

McKeesport Area SHS

ATSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
McKeesport Area SHS		103026002
Address 1		
1960 Eden Park Blvd		
Address 2		
City	State	Zip Code
McKeesport	PA	15132
Chief School Administrator		Chief School Administrator Email
Mr Donald MacFann		dmacfann@mckasd.net
Principal Name		
Eric Harper		
Principal Email		
eharper@mckasd.net		
Principal Phone Number		Principal Extension
412-664-3651		8252
School Improvement Facilitator Name		School Improvement Facilitator Email
Dina Hartford		dina.hartford@aiu3.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Eric Harper	Head Principal	MAHS	eharper@mckasd.net
Michelle Thomas	Parent	MASD	thomas.michellen@gmail.com
Kris Nemchick	Teacher	MAHS	knemchick@mckasd.net
Erica Guadalupe	District Level Leaders	MASD	eguadalupe@mckasd.net
Milan Kiska	Principal	MAHS	mkiska@mckasd.net
Vernon Andrews	Other	MAHS	vandrews@mckasd.net
Dean Holtzman	Education Specialist	MASD	dholtzman@masd.net
Marty Fontaine	Community Member	WO Police Officer	
Diane Metz	Teacher	MAHS	dmetz@masd.net
Derek Pavlovic	Teacher	MASD	dpavlovic@masd.net
Don MacFann	Chief School Administrator	MASD	dmacfann@masd.net
Matt Keller	Board Member	MASD	
Ryenn Thomas	Student	MAHS	
Missy Haney	Data Analyst	MAHS	mhaney@masd.net
David Spurgeon	Community Member	Allegheny County Courts - Family Division	dspurgeon@alleghenycourts.us

Vision for Learning

Vision for Learning

The McKeesport Area High School 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	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: Meeting Annual Academic Growth Expectations (PVAAS)	The academic growth score for ELA was 84.0, exceeding both the statewide growth standard of 70.0 and the statewide average of 75.4
Science: Meeting Annual Academic Growth Expectations (PVAAS)	Science growth exceeded expectations, with a score of 89.0, outperforming both the growth standard (70.0) and statewide average (74.7)
ELA: Proficient or Advanced on Pennsylvania State Assessments	ELA Increased in Percent Proficient or Advanced 2022–23 to 2023–24 from 34.5% to 37.2%
Math: Proficient or Advanced on Pennsylvania State Assessments	Math Percent Increased in Proficient or Advanced 2022–23 ? 2023–24 from 1.4% to 9.3%
Science: Proficient or Advanced on Pennsylvania State Assessments	Science Increased in Percent Proficient or Advanced 2022–23 to 2023–24 from %23.2% to 24.5%

Challenges

Indicator	Comments/Notable Observations
ELA: Proficient or Advanced on Pennsylvania State Assessments	In ELA, Only 37.2% of students scored proficient or advanced in ELA, which is well below the statewide average of 53.9%.
Math: Meeting Annual Academic Growth Expectations (PVAAS)	In Math, The academic growth score was 50.0, which is 20 points below the statewide growth standard of 70.0 and well under the average of 74.9.
Science: Proficient or Advanced on Pennsylvania State Assessments	Only 24.5% of students scored proficient or advanced in Science, falling 34.7 points below the statewide average of 59.2%.
Regular Attendance	The percentage of students not chronically absent declined from 33.1% in 2022–23 to 27.5% in 2023–24, indicating an increase in chronic absenteeism and a growing barrier to consistent instructional

