

Steelton-Highspire HS

CSI School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Steelton-Highspire School District		115228003
Address 1		
250 Reynders Ave		
Address 2		
City	State	Zip Code
Steelton	Pennsylvania	17113
Chief School Administrator		Chief School Administrator Email
Mick Iskric		MIskric@shsd.k12.pa.us
Principal Name		
Eleni Cordero		
Principal Email		
ECordero@shsd.k12.pa.us		
Principal Phone Number		Principal Extension
7177043800		3861
School Improvement Facilitator Name		School Improvement Facilitator Email
Trevor Saylor		tsaylor@caiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Michael Iskric	Superintendent	Steelton-Highspire School District	MIskric@shsd.k12.pa.us
Willie Slade	Assistant to the Superintendent	Steelton-Highspire School District	WSlade@shsd.k12.pa.us
Eleni Cordero	Principal	Steelton-Highspire School District	ECordero@shsd.k12.pa.us
Samantha Roedts	Math Teacher	Steelton-Highspire School District	Sroedts@shsd.k12.pa.us
Taylor Thorne	Teacher	Steelton-Highspire School District	TThorne@shsd.k12.pa.us
Mark Wise	Teacher	Steelton-Highspire School District	Mwise@shsd.k12.pa.us
William McIntosh	Teacher	Steelton-Highspire School District	WMCintosh@shsd.k12.pa.us
Joseph Martinez	Teacher	Steelton-Highspire School District	jmartinezii@shsd.k12.pa.us
Trevor Saylor	School Improvement Facilitator	Capital Area Intermediate Unit	tsaylor@caiu.org
Chrisan Minium	Paraprofessional	Steelton-Highspire School District	CMinium@shsd.k12.pa.us
LaPortia Hume	Teacher	Steelton-Highspire School District	lhume@shsd.k12.pa.us
Sadie Kinnarney	Other	Steelton-Highspire School District	skinnarney@shsd.k12.pa.us
Tiffany Robinson	Parent	Steelton-Highspire School District	Queenlymom3@gmail.com
Ciera Dent	Community Member	Mayor	cdent@steeltonpa.com
Kara Mancini	Teacher	Steelton-Highspire School District	kmancini@shsd.k12.pa.us
Tarah Gross	Principal	Steelton-Highspire School District	Tgross@shsd.k12.pa.us
Cindee Trapp	Teacher	Steelton-Highspire School District	CTrapp@shsd.k12.pa.us
Samantha Neidlinger	District Level Leaders	Steelton-Highspire School District	Sneidlinger@shsd.k12.pa.us
Adaleidy Rojas	Student	Steelton-Highspire School District	arojas@shsdrollers.org

Vision for Learning

Vision for Learning

We believe, that through mutual respect, clear communication, professional learning, and meaningful relationships, ALL students and staff will participate in a high-quality educational experience.

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
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The FRPAI academic growth score for ELA from the 2022-2023 school year is 71 which exceeds the statewide growth standard.	This score is an increase from the 2021-2022 growth score.
The FRPAI academic growth score for Math from the 2022-2023 school year is 80.7 which exceeds the statewide average growth score.	This score is an increase from the 2021-2022 growth score.
The FRPAI academic growth score for Biology from the 2022-2023 school year is 74.7 which exceeds the statewide growth standard.	This score is an increase from the 2021-2022 growth score.

Challenges

Indicator	Comments/Notable Observations
The FRPAI academic achievement score for ELA from the 2022-2023 school year is 16.3% which falls below the statewide average.	Although there has been growth in this subject, there is room for improvement.
The FRPAI academic achievement score for Math from the 2022-2023 school year is 3.2% which falls below the statewide average.	Although there has been growth in this subject, there is room for improvement.
The FRPAI academic achievement score for Biology from the 2022-2023 school year is 14.5% which falls below the statewide average.	Although there has been growth in this subject, there is room for improvement.
The FRPAI English Growth and Attainment score from the 2022-2023 school year is 15.4% which falls below the statewide average.	There is room for improvement in this area.
The FRPAI regular attendance from the 2021-2022 school year is 30.2% which falls below the statewide average.	There is room to improve in this area.
The FRPAI four year cohort graduation rate from the 2021-2022 school year is 63% which falls below the statewide average.	There is room to improve in this area.

