Lehighton Area HS

ATSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Lehighton Area HS		121135503
Address 1		
1 Indian Lane		
Address 2		
City	**State**	**Zip Code**
Lehighton	PA	18235
Chief School Administrator		**Chief School Administrator Email**
Mr Jason Moser		jmoser@lehighton.org
Principal Name		
Suzanne Howland		
Principal Email		
showland@lehighton.org		
Principal Phone Number		**Principal Extension**
610-377-6180		2413
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Tonya Swavely		swavelyt@cliu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Floyd Brown	High School Assistant Principal	Lehighton Area High School	fbrown@lehighton.org
Samantha Kistler	Community Member	Lehighton Area High School	skistler@lehighton.org
James Gurka	Special education teacher	LAHS	jgurka@lehighton.org
Allison Rheinhardt	Special Ed. teacher	LAHS	arheinhardt@lehighton.org
Kelli Costendbader	guidance counselor	LAHS	kcostenbader@lehighton.org
Kathy Martin	guidance counselor	LAHS	kmartin@lehighton.org
Gretchen Laviolette	District Level Leaders	Director of Instructional Technology and Curriculum Development	glaviolette@lehighton.org
Melissa Blocker	Teacher	LAHS-Science	mblocker@lehighton.org
Eric Mushrush	Teacher	LAHS- ELA	emushrush@lehighton.org
Sharon Leitzel	Teacher	LAHS-ELA	sleitzel@lehighton.org
Suzanne Howland	Principal	LASD	showland@lehighton.org
Tiffany Strausberger	Parent	Parent	tstrausberger@lehighton.org
Rachel Klotz	Parent	Parent	rklotz
Lilly Klotz	Student	Student	Lilly.klotz27@students.lehighton.org
Kerry Sittler	Board Member	School Board Member and Parent	ksittler@lehighton.org
Jason Moser	Chief School Administrator	Superintendent	jmoser@lehighton.org
Sandy Michalik	District Level Leaders	Director of Pupil Services	smichalik@lehighton.org
Laura Goldfeder	Teacher	LAHS Math	lgoldfeder@lehighton.org

Vision for Learning

Vision for Learning

The Lehighton Area School District's mission is educating students for lifelong success by providing challenging and relevant instruction, fostering academic and personal growth, promoting civic responsibility, cultivating community partnerships and supporting the mental well-being of all in a safe environment. The Lehighton Area School District will foster a safe and respectful environment where all individuals have the opportunity to reach their potential. By 2025 90% of students in grades 9-11 will be on-track for post-secondary training or employment. By 2030, 90% of graduates will be connected to post- secondary training or employment by the Fall immediately following graduation.

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
AP testing	With a score of 43.5%, students are taking rigorous courses of study.
Keystone ELA	All student group, 61.8%, exceeded the PA statewide average of 53.9%.
Keystone Biology	All student group, 68.8%, exceeded the PA statewide average of 59.2%.
Keystone - Algebra	All student group, 50.7%, exceeded the statewide growth standard 40.2%.
Regular Attendance	All student group, 79.8%, exceeded the PA statewide average of 78.1%
Graduation Rate	Four-year cohort, 92.6%, graduation rate exceeded the statewide average of 87.6%.
College and Career Measures	The all student group (100%) is exceeding the statewide average (91.4%) for the 2023-2024 school year.

Challenges

Indicator	Comments/Notable Observations
ELA Keystone Exam	Students with Disabilities 24.2%
Math Keystone	Achievement for Math was 50.7% but the Growth score for all Students was 77.0%
Biology Keystone	Achievement - 68.8 proficient - all student group

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

Strengths

Indicator Algebra **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** Our white subgroup (76%) and economically disadvantaged (72%) meet the expectations. Our academic growth score was 77.0 % which is above the PA statewide average growth score (75.3)
Indicator Math Keystone Exam - Growth **ESSA Student Subgroups**	**Comments/Notable Observations** Our white subgroup and Economically Disadvantaged students meet the the expectations and demonstrated growth with scores of 76.0 and 72.0.