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

Strengths

<p>Indicator ELA: Proficient or Advanced on Pennsylvania State Assessments</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged</p>	<p>Comments/Notable Observations ELA Subgroups Who Increased in Percent Proficient or Advanced (2022–23 to 2023–24): Black: 20.8% to 25.0% Combined Ethnicity: 21.4% to 29.8% Economically Disadvantaged: 23.3% to 34.7%</p>
<p>Indicator ELA: Meeting Annual Academic Growth Expectations (PVAAS)</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations ELA Subgroups Who Increased in Growth Score (2022–23 ? 2023–24): Black: 75.0 to 80.0 Economically Disadvantaged: 80.0 to 81.0 Students with Disabilities: 68.0 to 75.0</p>
<p>Indicator Math: Proficient or Advanced on Pennsylvania State Assessments</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In Math, all reported Subgroups Increased in Percent Proficient or Advanced (2022–23 ? 2023–24): Black: 0.0% to 6.5% White: 4.3% to 15.7% 2 or More Races: 0.0% to 5.0% Economically Disadvantaged: 0.0% to 5.7% Students with Disabilities: 2.1% to 3.5% Combined Ethnicity: 0.0% to 5.7%</p>
<p>Indicator Math: Meeting Annual Academic Growth Expectations (PVAAS)</p> <p>ESSA Student Subgroups Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations Math Subgroups Who Increased in Growth Score (2022–23 ? 2023–24): 2 or More Races: 50.0 to 68.0</p>

Challenges

<p>Indicator ELA: Proficient or Advanced on Pennsylvania State Assessments</p>	<p>Comments/Notable Observations ELA Subgroups Who Decreased in Performance and Did Not Meet the Interim Target or Statewide Goal (81.1%): White: 53.1% to 49.3% 2 or More Races: 53.1% to 47.6% Students</p>
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<p>ESSA Student Subgroups Multi-Racial (not Hispanic), White, Students with Disabilities</p>	<p>with Disabilities: 7.5% to 5.3%</p>
<p>Indicator ELA: Meeting Annual Academic Growth Expectations (PVAAS) ESSA Student Subgroups Combined Ethnicity, Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations ELA Subgroups Who Decreased in Growth Score and Did Not Meet the Growth Standard of 70.0: 2 or More Races: 88.0 to 71.0 Combined Ethnicity: 80.0 to 78.0</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator Math: Proficient or Advanced on Pennsylvania State Assessments ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations In Math, All reported subgroups did not meet the statewide goal of 81.1% or the interim target.</p>
<p>Indicator Math: Meeting Annual Academic Growth Expectations (PVAAS) ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Subgroups Who Declined and Did Not Meet Growth Standard (70.0): Students with Disabilities: 75.0 to 69.0 Subgroups Who Did Not Meet the Growth Standard (70.0) and Did Not Improve: Black: 50.0 to 50.0 (no change) White: 50.0 to 50.0 (no change) Economically Disadvantaged: 50.0 to 50.0 (no change) Combined Ethnicity: 50.0 to 50.0 (no change)</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All subjects increased in Percent Proficient/Advanced 2022-23 to 2023-24: ELA increased 34.5% to 37.2%, Math increased 1.4% to 9.3%, and Science increased 23.2% to 24.5%

In Math, all reported Subgroups Increased in Percent Proficient or Advanced (2022–23 ? 2023–24): Black: 0.0% to 6.5% White: 4.3% to 15.7% 2 or More Races: 0.0% to 5.0% Economically Disadvantaged: 0.0% to 5.7% Students with Disabilities: 2.1% to 3.5% Combined Ethnicity: 0.0% to 5.7%

Science growth exceeded expectations, with a score of 89.0, outperforming both the growth standard (70.0) and statewide average (74.7)

The academic growth score for ELA was 84.0, exceeding both the statewide growth standard of 70.0 and the statewide average of 75.4

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 percentage of students not chronically absent declined from 33.1% in 2022–23 to 27.5% in 2023–24, indicating an increase in chronic absenteeism and a growing barrier to consistent instructional engagement

In ELA, Only 37.2% of students scored proficient or advanced in ELA, which is well below the statewide average of 53.9%.

In Math, The academic growth score was 50.0, which is 20 points below the statewide growth standard of 70.0 and well under the average of 74.9.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2024-25 MAP Reading Grades 9-11	At the end of the 4th quarter, 49% of students met or exceeded their projected RIT growth from Fall to Spring ELA MAP assessments.
2024-25 MAP Reading Grade 9 data	Based on the 2025 Spring MAP Reading assessment results, 59% of Grade 9 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Reading Grade 10 data	Based on the 2025 Spring MAP Reading assessment results, 66% of Grade 10 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Reading Grade 11 data	Based on the 2025 Spring MAP Reading assessment results, 49% of Grade 11 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Reading All Students data	Based on the 2025 Spring MAP Reading assessment results, 58% of ALL students scored in the average range or higher (41st percentile and above) when compared to national norms.