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

Strengths

<p>Indicator English Language Arts/Literature Growth</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations During the 2022-2023 school year, students who are in the Black, economically disadvantaged, or students with disabilities subgroups all met the statewide standard of growth in ELA, which is 70% or better.</p>
<p>Indicator Math Growth</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations During the 2022-2023 school year, students who are in the Black, economically disadvantaged, combined ethnicity, or students with disabilities subgroups all met the statewide standard of growth in Math, which is 70% or better.</p>
<p>Indicator Science/Biology Growth</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations During the 2022-2023 school year, students who are in the Black, economically disadvantaged, hispanic, combined ethnicity, or students with disabilities subgroups all met the statewide standard of growth, which is 70% or better.</p>

Challenges

<p>Indicator English Language Arts/Literature Growth</p> <p>ESSA Student Subgroups Combined Ethnicity, Hispanic</p>	<p>Comments/Notable Observations During the 2022-2023 school year, students who are in the hispanic and combined ethnicity subgroups did not meet the statewide standard of growth in ELA, which is 70%.</p>
<p>Indicator Math Growth</p> <p>ESSA Student Subgroups Hispanic</p>	<p>Comments/Notable Observations During the 2022-2023 school year, students who are in the hispanic subgroup did not meet the statewide standard of growth in Math, which is 70%.</p>
<p>Indicator English Language Arts Achievement</p>	<p>Comments/Notable Observations During the 2022-2023 school year, students who are in the 2 or more races, white, and English Learner subgroups did not meet the statewide expectation for proficiency.</p>

ESSA Student Subgroups Multi-Racial (not Hispanic), White, English Learners	
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

The FRPAI academic growth score for ELA from the 2022-2023 school year is 71 which exceeds the statewide growth standard.
The FRPAI academic growth score for Math from the 2022-2023 school year is 80.7 which exceeds the statewide average growth score.
The FRPAI academic growth score for Biology from the 2022-2023 school year is 74.7 which exceeds the statewide growth standard.

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.

The FRPAI academic achievement score for ELA from the 2022-2023 school year is 16.3% which falls below the statewide average.
The FRPAI academic achievement score for Math from the 2022-2023 school year is 3.2% which falls below the statewide average.
The FRPAI academic achievement score for Biology from the 2022-2023 school year is 14.5% which falls below the statewide average.
The FRPAI regular attendance from the 2021-2022 school year is 30.2% which falls below the statewide average.
The FRPAI four year cohort graduation rate from the 2021-2022 school year is 63% which falls below the statewide average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
The 2024 Exact Path ELA scores reached 25% proficient or advanced by the end of the school year in tested grades.	The end-of-year score was higher than our goal of 15%.
CDTs were administered to 10th and 11th-grade students in the 2023-2024 school year.	This year CDT data will be analyzed more closely at MTSS meetings and used to have discussions at the school level and at grade level team meetings to group students.

English Language Arts Summary

Strengths

The 2024 Exact Path ELA scores reached 25% proficient or advanced by the end of the school year in tested grades.

Challenges

Although we met our goals, we would like to see higher achievement in the upcoming school year in ELA.

Mathematics

Data	Comments/Notable Observations
The 2024 Exact Path Math scores reached 15% proficient or advanced by the end of the school year in tested grades.	This met our end-of-year goal of 15%.
CDTs were administered to 10th and 11th-grade students in the 2023-2024 school year.	This year CDT data will be analyzed more closely at MTSS meetings and used to have discussions at the school level and at grade level team meetings to group students.

Mathematics Summary

Strengths

The 2024 Exact Path Math scores reached 15% proficient or advanced by the end of the school year in tested grades.

Challenges

Although we met our goals, we would like to see higher achievement in the upcoming school year in Math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDTs were administered to 10th and 11th-grade students in the 2023-2024 school year.	This year CDT data will be analyzed more closely at MTSS meetings and used to have discussions at the school level and at grade level team meetings to group students.

Science, Technology, and Engineering Education Summary

Strengths

CDTs were administered to 10th and 11th-grade students in the 2023-2024 school year.

Challenges

Data analysis was not consistent after tests were given and data was collected.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Student Evidence of completed activities on the portal

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

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

Students have opportunities for career readiness through a counselor, job fairs, and community partnerships that come into the school throughout the school year.