White, Economically Disadvantaged	
Indicator School Attendance **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** Our all student group (79.8%), the White (81.9%), and Economically Disadvantaged (69.6%) subgroups meet all attendance expectations and demonstrated growth.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Keystone - ELA Growth Data **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Our White (100%), Economically disadvantaged (97%) and Students with Disabilities (78) exceeded the statewide average of 75%

Challenges

Indicator Attendance Data **ESSA Student Subgroups** Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The Hispanic, students with disabilities and combined ethnicity subgroups did not meet all attendance expectations and demonstrate growth. Students with disabilities at 62.0% is below all student groups including, White-79.8%, Hispanic- 63.3% , combined ethnicity (63.5%) and the Economically Disadvantaged -69.6%
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator ELA **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** There was an insufficient sample for ELA growth and attainment for the 2023-24.
Indicator Math Keystone Exam **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Math Achievement for Students with Disabilities = 6.1% Math Growth for Students with Disabilities does not have enough students in the subgroup for a % Both are decreases from previous years.
Indicator Biology Keystone **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Biology achievement for Students with Disabilities = 18.2% Math Growth for Students with Disabilities decreased for 2023- 2024 school year 73.0 %, just under the state growth average of 75.1%

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.

Biology: The all student group is exceeding the statewide growth standard with a score of 100.0
Math: The all student group is exceeding the statewide growth standard with a score of 77.0.
ELA: The all student group is exceeding the statewide growth standard with a score of 100.0
College & Career Readiness: All students group, for the 2022-2023 school year, 93.6 % of the students are indicated to have completed the standard, exceeding the PA average of 89.6%
Biology : The All student subgroup exceeded the statewide average (25.8%) for advanced scores with 34.0% .

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.

The students with disabilities did not meet the improvement target in Algebra (6.1%) and dropped.
There was not enough evidence in ELA to provide us a growth score for the 2023-2024 year, therefore not meeting improvement target.
Attendance: Students with disabilities at 62% is below all student group 79.8%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Classroom diagnostic test (CDT)	administered baseline CDT assessment to all students in English 10

English Language Arts Summary

Strengths

Professional development is being planned in diagnostic assessments to help track student growth.
Development of an assessment calendar to indicate assessment windows
Teachers engaged in CDT data analysis coaching with district data lead and CLIU 21.

Challenges

Reaching significant growth and completing full CDT can be a challenge.
Lack of researched based ELA program for high school special needs students
Students with Disabilities are significantly below grade level in ELA

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic tool (CDT)	Students with IEP are taking CDT when enrolled in Algebra courses. Only 8% of Students with IEP are demonstrating growth when taking beginning and end CDT in Math.

Mathematics Summary

Strengths

Use of CDT has become more consistent with students minimally scheduling for Beginning and End of Year CDT.

Challenges

Students with Disabilities - 8% of students completing a Beginning and End Assessment demonstrated growth.
Skill levels demonstrated on CDT math by students with IEP are below grade level.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Assessment	Administered to students in Bio 3 times a year

Science, Technology, and Engineering Education Summary

Strengths

All Student Group Meets Interim Goal/Improvement Target

Challenges

No current benchmark data for current year, will look to add Study Island benchmark

Related Academics

Career Readiness

Data	Comments/Notable Observations
Each student has a digital portfolio.	SmartFutures online program continues to be used to track career readiness goals.

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.

Created new fundamentals of Algebra course through PVASS data in the 2023-2024 School Year. Created a math and writing lab with specific interventions in the 2024-2025 School Year.
CDT assessments are being administered to all students in Keystone Algebra, English and Biology courses.
SWPBIS was implemented for the 2022-2023 school year with staff committee and training . SWPBIS was fully implemented 2023-2024 school year with all students. In the 2024-2025 School Year, the school added a digital PBIS rewards system.
School climate survey conducted in spring of 2022. School Climate Survey was completed again Spring of 2024 and Spring 2025.
ATSI Surveys were given to parents, staff, and students.