English Language Arts 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

All teachers and administrators must enforce the use of 1:1 devices daily and hold high testing expectations
First year of new program implementation
All teachers are in need of additional intermediate level professional development of new StudySync program
Student attendance is low, creating loss of learning for groups of students.

Mathematics

Data	Comments/Notable Observations
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2024-25 MAP Math Grades 9-11	At the end of the 4th quarter, 52% of students met or exceeded their projected RIT growth from Fall to Spring Math MAP assessments.
2024-25 MAP Math Grade 9 data	Based on the 2025 Spring MAP Math assessment results, 47% of Grade 9 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Math Grade 10 data	Based on the 2025 Spring MAP Math assessment results, 54% of Grade 10 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Math Grade 11 data	Based on the 2025 Spring MAP Math assessment results, 47% of Grade 11 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Math Grades 9-11 data	Based on the 2025 Spring MAP Math assessment results, 49% of All students scored in the average range or higher (41st percentile and above) when compared to national norms.

Mathematics Summary

Strengths

Use of ExactPath will continue in Algebra Classes
Collaborated with AIU to identify research-based instructional practices that enhance teaching and learning.

Challenges

Math teachers must be held accountable for using research-based, effective math practices
Math teachers are in continued need of more thorough professional development of the 8 Effective Math Practices.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2024-25 MAP Math Grades 9 and 10	At the end of the 4th quarter, 52% of students (only 56 students took test) met or exceeded their projected RIT growth from Fall to Spring Math MAP assessments.
2024-25 MAP Science Grades 9	Based on the 2025 Spring MAP Science assessment results, 36% of Grade 11 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Science Grades 10	Based on the 2025 Spring MAP Science assessment results, 26% of Grade 11 students scored in the average range or higher (41st percentile and above) when compared to national norms.
2024-25 MAP Science Grades 9 and 10	Based on the 2025 Spring MAP Science assessment results, 31% of All Grade 9 and 10 students scored in the average range or higher (41st percentile and above) when compared to national norms.

Science, Technology, and Engineering Education Summary

Strengths

More teachers received additional professional development regarding PA STEELS.

Strong Science Content Coach and Department Chair in place to assist with professional learning

Challenges

All science teachers are in need of thorough continued professional development regarding PA STEELS. First year of implementation.
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Three out of eight teachers are substitutes, some not science certified. Beginning new year with only four returning, certified science teachers.

Losing department chair. Trying to hire a replacement to help our content coach.
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Science program pilots were very unsuccessful. Leading into this year, Biology should be somewhat set, but other sciences still need to choose a program.

Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career Standards State Measure	95% met Career Standards Benchmark which is an increase from last year's 78.2%. This also surpasses Statewide Average of 91.4%.
Localized Benchmark Data	NOCTI exam was administered successfully
SmartFutures Career Platform	Students used SmartFutures to explore career and collect artifacts.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Students Enrolled	Allied Health Technology: Increase the number of students that complete the entire program. Increase job placement upon graduation and certificate. Increase "real world" experiences through community partnerships.
Students Enrolled	Building Construction Technology: Increase the number of students that complete the entire program. Increase job placement upon graduation.
Students Enrolled	Child Care: Increase the number of students that complete the entire program. Increase job placement upon graduation and certificate.
Students Enrolled	Collision Repair: Increase the number of students in the program.
Students Enrolled	Commercial and Advertising Art
Students Enrolled	Cosmetology Technology: Increase the number of students that complete the entire program. Increase job placement upon graduation and certificate.
Students Enrolled	Culinary Arts: Increase the number of students in the program and increase percentage of job placement upon completion of the program.
Students Enrolled	Engineering Technology: Increase the number of students in the program.

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.

School successfully collected 95% career evidence. Teachers will continue use of the platform in 25-26 SY.
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CTE Program Students are continuously increasing their NOCTE Exam scores from year to 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.