Challenges

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

A more precise process for delivering and monitoring the development and collection of College and Career Readiness pieces of evidence has been instituted, but it still needs to improve to better meet the needs of the students.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

None of these areas are a focus in this plan.

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.

None of these areas are a focus in this plan.

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	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	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	Emerging

Summary

Strengths

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

Align curricular materials and lesson plans to the PA Standards.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Identify and address individual student learning needs.
Foster a culture of high expectations for success for all students, educators, families, and community members.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Collectively shape the vision for continuous improvement of teaching and learning.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Implement a multi-tiered system of supports for academics and behavior.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The FRPAI academic growth score for ELA from the 2022-2023 school year is 71 which exceeds the statewide growth standard.	True
The FRPAI academic growth score for Math from the 2022-2023 school year is 80.7 which exceeds the statewide average growth score.	True
The 2024 Exact Path ELA scores reached 25% proficient or advanced by the end of the school year in tested grades.	False
CDTs were administered to 10th and 11th-grade students in the 2023-2024 school year.	False
The 2024 Exact Path Math scores reached 15% proficient or advanced by the end of the school year in tested grades.	False
Students have opportunities for career readiness through a counselor, job fairs, and community partnerships that come into the school throughout the school year.	False
	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
None of these areas are a focus in this plan.	False
The FRPAI academic growth score for Biology from the 2022-2023 school year is 74.7 which exceeds the statewide growth standard.	True
CDTs were administered to 10th and 11th-grade students in the 2023-2024 school year.	False
Align curricular materials and lesson plans to the PA Standards.	False
Identify and address individual student learning needs.	True
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	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
The FRPAI academic achievement score for ELA from the 2022-2023 school year is 16.3% which falls below the statewide average.	True
The FRPAI academic achievement score for Math from the 2022-2023 school year is 3.2% which falls below the statewide average.	True
Although we met our goals, we would like to see higher achievement in the upcoming school year in ELA.	False
The FRPAI academic achievement score for Biology from the 2022-2023 school year is 14.5% which falls below the statewide average.	True
	False
Collectively shape the vision for continuous improvement of teaching and learning.	False
A more precise process for delivering and monitoring the development and collection of College and Career Readiness pieces of evidence has been instituted, but it still needs to improve to better meet the needs of the students.	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	False
The FRPAI regular attendance from the 2021-2022 school year is 30.2% which falls below the statewide average.	True
Although we met our goals, we would like to see higher achievement in the upcoming school year in Math.	False
The FRPAI four year cohort graduation rate from the 2021-2022 school year is 63% which falls below the statewide average.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
None of these areas are a focus in this plan.	False
Implement a multi-tiered system of supports for academics and behavior.	False
Data analysis was not consistent after test were given and data was collected.	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.

Achievement still remains below the statewide average, but there was growth on all tested subject areas during the 2022-2023 school year on standardized assessments.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The FRPAI academic achievement score for ELA from the 2022-2023 school year is 16.3% which falls below the statewide average.	Reason for low ELA scores is due to lack of instructional and engagement strategies.	True
The FRPAI academic achievement score for Math from the 2022-2023 school year is 3.2% which falls below the statewide average.	Reason for low Math scores is due to lack of instructional and engagement strategies.	True
The FRPAI academic achievement score for Biology from the 2022-2023 school year is 14.5% which falls below the statewide average.	Reason for low Biology scores is due to lack of instructional and engagement strategies.	False
The FRPAI regular attendance from the 2021-2022 school year is 30.2% which falls below the statewide average.	Lack of MTSS and SAP teams. Lack of tiered level of supports and incentive driven systems to support students.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Exact path has help monitor student progress and helped us to align interventions with students within the school day. We took one group of kids (bubble) kids and implemented a 4 week intensive intervention and 11/23 students grew immensely in a short period of time. Specific focused interventions that were utilized through the program based on each student deficit areas.
The FRPAI academic growth score for ELA from the 2022-2023 school year is 71 which exceeds the statewide growth standard.	Data-Driven Instruction: Utilizing diagnostic, formative, and summative assessments will provide valuable data on students' current ELA skills, allowing for targeted instruction that addresses specific areas of need. Early Identification: Diagnostic assessments can help identify students struggling with ELA early in the school year, enabling timely interventions. Continuous Feedback: Formative assessments offer ongoing feedback, helping teachers adjust instructional practices in real-time to better support student learning. Measuring Progress: Summative assessments will gauge overall progress and effectiveness of the implemented strategies, ensuring that adjustments can be made to continually improve ELA outcomes.
The FRPAI academic growth score for Math from	Targeted Support: Diagnostic assessments can pinpoint students' specific mathematical

