

Profile and Plan Essentials

School		AUN/Branch
Founders Hall Middle Sch		103026002
Address 1		
3600 O'Neil Boulevard		
Address 2		
City	State	Zip Code
McKeesport	PA	15132
Chief School Administrator		Chief School Administrator Email
Mr Donald MacFann		dmacfann@mckasd.net
Principal Name		
Dr. Stacie Fitzpatrick		
Principal Email		
sfitzpatrick@mckasd.net		
Principal Phone Number		Principal Extension
412-664-3692		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Holly Pope		holly.pope@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Stacie Fitzpatrick	Assistant Principal	Founders' Hall Middle School	sfitzpatrick@mckasd.net
Mrs. Jennifer Sikorski	7th grade Language teacher	Founders' Hall Middle School	jsikorski@mckasd.net
Miss Beth Pierce	Principal	Founders' Hall Middle School	bpierce@mckasd.net
Mrs. Erica Guadalupe	Secondary Literacy Coordinator	Founders' Hall Middle School	eguadalupe@mckasd.net
Mr. Jim Barry	Community Member/McKeesport Boys and Girls Club	McKeesport Boys and Girls Club	jimbarry@bgcwp.org
Sherry Sillings	Teacher	Founders' Hall Middle School	ssillings@mckasd.net
Kaylee Bachorski	Education Specialist	Founders' Hall Middle School	kbachorski@mckasd.net
Christine Shank	Education Specialist	Founders' Hall Middle School	cshank@mckasd.net
Mr. Ralph Gioia	Principal	Founders Hall Middle School	rgioia@mckasd.net
Ms. Sarah Ryan	Parent	Parent Teacher Organization	

Vision for Learning

Vision for Learning

Within a cycle of continuous improvement, Founders' Hall strives to implement exemplary instructional practices and a rigorous curriculum through active student engagement. The goal is to provide a supportive environment that embraces the district's diversity, promoting citizenship and supporting students to overcome obstacles unique to the school district and surrounding communities and equitably prepare them for college, career, and community participation.

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	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA Science – Percent Proficient	The percent proficient for Science increased from 22.2% in 22–23 to 25.0% in 23–24, reflecting a positive trend in overall science achievement.
PVAAS Math – Growth Score (All Students)	The Academic Growth Score for Math/Algebra 1 increased from 50.0 in 22-23 to 56.0 in 23-24 showing overall school wide growth progress despite low achievement rates.
Attendance	The All Student group improved in attendance from 27.2% not chronically absent in 2022–23 to 33.1% in 2023–24

Challenges

Indicator	Comments/Notable Observations
PSSA ELA and Math Percent Proficient	Overall school proficiency remains low: 25% in ELA and 7% in Math compared to statewide averages of 53.9% in ELA and 40.2% in Math.
PVAAS ELA and Math Growth	Overall school growth is low: 50% in ELA and 56% in Math compared to statewide averages of 75.4% in ELA and 74.9% in Math
Regular Attendance	Only 33.1% of students were not chronically absent, significantly under the statewide average of 78.1%, posing a major obstacle to consistent learning
Early Indicator of Success	The proficiency rate for Grade 7 Math is only 3.8%, highlighting a critical area requiring immediate instructional focus
PVAAS ELA Growth	All Students dropped sharply in ELA growth from 79.0% in 2022–23 to 50.0% in 2023–24.

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator PSSA Math Proficiency	Comments/Notable Observations White students increased in math proficiency from 11.2% in 2022–23 to 13.0% in 2023–24, maintaining the highest rate