Increasing the completion rate of the CTE programs for students enrolled in those courses.
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Increasing the total number of students in the approved CTE programs.

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
ELA Proficiency	Students did not meet Statewide Goal/Interim Target. Decreased in performance from the previous year.
ELA Growth	All Student Group Met/Exceeds the Standard Demonstrating Growth Increased in performance from the previous year
Math Proficiency	Students did not meet Statewide Goal/Interim Target. Increased in performance from the previous year.
Math Growth	Students did not met Statewide Goal/Interim Target. Decreased in performance from the previous year.
Regular Attendance	Students did not meet Statewide Goal/Interim Target. Increased in performance from the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA Proficiency	Students did not meet Statewide Goal/Interim Target. Increased in performance from the previous year.
ELA Growth	Students did meet Statewide Goal/Interim Target. Increased in performance from the previous year.
Math Proficiency	Students did not meet Statewide Goal/Interim Target. Increased in performance from the previous year.
Math Growth	Students did not meet Statewide Goal/Interim Target. Maintained performance from the previous year
Regular Attendance	Students did not met Statewide Goal/Interim Target. Decreased in performance from the previous year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	ELA Proficiency: Students did not meet Statewide Goal/Interim Target. Increased in performance from the previous year ELA Growth: Met Interim Target. Increased in performance from the previous year. Math Proficiency: Students did not meet Statewide Goal/Interim Target. Maintained performance from the previous year. Math Growth: Students did not meet Statewide Goal/Interim Target. Maintained performance from the previous year.
White	ELA Proficiency: Students did not meet Statewide Goal/Interim Target. Decreased in performance from the previous year ELA Growth: Met Interim Target. Decreased in performance from the previous year. Math Proficiency: Students did not meet Statewide Goal/Interim Target. Increased performance from the previous year. Math Growth: Students did not meet Statewide Goal/Interim Target. Maintained performance from the previous year.

Summary

Strengths

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

Students with Disabilities: ELA Growth - All Student Group Met/Exceeds the Standard Demonstrating Growth and increased in performance from the previous year
Students with Disabilities: Math Proficiency - Increased in performance from the previous year
Economically Disadvantaged: ELA Proficiency - Increased in performance from the previous year. ELA Growth - Students did meet Statewide Goal/Interim Target and increased in performance.
Economically Disadvantaged: : Math Proficiency - Increased in performance from the previous year.

Challenges

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

<p>Two prominent subgroups—Economically Disadvantaged and Students with Disabilities—did not meet their interim targets for proficiency or growth, and one subgroup also experienced a decline in attendance from the previous year, which likely contributed to lower academic performance and limited growth.</p>
<p>For half the school year, less than half of the special education department was staffed, making it difficult to provide adequate support and services. This shortage significantly impacted our ability to meet the academic and intervention needs of both students with disabilities and economically disadvantaged students, further contributing to gaps in performance and growth.</p>
<p>The school operated without an assistant principal for the entire year, resulting in a significant gap in leadership support. This lack of capacity likely impacted the school’s ability to consistently monitor instruction, support student behavior, and implement targeted interventions—further contributing to missed academic growth and performance goals.</p>

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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	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	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	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	Emerging

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?

EP 2 Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
EP 5 Continuously monitor implementation of the school improvement plan and adjust as needed
EP 8 Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
EP 15 Creating and maintaining partnerships with local businesses, community groups and other stakeholders to help with meeting the needs of 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?