<p>the 2022-2023 school year is 80.7 which exceeds the statewide average growth score.</p>	<p>weaknesses, allowing for tailored instructional strategies and interventions. Informed Instruction: Formative assessments provide continuous insights into student understanding, helping educators modify lessons and instructional methods to better suit students' needs. Tracking Growth: Summative assessments will help track student progress over time, highlighting successful strategies and areas needing further improvement. Professional Development: Assessment data can guide professional development, highlighting areas where teachers may need additional training or resources to effectively teach math.</p>
<p>The FRPAI academic growth score for Biology from the 2022-2023 school year is 74.7 which exceeds the statewide growth standard.</p>	<p>Targeted Supported: MOY diagnostic assessments pinpoint student specific weaknesses.</p>
<p>Identify and address individual student learning needs.</p>	<p>Identifying Patterns: Using assessments to monitor attendance data alongside academic performance can reveal patterns and correlations, helping to identify root causes of absenteeism. Targeted Interventions: Assessment results can help tailor interventions for students with poor attendance, addressing both academic and non-academic barriers to regular attendance. Engagement Strategies: Insights from formative assessments can inform strategies to make learning more engaging and relevant, potentially increasing student motivation to attend school regularly. Family and Community Engagement: Assessment data can be used to communicate with families about their child's progress and attendance, fostering a collaborative approach to improving regular attendance.</p>

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	<p>If we implement evidence-based teaching practices, provide professional development for educators, and utilize data-driven approaches to identify and support struggling students, we will elevate our academic achievement scores and ensure that all students meet or exceed the statewide ELA standards.</p>
	<p>If we integrate research-based instructional strategies, offer comprehensive professional development for teachers, and leverage data to pinpoint and support students who require additional help, we will raise our Math achievement scores and ensure that all students achieve or surpass the statewide Math standards.</p>
	<p>If we foster a positive school climate, strengthen family and community partnerships, and address barriers to attendance through targeted support services, we will increase our regular attendance rates and ensure that all students are consistently present and engaged in their educational experience.</p>

Goal Setting

Priority: If we implement evidence-based teaching practices, provide professional development for educators, and utilize data-driven approaches to identify and support struggling students, we will elevate our academic achievement scores and ensure that all students meet or exceed the statewide ELA standards.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 25% of students who take the Exact path ELA assessment will score proficient or advanced.			
Measurable Goal Nickname (35 Character Max)			
ELA Exact Path Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 10% of students who take the Exact path ELA assessment will score proficient or advanced.	By December 30, 2024, 15% of students who take the Exact path ELA assessment will score proficient or advanced.	By March 30, 2025, 20% of students who take the Exact path ELA assessment will score proficient or advanced.	By June 30, 2025, 25% of students who take the Exact path ELA assessment will score proficient or advanced.

Priority: If we integrate research-based instructional strategies, offer comprehensive professional development for teachers, and leverage data to pinpoint and support students who require additional help, we will raise our Math achievement scores and ensure that all students achieve or surpass the statewide Math standards.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 18% of students who take the Exact path Math assessment will score proficient or advanced.			
Measurable Goal Nickname (35 Character Max)			
Math Exact Path Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 7.5% of students who take the Exact path Math assessment will score proficient or advanced.	By December 30, 2024, 10% of students who take the Exact path Math assessment will score proficient or advanced.	By March 30, 2025, 15% of students who take the Exact path Math assessment will score proficient or advanced.	By June 30, 2025, 18% of students who take the Exact path Math assessment will score proficient or advanced.

Priority: If we foster a positive school climate, strengthen family and community partnerships, and address barriers to attendance through targeted support services, we will increase our regular attendance rates and ensure that all students are consistently present and engaged in their educational experience.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, at least 70% of students will have fewer than 18 absences.			
Measurable Goal Nickname (35 Character Max)			
Attendance Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, at least 85% of students will have fewer than 18 absences.	By December 30, 2024, at least 80% of students will have fewer than 18 absences.	By March 30, 2025, at least 75% of students will have fewer than 18 absences.	By June 30, 2025, at least 70% of students will have fewer than 18 absences.