ESSA Student Subgroups Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White	among reported subgroups. Hispanic students showed notable growth, rising from 0.0% to 4.0% proficiency in one year. Students identifying as Two or More Races continued a positive trend, improving from 4.8% to 7.0% proficiency.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator PSSA ELA Proficiency ESSA Student Subgroups Hispanic, White	Comments/Notable Observations Hispanic students increased ELA proficiency from 21.7% to 24.0%, showing consistent year-over-year growth. White students maintained the highest reported subgroup proficiency rate at 37.8%, showing stability from the previous year
Indicator PVAAS ELA Growth ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic)	Comments/Notable Observations The Black subgroup scored 61% on the ELA growth measure, exceeding the overall school average (50%) and signaling meaningful progress—even if the school average didn't meet the growth standard. Students identifying as Two or More Races exceeded the statewide growth average with 64.0%.
Indicator PVAAS Math Growth ESSA Student Subgroups African-American/Black, White, Students with Disabilities	Comments/Notable Observations White students improved in math growth from 60.8% in 2022–23 to 64.3% in 2023–24, exceeding the all-student average of 56.0%. Black students increased from 50.0% to 55.0% in math growth, showing positive momentum following the prior year's dip. Students with Disabilities demonstrated strong growth at 66.0% in 2023–24, remaining well above the all-student average for the second year in a row.

Challenges

Indicator PSSA ELA and Math Proficiency ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations In 2023-24 Overall school proficiency in core subjects remains low: just 25% in ELA and 7% in Math, with key subgroups (Economically Disadvantaged, Students with Disabilities, Black and Hispanic learners) consistently underperforming compared to district and state levels
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator	Comments/Notable Observations

ESSA Student Subgroups	
Indicator PVAAS ELA Growth ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations White students declined from 76.0% to 54.0%, falling below both their previous performance and the all-student average. Economically Disadvantaged students experienced a significant drop in growth from 79.0% to 50.0%, mirroring the overall student decline
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Attendance ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations The All student group showed a decrease from 48.2% to 27.2% from the previous year.

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 Academic Growth Score for Math/Algebra 1 increased from 50.0 in 22-23 to 56.0 in 23-24 showing overall school wide growth progress despite low achievement rates.
White students improved in math growth from 60.8% in 2022–23 to 64.3% in 2023–24, exceeding the all-student average of 56.0%. Black students increased from 50.0% to 55.0% in math growth, showing positive momentum following the prior year’s dip. Students with Disabilities demonstrated strong growth at 66.0% in 2023–24, remaining well above the all-student average for the second year in a row.
The Black subgroup scored 61% on the ELA growth measure, exceeding the overall school average (50%) and signaling meaningful progress—even if the school average didn't meet the growth standard. Students identifying as Two or More Races exceeded the statewide growth average with 64.0%.

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.

PVAAS ELA: All Students dropped sharply in ELA growth from 79.0% in 2022–23 to 50.0% in 2023–24.
Only 33.1% of students were not chronically absent, significantly under the statewide average of 78.1%, posing a major obstacle to consistent learning
PVAAS ELA: White students declined from 76.0% to 54.0%, falling below both their previous performance and the all-student average. Economically Disadvantaged students experienced a significant drop in growth from 79.0% to 50.0%, mirroring the overall student decline
PSSA ELA & Math: Overall school proficiency remains low: 25% in ELA and 7% in Math compared to statewide averages of 53.9% in ELA and 40.2% in Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2024-25 MAP Reading grade 7 data	Based on the 2025 Spring MAP Reading assessment results, 34% of Grade 7 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Reading grade 8 data	Based on the 2025 Spring MAP Reading assessment results, 36% of Grade 8 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Reading all grade data	Based on the 2025 Spring MAP Reading assessment results, 34% of Grades6-8 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Reading Grade 6 data	Based on the 2025 Spring MAP REading assessment results, 31% of Grade 6 students scored in the average range or higher (41st percentile and above) when compared to national norms.

English Language Arts Summary

Strengths

Worked closely with principals to ensure these selected practices are understood as non-negotiable expectations that must be evidenced in classrooms. Conducted monthly building walkthroughs that focus on observing these practices in classrooms then providing timely, actionable feedback.
Collaborated with AIU to identify research-based instructional practices that enhance teaching and learning.
Hired a content coach and department chair for ELA, math, and Science. Provided training for teacher-leaders (department chairs and content coaches) on these instructional practice so they were able to share their learning with staff during department meetings, Act 80 days, two-hour delay meetings, and other professional development sessions.

Challenges

One student team was without a certified ELA teacher most of the year.
Student attendance is low, creating loss of learning for groups of students.
First year of new program implementation.
The Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.