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

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
All subjects increased in Percent Proficient/Advanced 2022-23 to 2023-24: ELA increased 34.5% to 37.2%, Math increased 1.4% to 9.3%, and Science increased 23.2% to 24.5%	False
In Math, all reported Subgroups Increased in Percent Proficient or Advanced (2022–23 ? 2023–24): Black: 0.0% to 6.5% White: 4.3% to 15.7% 2 or More Races: 0.0% to 5.0% Economically Disadvantaged: 0.0% to 5.7% Students with Disabilities: 2.1% to 3.5% Combined Ethnicity: 0.0% to 5.7%	False
Collaborated with AIU to identify research-based instructional practices that enhance teaching and learning.	True
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
The academic growth score for ELA was 84.0, exceeding both the statewide growth standard of 70.0 and the statewide average of 75.4	False
CTE Program Students are continuously increasing their NOCTE Exam scores from year to year.	False
School successfully collected 95% career evidence. Teachers will continue use of the platform in 25-26 SY.	False
More teachers received additional professional development regarding PA STEELS.	False
Students with Disabilities: Math Proficiency - Increased in performance from the previous year	False
Science growth exceeded expectations, with a score of 89.0, outperforming both the growth standard (70.0) and statewide average (74.7)	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.	True
Use of ExactPath will continue in Algebra Classes	False
Students with Disabilities: ELA Growth - All Student Group Met/Exceeds the Standard Demonstrating Growth and increased in performance from the previous year	False
Collaborated with AIU to identify research-based instructional practices that enhance teaching and learning.	False
Strong Science Content Coach and Department Chair in place to assist with professional learning	False

EP 5 Continuously monitor implementation of the school improvement plan and adjust as needed	False
Economically Disadvantaged: ELA Proficiency - Increased in performance from the previous year. ELA Growth - Students did meet Statewide Goal/Interim Target and increased in performance.	False
Economically Disadvantaged: : Math Proficiency - Increased in performance from the previous year.	False
EP 2 Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	False
EP 8 Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
EP 15 Creating and maintaining partnerships with local businesses, community groups and other stakeholders to help with meeting the needs of 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 percentage of students not chronically absent declined from 33.1% in 2022–23 to 27.5% in 2023–24, indicating an increase in chronic absenteeism and a growing barrier to consistent instructional engagement	False
In ELA, Only 37.2% of students scored proficient or advanced in ELA, which is well below the statewide average of 53.9%.	False
In Math, The academic growth score was 50.0, which is 20 points below the statewide growth standard of 70.0 and well under the average of 74.9.	False
All teachers and administrators must enforce the use of 1:1 devices daily and hold high testing expectations	False
First year of new program implementation	False
Increasing the completion rate of the CTE programs for students enrolled in those courses.	False
All teachers are in need of additional intermediate level professional development of new StudySync program	False
Math teachers must be held accountable for using research-based, effective math practices	True
All science teachers are in need of thorough continued professional development regarding PA STEELS. First year of implementation.	False
Three out of eight teachers are substitutes, some not science certified. Beginning new year with only four returning, certified science teachers.	False
Increasing the total number of students in the approved CTE programs.	False
Losing department chair. Trying to hire a replacement to help our content coach.	False

Math teachers are in continued need of more thorough professional development of the 8 Effective Math Practices.	True
Science program pilots were very unsuccessful. Leading into this year, Biology should be somewhat set, but other sciences still need to choose a program.	False
Student attendance is low, creating loss of learning for groups of students.	True
Two prominent subgroups—Economically Disadvantaged and Students with Disabilities—did not meet their interim targets for proficiency or growth, and one subgroup also experienced a decline in attendance from the previous year, which likely contributed to lower academic performance and limited growth.	False
For half the school year, less than half of the special education department was staffed, making it difficult to provide adequate support and services. This shortage significantly impacted our ability to meet the academic and intervention needs of both students with disabilities and economically disadvantaged students, further contributing to gaps in performance and growth.	True
The school operated without an assistant principal for the entire year, resulting in a significant gap in leadership support. This lack of capacity likely impacted the school’s ability to consistently monitor instruction, support student behavior, and implement targeted interventions—further contributing to missed academic growth and performance goals.	True
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 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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math teachers must be held accountable for using research-based, effective math practices	Understaffed leadership team, need for more PD	False
Math teachers are in continued need of more thorough professional development of the 8 Effective Math Practices.	Lack of subs to cover coach and department chair on PD days at AIU	False
For half the school year, less than half of the special education department was staffed, making it difficult to provide adequate support and services. This shortage significantly impacted our ability to meet the academic and intervention needs of both students with disabilities and economically disadvantaged students, further contributing to gaps in performance and growth.	Difficult to hire and retain teachers at our starting salary.	False
The school operated without an assistant principal for the entire year, resulting in a significant gap in leadership support. This lack of capacity likely impacted the school's ability to consistently monitor instruction, support student behavior, and implement targeted interventions—further contributing to missed academic growth and performance goals.	Experienced a loss of two principals at start of year that were not replaced	False
Student attendance is low, creating loss of learning for groups of students.		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 17 Not Yet Evident Rating: Use multiple professional learning designs to support the learning needs of staff		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
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).
Worked closely with principals to ensure these selected practices are	This shared leadership structure creates accountability and

