

**Pocono Mountain East HS**

CSI School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Pocono Mountain East High School		120455403
<b>Address 1</b>		
231 Pocono Mountain School Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Swiftwater	Pennsylvania	18370
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Elizabeth Robison		erobison@pmsd.org
<b>Principal Name</b>		
Tamala Toleno		
<b>Principal Email</b>		
ttoleno@pmsd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-839-7121		80411
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Heather Heimer		hheimer@ciu20.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tamala Toleno	Principal	East High School	ttoleno@pmsd.org
Marsha Kloss	Special Education Supervisor	East High School	mkloss@pmsd.org
Lorraine Angulo	Parent	East High School	lorraine.angulo@gmail.com
Laurie Van Winkle	Community Member	PA State Rep. Radar's Office	vanwinklefamily@hotmail.com
Robert Pagotto	General Education Teacher	East High School	rpagotto@pmsd.org
Kyleen Newlander	General Education Teacher	East High School	knewlander@pmsd.org
Sarah Garofalo	Special Education Teacher	East High School	sgarofalo@pmsd.org
Steve Werner	Special Education Teacher	East High School	swerner@pmsd.org
Jessica Johnson	General Education Teacher	East High School	jjohnson@pmsd.org
Amy Martin	General Education Teacher	East High School	amartin@pmsd.org
Tracy Jankowski	Other	PM School Based Mental Health	trjankowski@pmsd.org
Amy Catalano	District Level Leaders	Director of Curriculum and Instruction for Math and Science	acatalano@pmsd.org
Livia Rivera	Paraprofessional	East High School	lrivera@pmsd.org
Stacy Kulics	District Level Leaders	Director of Federal Programs	skulics@pmsd.org
Dr. Elizabeth Robison	Chief School Administrator	Superintendent	erobison@pmsd.org
Jamie Bowman	Other	Assistant Principal EHS	jbowman@pmsd.org
Mark Wade	District Level Leaders	Asst. Supt. Special Ed	mwade@pmsd.org
Rise Faussette Graves	Other	IU/EHS Attendance Imp Consultant	rgraves@pmsd.org
Bethann McCain	District Level Leaders	Director of ELA	bmccain@pmsd.org
Alexandra Miller	Student	12th Grade Student - Future Educators Club	310090@students.pmsd.org
Mackenzie Stover	Student	12th Grade Student - Future Educators Club	311073@students.pmsd.org
Moniqua Santiago	Other	EHS School Psychologist	msantiago@pmsd.org
Nora Wandalowski	Other	Director of PM Cyber Program	nwandalowski@pmsd.org
Catherine Sweeney	District Level Leaders	Asst. Supt. Curriculum and Instruction	csweeney@pmsd.org

## Vision for Learning

### **Vision for Learning**

1. East High School will ensure students will be on target with their state level peers in ELA and Mathematics prior to graduating. 2. East High School will prepare students to be academically successful and socially responsible upon graduation by providing necessary supports and interventions.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on Math Keystone was 60.1%, which met the interim target (green). This was an increase from 39% the prior year and exceeds the statewide average of 40.2%	
In the area of English Language Arts/Literature on the 2023-2024 Future Ready PA Index, the all student group exceeded the growth standard (PVAAS) with a 100 growth score (blue).	Statewide Average Growth Score 75.0.
In the area of Mathematics/Algebra on the 2023-2024 Future Ready PA Index, the all student group exceeded the growth standard (PVAAS) with a 100 growth score (blue).	Statewide Average Growth Score 75.3.
In the area of Science/Biology on the 2023-2024 Future Ready PA Index, the all student group exceeded the growth standard (PVAAS) with a 97 growth score (blue). This was also an increase from 71 the prior year.	Statewide Average Growth Score 75.1.
As per the 2023-2024 Future Ready PA Index, there was a 96.3% 5-year cohort graduation rate. This was an increase from 95.3% the prior year.	Students exceeded the Statewide Average of 90%.
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on Literature Keystone was 72.1%, which met the interim target (green). This was an increase from 63.3% the prior year and above the statewide average of 53.9%.	
As per the 2023-2024 Future Ready PA Index, 99.4% of all students met the Career Standards Benchmark which exceeds (blue) the 2033 statewide goal	Students exceeded the Statewide average of 91.4%.
As per the 2023-2024 Future Ready PA Index, there was a 95.5% 4-year cohort graduation rate, which exceeds the 2033 goal (blue). This was also an increase from 94.1% the prior year.	Students exceeded the Statewide average of 87.6%.