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.

Lack of research based interventions in ELA.
Students entering 9th grade with below level reading and math skills.
Teachers struggle to scaffold content for struggling students.

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
IEP Progress	Teacher track progress monitoring based upon individualized IEP goals
CDT	All students are administered the CDT multiple a year in PA Keystone subject areas.
Regular Attendance for IEP students	We are below average for IEP students with regular attendance.
Exact Path	Students in fundamental math and ela utilize web based intervention tool based on progress monitoring results.

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.

CDT training and assessments continue throughout the school year.

Special Education staff completed Indicator 13 training, and have access to resources to make IEP's align to present education levels, transition grid and goal progress.
Data coach works with teachers to discuss trends.

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.

Regular attendance rate for students with IEP
Graduation rate for students with IEP
Curriculum for special needs population and lower level courses.

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	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	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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

Identify professional learning needs through analysis of a variety of data
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Building partnerships with local businesses, community organizations, and other agencies to meet the needs of the school *
We will utilize the CLIU #21 to help train and facilitate learning in SEL and the CASEL format
Engaged in Year 3 SWPBIS Development.

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?

Individual student needs in Math and ELA need to be addressed in different capacities.
Struggling students meeting their Act 158 requirements in Pathway 5.
Providing curriculum options that allow students to develop and grow their skills before state assessment.

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
Math: The all student group is exceeding the statewide growth standard with a score of 77.0.	False
Biology: The all student group is exceeding the statewide growth standard with a score of 100.0	False
ELA: The all student group is exceeding the statewide growth standard with a score of 100.0	False
College & Career Readiness: All students group, for the 2022-2023 school year, 93.6 % of the students are indicated to have completed the standard, exceeding the PA average of 89.6%	False
Professional development is being planned in diagnostic assessments to help track student growth.	False
Development of an assessment calendar to indicate assessment windows	False
Teachers engaged in CDT data analysis coaching with district data lead and CLIU 21.	False
All Student Group Meets Interim Goal/Improvement Target	False
Identify professional learning needs through analysis of a variety of data	True
Special Education staff completed Indicator 13 training, and have access to resources to make IEP's align to present education levels, transition grid and goal progress.	False
CDT training and assessments continue throughout the school year.	False
CDT assessments are being administered to all students in Keystone Algebra, English and Biology courses.	False
Use of CDT has become more consistent with students minimally scheduling for Beginning and End of Year CDT.	False
SWPBIS was implemented for the 2022-2023 school year with staff committee and training . SWPBIS was fully implemented 2023-2024 school year with all students. In the 2024-2025 School Year, the school added a digital PBIS rewards system.	False
School climate survey conducted in spring of 2022. School Climate Survey was completed again Spring of 2024 and Spring 2025.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Building partnerships with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Engaged in Year 3 SWPBIS Development.	True
We will utilize the CLIU #21 to help train and facilitate learning in SEL and the CASEL format	False
Created new fundamentals of Algebra course through PVASS data in the 2023-2024 School Year. Created a math and writing lab with specific interventions in the 2024-2025 School Year.	False
Data coach works with teachers to discuss trends.	False
Biology : The All student subgroup exceeded the statewide average (25.8%) for advanced scores with 34.0% .	False
College & Career Readiness: All students group, for the 2022-2023 school year, 93.6 % of the students are indicated to have completed the standard, exceeding the PA average of 89.6%	False