Action Plan

Measurable Goals

ELA Exact Path Goal	Math Exact Path Goal
Attendance Goal	

Action Plan For: Content Focused Professional Development (<https://www.evidenceforpa.org/strategies/content-focused-pd>)

Measurable Goals:

- By June 30, 2025, 25% of students who take the Exact path ELA assessment will score proficient or advanced.
- By June 30, 2025, 18% of students who take the Exact path Math assessment will score proficient or advanced.

Action Step		Anticipated Start/Completion Date	
Beginning of Year Assessment 7th and 8th grade		2024-09-09	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Exact path platform, chrome books.	Yes	
Action Step		Anticipated Start/Completion Date	
Middle of Year Assessment 7th and 8th grade		2024-12-09	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Exact path platform, chrome books.	Yes	
Action Step		Anticipated Start/Completion Date	
End of Year Assessment 7th and 8th		2025-03-17	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Exact path platform, chrome books.	Yes	
Action Step		Anticipated	

		Start/Completion Date	
Beginning of Year CDT Assessment 10th -11th		2024-09-09	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	DRC platform, School Psychologist support teacher planning	No	
Action Step		Anticipated Start/Completion Date	
Middle of Year CDT Assessment 10th-11th		2024-12-09	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	DRC platform, School Psychologist support teacher planning	No	
Action Step		Anticipated Start/Completion Date	
End of Year CDT Assessment 10th and 11th		2025-03-17	2025-03-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	DRC platform, School Psychologist support teacher planning	No	
Action Step		Anticipated Start/Completion Date	
Penn Literacy Network: Teachers are participating in year two of professional development through PLN. Gaining knowledge around literacy strategies at the secondary level.		2024-09-03	2024-11-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	PLN connections, books, support professors	Yes	
Action Step		Anticipated Start/Completion Date	
7th through 9th grade members will participate in July Cohort for station rotation professional development		2024-07-29	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	IU 13	Yes	

Action Step		Anticipated Start/Completion Date	
7th through 9th grade members will participate in October Cohort for station rotation professional development		2024-10-01	2024-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	IU 13	Yes	
Action Step		Anticipated Start/Completion Date	
Provision of up to 8 days of coaching services in the school district, including professional development, coaching, site visits, and planning meetings with Principals, Identified Teacher Leaders, and classroom educators who are implementing station rotation. Q1 Coaching - 2 days TBD Q2 Coaching - 2 days TBD		2024-10-03	2025-01-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and coach	IU 13	Yes	
Action Step		Anticipated Start/Completion Date	
Provision of up to 8 days of coaching services in the school district, including professional development, coaching, site visits, and planning meetings with Principals, Identified Teacher Leaders, and classroom educators who are implementing station rotation. Q3 Coaching - 2 days TBD Q4 Coaching - 2 days TBD		2025-01-06	2025-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Coach	IU 13	Yes	
Action Step		Anticipated Start/Completion Date	
Walkthrough Tool Development and Implementation		2024-08-28	2024-09-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Devopar Consulting Walkthrough Tool Inhouse data specialist Data Protocol	No	
Action Step		Anticipated Start/Completion Date	
Building Leadership Team and Principals will conduct at least 50 classroom walkthroughs and discuss the		2024-08-	2024-10-

implementation of content-focused professional development strategies in classrooms for quarter 1.		28	16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Devopar Consulting Walkthrough Tool Inhouse data specialist Data Protocol	No	
Action Step		Anticipated Start/Completion Date	
Building Leadership Team and Principals will conduct at least 50 classroom walkthroughs and discuss the implementation of content-focused professional development strategies in classrooms for quarter 2.		2024-10-28	2024-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Devopar Consulting Walkthrough Tool Inhouse data specialist Data Protocol	No	
Action Step		Anticipated Start/Completion Date	
Building Leadership Team and Principals will conduct at least 50 classroom walkthroughs and discuss the implementation of content-focused professional development strategies in classrooms for quarter 3.		2024-12-18	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Devopar Consulting Walkthrough Tool Inhouse data specialist Data Protocol	No	
Action Step		Anticipated Start/Completion Date	
Building Leadership Team and Principals will conduct at least 50 classroom walkthroughs and discuss the implementation of content-focused professional development strategies in classrooms for quarter 4.		2025-03-28	2025-06-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Devopar Consulting Walkthrough Tool Inhouse data specialist Data Protocol	No	
Action Step		Anticipated Start/Completion Date	
Students who are behind 2-5 credits will be offered a credit recovery opportunity after school beginning in November. Working staff will share out data from the last three quarters of the year. Quarter 2		2024-11-01	2025-01-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Acellus Learning	No	
Action Step		Anticipated Start/Completion Date	