### Challenges

Indicator	Comments/Notable Observations
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on the Biology Keystone was 56.1% and did not meet the interim target (red). This was an increase from 38.5% the prior year, but below the statewide average of 59.2%.	2022 was 17.3%
As per the Future Ready PA Index, the percent of students with regular attendance during the 2022-2023 school year was 77.7%.	

Even though it did not meet the interim target, it was an increase from 65.9% the prior year.	
---	--

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

### Strengths

<p><b>Indicator</b> The Black, Hispanic, White, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups exceeded (blue) the growth standard in ELA/Literature (PVAAS).</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> The Black, Hispanic, White, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups exceeded (blue) the growth standard in Algebra (PVAAS).</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> The Black, Hispanic, Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity subgroups exceeded (blue) the growth standard in Biology (PVAAS).</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> The Hispanic and White subgroups met the interim achievement target for proficiency for English Language Arts (Keystone).</p> <p><b>ESSA Student Subgroups</b> Hispanic, White</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> The Black, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity subgroups exceeded the Career Standards Benchmark (blue).</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> The Black, Hispanic, White, Economically Disadvantaged, and Combined Ethnicity subgroups exceeded the High School Graduation Rate: 4-Year Cohort (blue).</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> The Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity subgroups exceeded the statewide average for High School Graduation Rate: 5-Year Cohort.</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>

African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	
<b>Indicator</b> The White subgroup met the interim achievement target for proficiency for Algebra (Keystone). <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b>
<b>Indicator</b> The Asian subgroup met the interim target for Regular Attendance. <b>ESSA Student Subgroups</b> Asian (not Hispanic)	<b>Comments/Notable Observations</b>

### Challenges

<b>Indicator</b> The Black, Economically Disadvantaged, Student with Disability, and Combined Ethnicity subgroups did not meet the interim achievement target for proficiency for English Language Arts (Keystone). <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b>
<b>Indicator</b> The Black, Hispanic, Economically Disadvantaged, Student with Disability, and Combined Ethnicity subgroups did not meet the interim achievement target for proficiency for Algebra (Keystone). <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b>
<b>Indicator</b> The Black, Hispanic, White, Economically Disadvantaged, Student with Disability, and Combined Ethnicity subgroups did not meet the interim achievement target for proficiency for Biology (Keystone). <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b>
<b>Indicator</b> The Black, Hispanic, White, Economically Disadvantaged, English Learner, Student with Disability, and Combined Ethnicity subgroups did not meet the interim target for Regular Attendance; however, all of these subgroups improved from the prior year. <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b>
<b>Indicator</b> The Student with Disability subgroup did not meet the interim target for High School Graduation Rate: 4-Year Cohort; however, the subgroup increased from the prior year. <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b>

## 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.

As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on Math Keystone was 60.1%, which met the interim target (green). This was an increase from 39% the prior year and exceeds the statewide average of 40.2%
In the area of Mathematics/Algebra on the 2023-2024 Future Ready PA Index, the all student group exceeded the growth standard (PVAAS) with a 100 growth score (blue).
In the area of English Language Arts/Literature on the 2023-2024 Future Ready PA Index, the all student group exceeded the growth standard (PVAAS) with a 100 growth score (blue).
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on Literature Keystone was 72.1%, which met the interim target (green). This was an increase from 63.3% the prior year and above the statewide average of 53.9%.
As per the 2023-2024 Future Ready PA Index, there was a 95.5% 4-year cohort graduation rate, which exceeds the 2033 goal (blue). This was also an increase from 94.1% the prior year.

### 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.

As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on the Biology Keystone was 56.1% and did not meet the interim target (red). This was an increase from 38.5% the prior year, but below the statewide average of 59.2%.
As per the Future Ready PA Index, the percent of students with regular attendance during the 2022-2023 school year was 77.7%. Even though it did not meet the interim target, it was an increase from 65.9% the prior year.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
50% of all students made positive growth from the September to the March administration of the Literature CDTs.	50% of all students did not show positive growth from the September to the March administration of the Literature CDTs.
44% of all students scored proficient or advanced on the Spring ELA CDT.	56% of all students scored basic or below basic on the Spring CDT.

### English Language Arts Summary

#### Strengths

There are various ELA support opportunities for students during the school day and after school.
The ELA department meets regularly to collaborate and plan for instruction.
The ELA curriculum is aligned to the PA Core Standards.
AP and elective course enrollment continues to grow.