Mathematics

Data	Comments/Notable Observations
2024-25 MAP Math 6th grade	Based on the 2025 Spring MAP Math assessment results, 32% of Grade 6 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Math all grade data	Based on the 2025 Spring MAP Math assessment results, 33.3% of Grade 6 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Math 7th grade	Based on the 2025 Spring MAP Math assessment results, 28% of Grade 6 students scored in the average range or higher (41st percentile and above) when compared to national norms.

2024-25 MAP Math 8th grade	Based on the 2025 Spring MAP Math assessment results, 40% of Grade 6 students scored in the average range or higher (41st percentile and above) when compared to national norms.
----------------------------	--

Mathematics Summary

Strengths

Collaborated with AIU to identify research-based instructional practices that enhance teaching and learning.
Worked closely with principals to ensure these selected practices are understood as non-negotiable expectations that must be evidenced in classrooms.
Conducted monthly building walkthroughs that focus on observing these practices in classrooms then providing timely, actionable feedback.
Hired a content coach and department chair for ELA, math, and Science. Provided training for teacher-leaders (department chairs and content coaches) on these instructional practice so they were able to share their learning with staff during department meetings, Act 80 days, two-hour delay meetings, and other professional development sessions.

Challenges

Math teachers are still in need of more intense PD on effective math practices.
Student attendance is low, creating loss of learning for groups of students.
The Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2024-25 MAP Science 7th grade	Based on the 2025 Spring MAP Science assessment results, 37% of Grade 6 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Science 8th grade	Based on the 2025 Spring MAP Science assessment results, 35% of Grade 6 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Data all grade data	Based on the 2025 Spring MAP Science assessment results, 31% of Grade 6 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Science 6th grade	Based on the 2025 Spring MAP Science assessment results, 20% of Grade 6 students scored in the average range or higher (41st percentile and above) when compared to national norms.

Science, Technology, and Engineering Education Summary

Strengths

Provided training for teacher-leaders (department chairs and content coaches) on these instructional practice so they were able to share their learning with staff during department meetings, Act 80 days, two-hour delay meetings, and other professional development sessions.

Challenges

Student attendance is low, creating loss of learning for groups of students.
First year of new program implementation

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	67.2% was achieved during the 23-24 school year as per the Future Ready PA Index. This percentage is below the statewide average of 91.4%

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.

In 2024-25, Smart Futures program was implemented grades 6-8 in order to comply with K-12 Career Portfolio
In 2024-25, there was consistency in teacher of Career Explorations class - all 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.

Those students that utilize both special rotation periods for music classes (chorus, band, orchestra) have to be caught up with their expectations and requirements as there is no extra time for them to complete the lessons/tasks with the rest of their peers.
In 2023-24, Career Explorations class had no set teacher, only various substitutes
In 2023-24, Substitute teachers of Career Explorations were not trained and could not use our Smart Futures platform. Therefore evidence was not properly collected.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Proficiency ELA	The percent advanced/proficient of 7.1% is well below the statewide average of 53.9% and the all student group at 25.1%.
Proficiency Math	The percent advanced/proficient of 1.3% is significantly below the statewide average of 40.2% and the all student group at 7.2%.
Growth ELA	This student group (60.0%) did not exceed the statewide growth target of 70.0%.
Growth Math	This student group (66.0%) did not exceed the statewide growth target of 70.0%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Proficiency ELA	The percent advanced/proficient of 19.7% is well below the statewide average of 53.9% and the all student group at 25.1%.
Proficiency Math	The percent advanced/proficient of 4.4% is significantly below the statewide average of 40.2% and the all student group at 7.2%
Growth ELA	This student group (50.0%) did not exceed the statewide growth target of 70.0%.
Growth Math	This student group (66.0%) did not exceed the statewide growth target of 70.0%.
Math	Economically Disadvantaged held steady with a score of 50.0, suggesting no decline.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	This group showed growth with a score of 55.0, marking a positive trend upward.
2 or More Races	This group held steady with scores of 50.0, suggesting no decline despite challenging performance circumstances
White	The White student group demonstrated strong growth with a score of 64.3, which is the highest among all reported subgroups.

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.