Biology : The All student subgroup exceeded the statewide average (25.8%) for advanced scores with 34.0% .	False
ATSI Surveys were given to parents, staff, and students.	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 students with disabilities did not meet the improvement target in Algebra (6.1%) and dropped.	True
There was not enough evidence in ELA to provide us a growth score for the 2023-2024 year, therefore not meeting improvement target.	True
	False
Attendance: Students with disabilities at 62% is below all student group 79.8%	False
Students with Disabilities - 8% of students completing a Beginning and End Assessment demonstrated growth.	False
Skill levels demonstrated on CDT math by students with IEP are below grade level.	False
Lack of research based interventions in ELA.	False
Reaching significant growth and completing full CDT can be a challenge.	False
Regular attendance rate for students with IEP	False
Providing curriculum options that allow students to develop and grow their skills before state assessment.	False
Graduation rate for students with IEP	False
No current benchmark data for current year, will look to add Study Island benchmark	False
Individual student needs in Math and ELA need to be addressed in different capacities.	True
Struggling students meeting their Act 158 requirements in Pathway 5.	False
Curriculum for special needs population and lower level courses.	True
Attendance: Students with disabilities at 62% is below all student group 79.8%	False
Lack of researched based ELA program for high school special needs students	False
Students with Disabilities are significantly below grade level in ELA	False
Students entering 9th grade with below level reading and math skills.	False
Teachers struggle to scaffold content for struggling students.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
The students with disabilities did not meet the improvement target in Algebra (6.1%) and dropped.	Students need instruction that is targeted to meet their needs with expert teachers.	True
There was not enough evidence in ELA to provide us a growth score for the 2023-2024 year, therefore not meeting improvement target.	Lack of diagnostic, and targeted intervention tool	False
Individual student needs in Math and ELA need to be addressed in different capacities.		False
Curriculum for special needs population and lower level courses.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Identify professional learning needs through analysis of a variety of data	Through the use of Future Ready Index, PVASS data, discussion with teams and departments
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	CDTs, Exact Path, State Assessments
Engaged in Year 3 SWPBIS Development.	Being able to continue this process will provide supports for staff in reducing discipline referrals and continuing to grow school climate.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we identify and address individual student learning needs, curriculum and instruction will be aligned based on student achievement data in co-taught classrooms, and students will demonstrate improved achievement.
	If we ensure all students, including those in special education and lower-level academic courses, have equitable access to high-quality, standards-aligned curriculum that is appropriately scaffolded, culturally responsive, and designed to meet diverse learning needs. This includes intentional curricular planning, consistent instructional supports, and ongoing progress monitoring to close achievement gaps and improve outcomes for our most vulnerable student populations.

Goal Setting

Priority: If we identify and address individual student learning needs, curriculum and instruction will be aligned based on student achievement data in co-taught classrooms, and students will demonstrate improved achievement.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026 academic year, 80% of students identified in the lowest performing subgroup (e.g., Students with Disabilities) in Algebra 1/ Fundamentals of Algebra, will achieve a minimum of 2 skills mastered per quarter in Exact Path, indicating measurable growth toward grade-level standards			
Measurable Goal Nickname (35 Character Max)			
Fundamentals of Algebra			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of Q1, 100% of identified students in Alg1/ Fundamentals of Algebra will complete the fall Exact Path initial diagnostic. At least 50% of students will master 2 or more math skills in Exact Path, and 100% of students will have a personalized learning plan established.	By the end of Q2, 100% of identified students in Alg1/ Fundamentals of Algebra will have engaged in regular use of Exact Path with at least 60% of students mastering 4 or more total math skills (cumulative) since the beginning of the year.	By the end of Q3, 100% of identified students in Algebra 1/Fundamentals of Algebra will continue regular use of Exact Path, with at least 65% of students mastering 6 or more total math skills (cumulative) since the beginning of the year.	By the end of Q3, 100% of identified students in Algebra 1/Fundamentals of Algebra will continue regular use of Exact Path, with at least 65% of students mastering 8 or more total math skills (cumulative) since the beginning of the year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, 70% of students with IEPs enrolled in English 10 will demonstrate measurable growth in English Language Arts, as evidenced by mastering at least 7 new skills in Exact Path from their initial diagnostic level.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of Q1, 100% of students with IEPs will complete the Exact Path initial diagnostic and master at least 1 new ELA skill.	By the end of Q2, at least 60% of students with IEPs will have mastered a cumulative total of 3 new ELA skills on Exact Path and will engage in targeted instruction based on identified skill gaps.	By the end of Q3, at least 65% of students with IEPs will have mastered a cumulative total of 5 new ELA skills on Exact Path.	By the end of Q4, at least 70% of students with IEPs will have mastered 7 or more new ELA skills on Exact Path, meeting the year-end growth target.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2026, the percentage of students attending school 95% or more of the time will increase by 2% for all students and by 4% for students with IEPs, as measured by end-of-year attendance data compared to the 2024–2025 baseline.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of Q1, at least 90% of all students and 80% of students with IEPs will maintain an attendance rate of 95% or higher, as measured by school attendance data.	By the end of Q2, at least 85% of all students and 75% of students with IEPs will maintain an attendance rate of 95% or higher. Intervention strategies (e.g., family outreach, student attendance contracts) will be implemented for students trending below 90%.	By the end of Q3, at least 80% of all students and 70% of students with IEPs will maintain an attendance rate of 95% or higher, with continued intervention for chronically absent students and recognition for improved attendance.	By the end of Q4, attendance data will reflect that at least 75% of all students and 70% of students with IEPs achieved an overall yearly attendance rate of 95% or higher, meeting the year-end growth target.