<p>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.</p>	<p>alignment, supporting both school climate expectations (EP 11) and consistent tier 1 instruction critical to MTSS success (EP 13).</p>
<p>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.</p>	<p>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).</p>

Priority Challenges

<p>Analyzing Priority Challenges</p>	<p>Priority Statements</p>
	<p>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.</p>
	<p>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.</p>

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)			
MTSS			
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 2024.	By December 30, 2025, minor infractions will decrease by 15%, compared to January 2024.	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.

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 students will complete the fall ELA CDT assessment.	By January 30, 2026, 20%of students will show growth on the ELA CDT assessment from fall to winter.	By March 30, 2026, 20%of students will show growth on the ELA CDT assessment from winter to spring.	By June 2026, 20%of students will show growth on the ELA CDT assessments from fall to spring.

Action Plan

Measurable Goals

ELA - Classroom Diagnostic Tools	Math - Classroom Diagnostic Tools
MTSS	

Action Plan For: Regular Attendance

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
recognition for attendance quarterly for 9-12 students (post honor roll on social media, post outside their doors, etc.)		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Officer, School Counselors, and Principals	Skyward/Linkit, Social Media, Certificates & Incentives	No	
Action Step		Anticipated Start/Completion Date	
Continue monthly perfect attendance incentive from Eat n Park		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Vernon Andrews/Attendance Officer	Skyward/Linkit Eat n Park gift card, smiley cookies and name presented on Eat n Park digital sign as well as publication on high school social media page.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student Incentives/Rewards Improve Student Attendance Students will begin to take ownership/accountability for their own attendance.	Principals and Secondary Dean of Discipline Weekly Review of attendance and Office Discipline Referrals through Skyward

Action Plan For: MTSS (Multi Tiered Support System)

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Develop a comprehensive flowchart that describes our school's MTSS Plan		2025-08-15	2025-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principals/Secondary Dean of Students	PBIS, SAP, etc.	No	
Action Step		Anticipated Start/Completion Date	
Continued training from AIU3 (TAC Team) for PBIS Implementation		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Christina Frazier & Katie McBroom - Stenger	Agenda/Meeting Schedule/Calendar/Selection of Team Members Google Suite	Yes	
Action Step		Anticipated Start/Completion Date	
Implement PBIS Rewards tracking system		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Team Members Secondary Dean of Discipline and Principals	Agenda/Meeting Schedule/Calendar/Selection of Team Members Google Suite	No	
Action Step		Anticipated Start/Completion Date	
Quarterly Student Recognitions for Improved Academics & Behavior		2025-10-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Officer, Secondary Dean of Discipline & School Counselors and Principals	Syward/Linkit, certificates/incentives, etc.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student rewards Decrease in Office Discipline Referrals	Principals and Secondary Dean of Students Weekly Review of attendance and Office Discipline Referrals through Skyward/Linkit

Action Plan For: Content-Specific Professional Development

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, Admin Team	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 & Admin Team	SIFs and AIU3 Curriculum and Instruction Coordinator	Yes	
Action Step		Anticipated Start/Completion Date	
Monthly SIF Support 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 & Admin Team	Admin Team, 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	
Action Step		Anticipated Start/Completion Date	
Two Hour Delay PDs 9/22, 10/27, 11/17, 2/23, 3/23 (DoK, Formative Assessment, Differentiation, etc.)		2025-09-22	2026-03-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Secondary Director of Curriculum, Admin Team	Coaches, Department Chairs, Various AIU3 resources from past and current trainings	No	
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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