Growth trends are improving in Math for several groups: All Student, Black, and White subgroups in Math/Algebra 1 all showed upward trends in growth, even if not yet at the statewide standard of 70.0%. White subgroup had the highest Math growth score (64.3%) of all subgroups reported.
ELA growth was stable or improving in several subgroups: The 2 or More Races subgroup in ELA had a relatively strong growth score of 64.0%. Several subgroups (e.g., White, Student with Disabilities) hovered near or above 60%, signaling growth potential.

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.

Extremely low Math proficiency rates across nearly all subgroups: The All Student Group was at just 7.2% proficiency. Black (3.3%), Hispanic (4.0%), and Students with Disabilities (1.3%) were alarmingly low, all falling well below even the modest district average.
Students with Disabilities need urgent support in both subjects: Proficiency is only 7.1% in ELA and 1.3% in Math. Growth is below target in both areas (60% in ELA, 66% in Math), despite historically stronger years.
Economically Disadvantaged subgroup is consistently underperforming: Achievement in ELA is 19.7%, and Math is 4.4%. Growth scores of 50% in both subjects fall far short of the 70% benchmark and suggest minimal gains.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Emerging
Identify and address individual student learning needs	Emerging
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	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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not Yet Evident

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Not Yet Evident
Use multiple professional learning designs to support the learning needs of staff	Not Yet Evident
Monitor and evaluate the impact of professional learning on staff practices and student learning	Not Yet Evident

Summary

Strengths

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

EP 10 Operational Rating: Continuously monitor implementation of the school improvement plan and adjust as needed.
EP 12 Operational Rating: Implement an evidence-based system of schoolwide positive behavior interventions and supports *

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?

EP 11 Emerging Rating: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
EP 13 Not Yet Evident Rating: Implement a multi-tiered system of supports for academics and behavior *
EP 17 Not Yet Evident Rating: Use multiple professional learning designs to support the learning needs of staff *
EP 18 Not Yet Evident: Monitor and evaluate the impact of professional learning on staff practices and student learning *
EP 14 Not Yet Evident Rating: Implement evidence-based strategies to engage families to support learning *

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 Academic Growth Score for Math/Algebra 1 increased from 50.0 in 22-23 to 56.0 in 23-24 showing overall school wide growth progress despite low achievement rates.	False
White students improved in math growth from 60.8% in 2022–23 to 64.3% in 2023–24, exceeding the all-student average of 56.0%. Black students increased from 50.0% to 55.0% in math growth, showing positive momentum following the prior year's dip. Students with Disabilities demonstrated strong growth at 66.0% in 2023–24, remaining well above the all-student average for the second year in a row.	False
Worked closely with principals to ensure these selected practices are understood as non-negotiable expectations that must be evidenced in classrooms. Conducted monthly building walkthroughs that focus on observing these practices in classrooms then providing timely, actionable feedback.	True
Collaborated with AIU to identify research-based instructional practices that enhance teaching and learning.	True
Hired a content coach and department chair for ELA, math, and Science. Provided training for teacher-leaders (department chairs and content coaches) on these instructional practice so they were able to share their learning with staff during department meetings, Act 80 days, two-hour delay meetings, and other professional development sessions.	True
Collaborated with AIU to identify research-based instructional practices that enhance teaching and learning.	False
Worked closely with principals to ensure these selected practices are understood as non-negotiable expectations that must be evidenced in classrooms. Conducted monthly building walkthroughs that focus on observing these practices in classrooms then providing timely, actionable feedback.	False
Hired a content coach and department chair for ELA, math, and Science. Provided training for teacher-leaders (department chairs and content coaches) on these instructional practice so they were able to share their learning with staff during department meetings, Act 80 days, two-hour delay meetings, and other professional development sessions.	False
Growth trends are improving in Math for several groups: All Student, Black, and White subgroups in Math/Algebra 1 all showed upward trends in growth, even if not yet at the statewide standard of 70.0%. White subgroup had the highest Math growth score (64.3%) of all subgroups reported.	False
In 2024-25, there was consistency in teacher of Career Explorations class - all year.	False
ELA growth was stable or improving in several subgroups: The 2 or More Races subgroup in ELA had a relatively strong growth score of 64.0%. Several subgroups (e.g., White, Student with Disabilities) hovered near or above 60%, signaling growth potential.	False
In 2024-25, Smart Futures program was implemented grades 6-8 in order to comply with K-12 Career Portfolio	False
Provided training for teacher-leaders (department chairs and content coaches) on these instructional practice so they were able	False