Students who are behind 2-5 credits will be offered a credit recovery opportunity after school beginning in November. Working staff will share out data from the last three quarters of the year. Quarter 3		2025-01-22	2025-03-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Acellus Learning	No	
Action Step		Anticipated Start/Completion Date	
Purchase classroom libraries so that at-risk students will have materials available to support learning at their instructional level.		2024-10-01	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Books	No	
Action Step		Anticipated Start/Completion Date	
Math teachers will have discussions with students to review assessment data from Exact Path and CDTs to discuss growth and areas for improvement.		2025-01-01	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teachers	Assessment Results	No	
Action Step		Anticipated Start/Completion Date	
Math teachers will have discussions with students to review assessment data from Exact Path and CDTs to discuss growth and areas for improvement.		2025-03-03	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teachers	Assessment Results	No	
Action Step		Anticipated Start/Completion Date	
ELA teachers will have discussions with students to review assessment data from Exact Path and CDTs to discuss growth and areas for improvement.		2025-01-01	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Teachers	Assessment Results	No	
Action Step		Anticipated Start/Completion Date	

		Date	
ELA teachers will have discussions with students to review assessment data from Exact Path and CDTs to discuss growth and areas for improvement.		2025-03-03	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Teachers	Assessment Results	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Delivery of instruction will improve based on the professional learning teachers have received on research based instructional practices.	Observation and walkthrough data conducted by administrators and staff chosen to support this initiative. Data is reviewed monthly in scheduled MTSS meeting with all stakeholders.

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2025, at least 70% of students will have fewer than 18 absences.

Action Step		Anticipated Start/Completion Date	
Attendance Leadership Meeting: The team will meet two times in quarter 1. Focusing on attendance and MTSS to identify strategies from attendance works to implement in the building.		2024-08-28	2024-10-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Secretary	MTSS Team , Attendance Team, attendance data for daily attendance, regular attendance, and truancy. Attendance Works Playbook	No	
Action Step		Anticipated Start/Completion Date	
Attendance Leadership Meeting: The team will meet two times in quarter 2. Focusing on attendance and MTSS to identify strategies from attendance works to implement in the building.		2024-10-24	2025-01-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Secretary	MTSS Team , Attendance Team, attendance data for daily attendance, regular	No	

	attendance, and truancy. Attendance Works Playbook		
Action Step		Anticipated Start/Completion Date	
Attendance Leadership Meeting: The team will meet two times in quarter 3. Focusing on attendance and MTSS to identify strategies from attendance works to implement in the building.		2025-01-17	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Secretary	MTSS Team , Attendance Team, attendance data for daily attendance, regular attendance, and truancy. Attendance Works Playbook	No	
Action Step		Anticipated Start/Completion Date	
Attendance Leadership Meeting: The team will meet two times in quarter 4. Focusing on attendance and MTSS to identify strategies from attendance works to implement in the building.		2025-03-31	2025-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Secretary	MTSS Team , Attendance Team, attendance data for daily attendance, regular attendance, and truancy. Attendance Works Playbook	No	
Action Step		Anticipated Start/Completion Date	
Partnered with PHASE 4 our Diploma Recovery program. This program will support students 2-4 years behind in their graduation cohort. Check-in will occur 3 times in the year. Check in EOY 3: Wrap up with current students, graduation update, plans for students in the fall.		2025-05-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Phase 4 Principal	Phase 4 platform, credit maps	No	
Action Step		Anticipated Start/Completion Date	
The school store will be brought back to provide incentives for student attendance.		2024-11-01	2024-11-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dean of Students (Incentive Coordinator)	The school store, incentives	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Partnered with PHASE 4 our Diploma Recovery program. This program will support students 2-4 years behind in their graduation cohort. Check-in will occur 3 times in the year. Check in EOY 3: Wrap up with current students, graduation update, plans for students in the fall.	Phase 4 Principal

