration and visible in classrooms. Copies of IXL family data reports, along with parent communication logs or samples of data summaries shared quarterly. Each student will have a completed IXL Student Data and Goal-Setting document that includes: -A summary of their Fall diagnostic performance (overall level and key skill areas) - One academic growth goal aligned to ELA or Math focus areas - Specific IXL skill strands to target for improvement -Student reflection on current performance and strategies for growth A collection of dated agendas aligned to each day's focus topic and corresponding	Monitoring Plan: Bi-weekly: implementation team will complete a bi-weekly document Monthly: school team will review bi-weekly information, discuss progress towards goals Quarterly: school team and LEA team will review data progress towards goals and targets

sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review. Monthly IXL usage reports will be generated and reviewed by the ELA department and teacher lead team, with data shared during quarterly data meetings starting September 2025 to inform instructional adjustments. Each student will have a completed IXL Student Data and Goal-Setting document that includes: -A summary of their Winter diagnostic performance (overall level and key skill areas) -One academic growth goal aligned to ELA focus area -Specific IXL skill strands to target for improvement -Student reflection on current performance and strategies for growth A collection of dated agendas aligned to each day's focus topic and corresponding sign-in sheets documenting team attendance and engagement, stored in a shared drive for administrative review. Copies of IXL family data reports, along with parent communication logs or samples of data summaries shared quarterly.	
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Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Field Experiences for students with written personal response	IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Supplies & Property	2	23000
Keystone Workbooks	IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Supplies & Property	2	6400

IXL Platform	IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Supplies & Property	2	11000
Promethean Board	- IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts - Interpersonal Psychotherapy-Adolescent Skills Training: https://www.blueprintsprograms.org/programs/1349999999/interpersonal-psychotherapy-adolescent-skills-training/	Supplies & Property	2	6400
Restorative Practices	Interpersonal Psychotherapy-Adolescent Skills Training: https://www.blueprintsprograms.org/programs/1349999999/interpersonal-psychotherapy-adolescent-skills-training/	Services	2	35000

140 TI-84 Calculators	IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Supplies & Property	2	14000
Professional Development Services	IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Services	2	35000

Total Expenditures				13080 0

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Field Experiences to supplement core content instruction	8600
Instruction	IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	FTE Salaries for 3 Teachers	228762
Instruction	IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	FTE Benefits for 3 Teachers	117081
Other Expenditures	- IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts - Interpersonal Psychotherapy-Adolescent Skills Training: https://www.blueprintsprograms.org/programs/1349999999/interpersonal-psychotherapy-adolescent-skills-training/	Parent Engagement	13043

Total Expenditures			367486

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	All ELA Teachers will receive IXL refresher and advanced training during August PD.i Output: PD sign-in sheets, staff implementation rubrics, and teacher self-assessment reflections.
IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Provide professional learning on effective small group instruction, key feedback shifts from 2024–25, and schoolwide expectations for using data to meet student needs in 2025–26. Output: Professional learning materials and teacher implementation plans outlining small group instruction strategies, feedback shifts, and data-driven practices for 2025–26.
IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	Provide professional development on MAP testing to new teachers.
Interpersonal Psychotherapy-Adolescent Skills Training: https://www.blueprintsprograms.org/programs/1349999999/interpersonal-psychotherapy-adolescent-skills-training/	Identify and provide training for mental health staff using IPT-AST curriculum protocols. Output: Certified mental health staff trained in the IPT-AST curriculum, with documentation of completion (e.g., certificates, attendance logs), and access to facilitator guides, session materials, and fidelity monitoring tools for implementation.
IXL: https://www.evidenceforpa.org/strategies/ixl-math IXL Language Arts https://www.evidenceforpa.org/strategies/ixl-language-arts	All Math Teachers will receive IXL Refresher and advanced training during August PD. Output: PD sign-in sheets, staff implementation rubrics, and teacher self reflection assessments.

IXL for Reading and Math

Action Step
All ELA Teachers will receive IXL refresher and advanced training during August PD.i Output: PD sign-in sheets, staff implementation rubrics, and teacher self-assessment reflections.

Audience		
ELA and Math Teachers		
Topics to be Included		
Topics to be included: Small Group Instruction, differentiated instruction, IXL training IXL refresher overview and advanced features Differentiated instructional strategies for IXL integration Techniques for progress monitoring using IXL data Best practices for incorporating IXL into small-group instruction		
Evidence of Learning		
Teachers demonstrate increased proficiency with IXL by submitting lesson plans that incorporate differentiated IXL strategies, regularly monitor student progress using IXL data, and implement small-group instruction informed by these insights. Additionally, teacher reflections and student performance data will show improved engagement and targeted skill development.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, ELA and Math Teacher Leads	2025-08-25	2025-09-12

Learning Format

Type of Activities	Frequency
Workshop(s)	Once a month with follow-up meetings support
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	Once, with ongoing support, research & feedback in PLC
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	2 sessions on increasing rigor
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Workshop(s)	Once, with ongoing support
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Interpersonal Psychotherapy-Adolescent Skills Training

Action Step		
Identify and provide training for mental health staff using IPT-AST curriculum protocols. Output: Certified mental health staff trained in the IPT-AST curriculum, with documentation of completion (e.g., certificates, attendance logs), and access to facilitator guides, session materials, and fidelity monitoring tools for implementation.		
Audience		
Identified Mental health professionals		
Topics to be Included		
IPT-AST Curriculum		
Evidence of Learning		
Certificates of completion or attendance logs from IPT-AST training sessions.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Mental Health Professionals	2025-07-01	2025-09-30

Learning Format

Type of Activities	Frequency
Course(s)	One day, monthly check-ins
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
CSI Approval 2025.pdf

Chief School Administrator	Date
Dr. Latrice Mumin	2025-09-29
Building Principal Signature	Date
Ronald C. Brown Jr.	2025-09-25
School Improvement Facilitator Signature	Date
Heather Stottlemeyer	2025-09-25