to share their learning with staff during department meetings, Act 80 days, two-hour delay meetings, and other professional development sessions.	
EP 12 Operational Rating: Implement an evidence-based system of schoolwide positive behavior interventions and supports *	True
The Black subgroup scored 61% on the ELA growth measure, exceeding the overall school average (50%) and signaling meaningful progress—even if the school average didn't meet the growth standard. Students identifying as Two or More Races exceeded the statewide growth average with 64.0%.	False
EP 10 Operational Rating: Continuously monitor implementation of the school improvement plan and adjust as needed.	True

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
PVAAS ELA: All Students dropped sharply in ELA growth from 79.0% in 2022–23 to 50.0% in 2023–24.	False
Only 33.1% of students were not chronically absent, significantly under the statewide average of 78.1%, posing a major obstacle to consistent learning	False
PVAAS ELA: White students declined from 76.0% to 54.0%, falling below both their previous performance and the all-student average. Economically Disadvantaged students experienced a significant drop in growth from 79.0% to 50.0%, mirroring the overall student decline	False
One student team was without a certified ELA teacher most of the year.	False
Student attendance is low, creating loss of learning for groups of students.	False
Student attendance is low, creating loss of learning for groups of students.	False
Math teachers are still in need of more intense PD on effective math practices.	False
The Title 1 Math facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.	False
First year of new program implementation	False
Those students that utilize both special rotation periods for music classes (chorus, band, orchestra) have to be caught up with their expectations and requirements as there is no extra time for them to complete the lessons/tasks with the rest of their peers.	False
Transition to NGSS standards.	False
Student attendance is low, creating loss of learning for groups of students.	False
First year of new program implementation.	False
The Title 1 Reading facilitator is not capable of supporting all three grade levels due to the amount of students requiring support.	False
PSSA ELA & Math: Overall school proficiency remains low: 25% in ELA and 7% in Math compared to statewide averages of 53.9% in ELA and 40.2% in Math.	False
Extremely low Math proficiency rates across nearly all subgroups: The All Student Group was at just 7.2% proficiency. Black	False

(3.3%), Hispanic (4.0%), and Students with Disabilities (1.3%) were alarmingly low, all falling well below even the modest district average.	
Students with Disabilities need urgent support in both subjects: Proficiency is only 7.1% in ELA and 1.3% in Math. Growth is below target in both areas (60% in ELA, 66% in Math), despite historically stronger years.	False
Economically Disadvantaged subgroup is consistently underperforming: Achievement in ELA is 19.7%, and Math is 4.4%. Growth scores of 50% in both subjects fall far short of the 70% benchmark and suggest minimal gains.	False
In 2023-24, CAreer Explorations class had no set teacher, only various substitutes	False
EP 18 Not Yet Evident: Monitor and evaluate the impact of professional learning on staff practices and student learning *	False
In 2023-24, Substitute teachers of Career Explorations were not trained and could not use our Smart Futures platform. Therefore evidence was not properly collected.	False
EP 11 Emerging Rating: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
EP 13 Not Yet Evident Rating: Implement a multi-tiered system of supports for academics and behavior *	True
EP 14 Not Yet Evident Rating: Implement evidence-based strategies to engage families to support learning *	False
EP 17 Not Yet Evident Rating: Use multiple professional learning designs to support the learning needs of staff *	True

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.