Priority: If we ensure all students, including those in special education and lower-level academic courses, have equitable access to high-quality, standards-aligned curriculum that is appropriately scaffolded, culturally responsive, and designed to meet diverse learning needs. This includes intentional curricular planning, consistent instructional supports, and ongoing progress monitoring to close achievement gaps and improve outcomes for our most vulnerable student populations.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, students in special education and lower-level ELA courses (as identified by course codes and IEP status) will demonstrate a 10% increase in proficiency on grade-level standards as measured by Exact Path and/or the Keystone compared to baseline data from the 2024–2025 school year. Progress will be monitored quarterly through formative assessments and data team reviews.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of Q1, at least 50% of students in special education and lower-level ELA courses will demonstrate measurable progress on Exact Path, showing either Lexile growth or 10% mastery of their individualized learning paths based on the fall diagnostic.	By mid-year, 60% of students will have achieved 25% mastery of their Exact Path learning paths, and at least 40% of students will demonstrate Lexile gains on the winter diagnostic.	By the end of Q3, at least 70% of students will demonstrate 40% mastery on Exact Path. Data teams will review progress and identify students in need of intensified support before Keystone testing.	By year's end, at least 5% more students will achieve Basic or Proficient on the Keystone Literature Exam compared to the 2024–2025 school year. At least 75% of students will show Lexile growth and 50–70% mastery of their Exact Path learning paths.

Action Plan

Measurable Goals

Fundamentals of Algebra	ELA
Attendance	ELA

Action Plan For: Using student achievement data to support instructional decision making in Exact Path (Edmentum))

Measurable Goals:
• By the end of the 2026 academic year, 80% of students identified in the lowest performing subgroup (e.g., Students with Disabilities) in Algebra 1/ Fundamentals of Algebra, will achieve a minimum of 2 skills mastered per quarter in Exact Path, indicating measurable growth toward grade-level standards

Action Step		**Anticipated Start/Completion Date**	
Administer beginning/ baseline ExactPath exam		2025-08-28	2025-09-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teacher	online exam	No	
Action Step		**Anticipated Start/Completion Date**	
Monthly Review of Data		2025-09-26	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Data Coach	Exact Path	No	
Action Step		**Anticipated Start/Completion Date**	
Use of targeted intervention using Exact Path at least 2 times weekly		2025-09-15	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
teacher	Exact Path	No	
Action Step		**Anticipated Start/Completion Date**	
Supplemental use of Project Lead the Way during Math Labs		2025-09-15	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teacher	Project Lead the Way	No	
Action Step		**Anticipated Start/Completion Date**	
Quarter 2 progress monitoring wit Exact Path		2026-01-05	2026-01-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Teacher	Exact Path	No	
Action Step		**Anticipated Start/Completion Date**	
End of year ExactPath test		2026-05-18	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
teacher	exactpath	No	
Action Step		**Anticipated Start/Completion Date**	
Administrator and Data Coordinator will monitor Exact Path usage quarterly through walk thru, data meetings and results based on reports		2025-09-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Administrator and Data Coach	ExactPath data meetings, and observations	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All staff will be versed in best practices and how to analyze exact path data how to drive student instruction	Administration and Data coordinator will monitor usage and evaluate reports for growth.