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Penn Literacy Network Year 3	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) 	Services	2	23400.00
Diploma Recovery Program	<ul style="list-style-type: none"> MTSS 	Services	1	87500.00
Devopar	<ul style="list-style-type: none"> Content Focused Professional Development 	Services	1	12237

Consulting	(https://www.evidenceforpa.org/strategies/content-focused-pd)			
Exact Path	<ul style="list-style-type: none"> • Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) • MTSS 	Services	1	11890.00
After School Tutoring	<ul style="list-style-type: none"> • Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) • MTSS 	Salary	1	6000

Station Rotation Professional Development	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) 	Services	1	21000.00
PBIS/MTSS Coordinator 7th-12th Grade	<ul style="list-style-type: none"> MTSS 	Salary	1	15000.00
School Store and Incentive Coordinator	<ul style="list-style-type: none"> MTSS 	Services	1	5000

Classroom Libraries	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) 	Supplies & Property	1	10390.00
Total Expenditures				192417

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	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) MTSS 	High School 7th Grade ELA Salary	53666

Instruction	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) MTSS 	High School Math Teacher salary	75856
Instruction	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) MTSS 	High School Math Teacher salary	66280.99
Instruction	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) MTSS 	High School 7th Grade ELA Benefits	35254
Instruction	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) MTSS 	High School Math Teacher Benefits	66712
Instruction	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) MTSS 	High School Math Teacher Benefits	40495.52
Instruction	<ul style="list-style-type: none"> Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd) MTSS 	High School Math Teacher Benefits	63663.09
Other Expenditures	<ul style="list-style-type: none"> MTSS 	High School Homeless Services including transportation, clothing, and other education related services	17205.40
Other Expenditures	<ul style="list-style-type: none"> MTSS 	High School Parent and Family Engagment	10000

		Coordinator.	
Other Expenditures	<ul style="list-style-type: none"> • MTSS 	High School Parent and Family Engagment Supplies	20000
Total Expenditures			449133

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd)	Beginning of Year Assessment 7th and 8th grade
Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd)	Middle of Year Assessment 7th and 8th grade
Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd)	End of Year Assessment 7th and 8th
Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd)	Penn Literacy Network: Teachers are participating in year two of professional development through PLN. Gaining knowledge around literacy strategies at the secondary level.
Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd)	7th through 9th grade members will participate in July Cohort for station rotation professional development
Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd)	7th through 9th grade members will participate in October Cohort for station rotation professional development
Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd)	Provision of up to 8 days of coaching services in the school district, including professional development, coaching, site visits, and planning meetings with Principals, Identified Teacher Leaders, and classroom educators who are implementing station rotation. Q1 Coaching - 2 days TBD Q2 Coaching - 2 days TBD
Content Focused Professional Development (https://www.evidenceforpa.org/strategies/content-focused-pd)	Provision of up to 8 days of coaching services in the school district, including professional development, coaching, site visits, and planning meetings with Principals, Identified Teacher Leaders, and classroom educators who are implementing station rotation. Q3 Coaching - 2 days TBD Q4 Coaching - 2 days TBD

Penn Literacy Network

Action Step		
<ul style="list-style-type: none"> Penn Literacy Network: Teachers are participating in year two of professional development through PLN. Gaining knowledge around literacy strategies at the secondary level. 		
Audience		
Staff		
Topics to be Included		
Literacy Strategies for classroom Instruction		
Evidence of Learning		
Completion of PLN 1 courses of 14 staff.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2024-09-03	2024-11-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	one day bi weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Station Rotation Professional Development

Action Step		
<ul style="list-style-type: none"> 7th through 9th grade members will participate in July Cohort for station rotation professional development 		
Audience		
Staff Members		
Topics to be Included		
Station Rotation strategies and skills		
Evidence of Learning		
Completion of 8 session in house training		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2024-07-30	2025-05-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly and individual training
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 3c: Engaging Students in Learning• 2c: Managing Classroom Procedures• 1e: Designing Coherent Instruction• 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation Statement JR-SR HS CSI Plan 2024-2025 SY signed.pdf

Chief School Administrator	Date
Michael Iskric	2025-01-17
Building Principal Signature	Date
Eleni Cordero	2025-01-21
School Improvement Facilitator Signature	Date
Trevor Saylor	2025-01-17