1. If we provide content-specific professional development on providing a safe and welcoming environment for students, then more students will attend regularly and be actively engaged in learning. 2. If content-specific professional development on a multi-tiered system of support is employed, including academics, attendance, behavior, and at-risk students, then instruction and supports will be coordinated, aligned, and evidence-based leading to increased academic growth and positive climate.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
EP 17 Not Yet Evident Rating: Use multiple professional learning designs to support the learning needs of staff *	If we provide staff with a variety of professional learning opportunities focused on creating safe environments and supporting all students, then they will be better prepared to increase student engagement, improve attendance, and support academic growth.	False
EP 11 Emerging Rating: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	If we provide content-specific professional development on providing a safe and welcoming environment for students, then more students will attend regularly and be actively engaged in learning.	True
EP 13 Not Yet Evident Rating: Implement a multi-tiered system of supports for academics and behavior *	If content-specific professional development on a multi-tiered system of support is employed, including academics, attendance, behavior, and at-risk students, then instruction and supports will be coordinated, aligned, and evidence-based leading to increased academic growth and positive climate.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Worked closely with principals to ensure these selected practices are understood as non-negotiable expectations that must be evidenced in classrooms. Conducted monthly building walkthroughs that focus on observing these practices in classrooms then providing timely, actionable feedback.	This shared leadership structure creates accountability and alignment, supporting both school climate expectations (EP 11) and consistent tier 1 instruction critical to MTSS success (EP 13).
Collaborated with AIU to identify research-based instructional practices that enhance teaching and learning.	This foundation provides a consistent, evidence-based approach to instruction that can be integrated into a multi-tiered system of supports (EP 13) and embedded in future professional learning designs (EP 17).
Hired a content coach and department chair for ELA, math, and Science. Provided training for teacher-leaders (department chairs and content coaches) on these instructional practice so they were able to share their learning with staff during department meetings, Act 80 days, two-hour delay meetings, and other professional development sessions.	Empowering teacher-leaders to lead learning builds internal capacity for differentiated professional development (EP 17) and reinforces schoolwide instructional consistency that supports a positive learning environment (EP 11).
EP 12 Operational Rating: Implement an evidence-based system of schoolwide positive behavior interventions and supports *	
EP 10 Operational Rating: Continuously monitor implementation of the school improvement plan and adjust as needed.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we provide content-specific professional development on providing a safe and welcoming environment for students, then more students will attend regularly and be actively engaged in learning.
	If content-specific professional development on a multi-tiered system of support is employed, including academics, attendance, behavior, and at-risk students, then instruction and supports will be coordinated, aligned, and evidence-based leading to increased academic growth and positive climate.

Goal Setting

Priority: If we provide content-specific professional development on providing a safe and welcoming environment for students, then more students will attend regularly and be actively engaged in learning.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, minor Infractions will decrease by 25%, compared to June 2025.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, minor infractions will decrease by 10% compared to September 2025.	By December 30, 2025, minor infractions will decrease by 15%, compared to January 2025.	By March 30 2026, minor infractions will decrease by 20%, compared to March 2025.	By June 30, 2026, minor Infractions will decrease by 25%, compared to June 2025.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: If content-specific professional development on a multi-tiered system of support is employed, including academics, attendance, behavior, and at-risk students, then instruction and supports will be coordinated, aligned, and evidence-based leading to increased academic growth and positive climate.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30 2026, 20%of students will show growth on the ELA CDT assessments from fall to spring.			
Measurable Goal Nickname (35 Character Max)			
ELA - Classroom Diagnostic Tools			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 80%of	By January 30, 2026, 20%of students	By March 30, 2026, 20%of students will	By June 2026, 20%of students will

students will complete the fall ELA CDT assessment.	will show growth on the ELA CDT assessment from fall to winter.	show growth on the ELA CDT assessment from winter to spring.	show growth on the ELA CDT assessments from fall to spring.
---	---	--	---

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, 20% of students will show growth on the Math CDT assessments from fall to spring.			
Measurable Goal Nickname (35 Character Max)			
Math - Classroom Diagnostic Tools			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 80% of students will complete the fall Math CDT assessment.	By January 30, 2026, 20%of students will show growth on the Math CDT assessment from fall to winter.	By March 30, 2026, 20%of students will show growth on the Math CDT assessment from winter to spring.	By June 2026, 20%of students will show growth on the Math CDT assessments from fall to spring.