Action Plan For: Using student achievement data to support instructional decision making in Exact Path (Edmentum))

Measurable Goals:
• By June 2026, 70% of students with IEPs enrolled in English 10 will demonstrate measurable growth in English Language Arts, as evidenced by mastering at least 7 new skills in Exact Path from their initial diagnostic level.

Action Step		**Anticipated Start/Completion Date**	
Administer beginning/ baseline Exact Path exam		2025-08-28	2025-09-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teacher	Exact Path	No	
Action Step		**Anticipated Start/Completion Date**	
Monthly Review of Data		2025-08-28	2025-09-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teacher	ExactPath	No	
Action Step		**Anticipated Start/Completion Date**	
Use of targeted intervention using Exact Path at least 2 times weekly		2025-09-15	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Teacher	ExactPath	No	
Action Step		**Anticipated Start/Completion Date**	
Supplemental usage of Sadlier Grammar and Writing at least 2 times per week in writing lab		2025-09-05	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teacher	Sadlier curriculum	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All staff will be versed in best practices and how to analyze exact path data how to drive student instruction	Administration and Data coordinator will monitor usage and evaluate reports for growth.

Action Plan For: SWPBIS system (Cassel framework)

Measurable Goals:
• By June 2026, the percentage of students attending school 95% or more of the time will increase by 2% for all students and by 4% for students with IEPs, as measured by end-of-year attendance data compared to the 2024–2025 baseline.

Action Step		**Anticipated Start/Completion Date**	
Review of SWPBIS with whole school		2025-08-25	2025-08-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Administration	handbooks/ posters/matrix	No	
Action Step		**Anticipated Start/Completion Date**	
Biweekly attendance meetings to evaluate trends in attendance.		2025-09-05	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Attendance Team	PowerSchool and SWISS	No	
Action Step		**Anticipated Start/Completion Date**	
Development of SAIC (student attendance invention plans) for those with chronic absences.		2025-09-26	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Social Worker	forms	No	
Action Step		**Anticipated Start/Completion Date**	
Reward those students who have attendance growth through our SWPBIS program and recognition with quarterly rewards.		2025-09-26	2026-05-29

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
All staff	PBIS online ticket system	No	
Action Step		**Anticipated Start/Completion Date**	
School communicates positive messaging to support school wide expectations quarterly.		2025-09-01	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	announcements and social media	No	
Action Step		**Anticipated Start/Completion Date**	
Discipline data is gathered, summarized and reported at monthly faculty meetings.		2025-08-29	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Assistant Principal	SWISS/PowerSchool	No	
Action Step		**Anticipated Start/Completion Date**	
Attendance is submitted in monthly School Board reports		2025-08-29	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	SWISS/PowerSchool	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will follow and increase their attendance to promote a positive school culture supported by SWPBIS, to increase social and academic growth.	Administration/All staff daily

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Using student achievement data to support instructional decision making in Exact Path (Edmentum))	Supplemental usage of Sadlier Grammar and Writing at least 2 times per week in writing lab

ELA Training

Action Step		
• Supplemental usage of Sadlier Grammar and Writing at least 2 times per week in writing lab		
Audience		
Special Education and ELA staff		
Topics to be Included		
Interpreting Exact Path diagnostic data		
Evidence of Learning		
Groups will be observed and monitored		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Data Coach	2025-09-02	2025-09-12

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	**Date**
Building Principal Signature	**Date**
Suzanne Howland	2025-06-09
School Improvement Facilitator Signature	**Date**