Action Plan

Measurable Goals

ELA - Classroom Diagnostic Tools	Math - Classroom Diagnostic Tools
PBIS	
PBIS	

Action Plan For: Content-Specific PD

Measurable Goals:
<ul style="list-style-type: none"> By June 30 2026, 20%of students will show growth on the ELA CDT assessments from fall to spring. By June 2026, 20% of students will show growth on the Math CDT assessments from fall to spring.

Action Step		Anticipated Start/Completion Date	
Create New Walkthrough Forms: 1. Math Look-Fors (8 Eff. Math Practices) 2. ELA Look-Fors (StudySync Components) 3. Instructional Initiative (Grounding Instruction in PSSA/Keystone Expectations)		2025-07-01	2025-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Secondary Curriculum Director, Principals	SIFs, Various AIU3 Resources from past and current trainings	No	
Action Step		Anticipated Start/Completion Date	
Train Coaches & Chairs on Content Specific PD & Instructional Initiative and Prepare for yearly roll out		2025-08-05	2025-08-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Curriculum Directors	SIFs, Various AIU3 Resources from past and current trainings	No	
Action Step		Anticipated Start/Completion Date	
Act 80 Content-Specific PD - 8 Eff Math Practices & StudySync (Aug, Oct, Nov, Jan)		2025-08-15	2026-01-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Secondary Curriculum Director	SIFs and AIU3 Curriculum and Instruction Coordinator	Yes	
Action Step		Anticipated Start/Completion Date	
Monthly SIF Support/Trainings for Content Coaches		2025-09-01	2026-05-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Secondary Curriculum Director	SIFs, Various AIU3 Resources from past and current trainings	No	
Action Step		Anticipated Start/Completion Date	
Monthly Staff/Dept Trainings (CDT, Edmentum, StudySync, Link It, SPM, etc.)		2025-08-28	2026-05-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Secondary Curriculum Director & Principals	Coaches, Department Chairs, Various AIU3 Resources from past and current trainings	No	
Action Step		Anticipated Start/Completion Date	
Administer Fall CDT		2025-09-15	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principals	Chromebooks, Secondary Curriculum Director, Coaches	No	
Action Step		Anticipated Start/Completion Date	
Administer Winter CDT		2025-11-18	2025-12-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principals	Chromebooks, Secondary Curriculum Director, Coaches	No	
Action Step		Anticipated Start/Completion Date	
Administer Spring CDT		2026-02-24	2026-03-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principals	Chromebooks, Secondary Curriculum Director, Coaches	No	
Action Step		Anticipated Start/Completion Date	
Conduct Quarterly Walkthroughs (Sept, Nov, Jan, Mar)		2025-09-01	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principals	Walkthrough Forms, Central Administrators	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 2026, at least 25% of students will show growth on the ELA and Math CDT assessments from fall to spring.	Classroom Diagnostic Tools

Action Plan For: PBIS

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2026, minor Infractions will decrease by 25%, compared to June 2025.

Action Step	Anticipated Start/Completion
-------------	------------------------------

		Date	
Survey students on culture and climate 3x a year. Vector PD Platform		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ralph Gioia	Survey, Clever	No	
Action Step		Anticipated Start/Completion Date	
Look at discipline data for entrance and exit of CICO. Data sharing with parents and other stakeholders.		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Beth Pierce	Roar write ups , PBIS specialist, Teachers	Yes	
Action Step		Anticipated Start/Completion Date	
SEL Curriculum rollout. Training for security, specialists, and teachers on de-escalation program.		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stacie Fitzpatrick	Renaissance intervention, Roar data, CPI Training , Descalation training	Yes	
Action Step		Anticipated Start/Completion Date	
Review the ROAR Form for discipline infractions (1, 2, or 3) for revisions as needed. Share ROAR Form data with teachers (strengths, areas of improvement)		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Develop PBIS Handbook and review with all stakeholders.	Roar data, AIU representative PBIS support	No	
Action Step		Anticipated Start/Completion Date	
Vicki (AIU) will support with PBIS via monthly meetings and periodic reviews.		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AIU Representative Founders Administration	AIU Representatives, PBIS Specialist	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 2026, at least <u>75</u> % of students will feel safe and secure.	Survey, Clever, Administration