#### Challenges

EHS students lack academic soft skills and social skills necessary to be "ready to learn."
Not all students take the ELA CDT seriously, which leads to inaccurate data.
50% of all students made positive growth from the September to the March administration of the Literature CDTs.
44% of all students scored proficient or advanced on the Spring Literature CDT.

### Mathematics

Data	Comments/Notable Observations
74% of all students made positive growth from the September to the March administration of the Algebra CDTs.	26% of all students did not show positive growth from the September to the March administration of the Algebra CDTs.
19% of all students scored proficient or advanced on the Spring Algebra CDT.	81% of all students scored basic or below basic on the Spring CDT.

### Mathematics Summary

#### Strengths

74% of all students made positive growth from the September to the March administration of the Algebra CDTs.
The Math department meets regularly to collaborate and plan for instruction.
The Math curriculum is aligned to the PA Core Standards.
There are various math support opportunities for students during the school day and after school.

### Challenges

19% of all students scored proficient or advanced on the Spring Algebra CDT.
EHS students lack academic soft skills and social skills necessary to be "ready to learn."
Not all students take the Algebra CDT seriously, which leads to inaccurate data.
Lower performing math students face math burnout (2 math classes per day).

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
78% of all students made positive growth from the September to the March administration of the Biology CDTs.	22% of all students did not show positive growth from the September to the March administration of the Biology CDTs.
31% of all students scored proficient or advanced on the Spring Biology CDT.	69% of all students scored basic or below basic on the Spring CDT.

### Science, Technology, and Engineering Education Summary

#### Strengths

78% of all students made positive growth from the September to the March administration of the Biology CDTs.
The Science department meets regularly to collaborate and plan for instruction.
The Science curriculum is aligned to the PA Core Standards.
AP and elective course enrollment continues to grow.

#### Challenges

In-class support in Biology and Contemporary Integrated Science could be improved upon.
31% of all students scored proficient or advanced on the Spring Biology CDT.
EHS students continue to lack academic soft skills and social skills necessary to be "ready to learn."
Not all students take the Biology CDT seriously, which leads to inaccurate data.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
100% of 11th grade students completed the Career Readiness requirements in Xello.	11th grade students met the goal set for completion in Xello.

### 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.

11th grade students met the goal set for completion in Xello.
---

100% of 11th grade students completed the Career Readiness requirements in Xello.
---

### 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.

EHS students lack academic soft skills and social skills necessary to be "ready to learn."
--

Some students lack a plan for their future/do not know what they want to do after graduation.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
8% of English Learners (3 out of 39) were absent more than 10% of the 2024-2025 school year.	
Social Emotional Learning and Academic Soft Skills	EHS students continue to lack academic soft skills and social skills necessary to be "ready to learn." Students have participated in Cardinal Period for 3 years.

### Students with Disabilities

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

Data	Comments/Notable Observations
27% of Students with Disabilities (82 out of 307) were absent more than 10% of the 2024-2025 school year.	
Social Emotional Learning and Academic Soft Skills	EHS students continue to lack academic soft skills and social skills necessary to be "ready to learn." Students have participated in Cardinal Period for 3 years.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
32% of Economically Disadvantaged students (139 out of 431) were absent more than 10% of the 2024-2025 school year.	
Social Emotional Learning and Academic Soft Skills	EHS students continue to lack academic soft skills and social skills necessary to be "ready to learn." Students have participated in Cardinal Period for 3 years.

--	--

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	20% of Black students (44 out of 216) were absent more than 10% of the 2024-2025 school year.
White	23% of White students (127 out of 555) were absent more than 10% of the 2024-2025 school year.
Hispanic	27% of Hispanic students (82 out of 301) were absent more than 10% of the 2024-2025 school 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.

MTSS continued in grades 9, 10, 11 and 12.
Students who are identified as missing 10% or more of the school year are discussed regularly at Attendance, Child Study and SAP meetings, in order to determine Student Attendance Improvement Plans.
Various incentives to improve attendance were implemented.

#### 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.

EHS students continue to lack academic soft skills and social skills necessary to be "ready to learn."
EHS needs to improve upon increasing student attendance for all students.



## 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	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

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

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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?

Identify professional learning needs through analysis of a variety of data
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement an evidence-based system of school-wide 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?

Use multiple professional learning designs to support the learning needs of staff
Monitor and evaluate the impact of professional learning on staff practices and student learning
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
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on Math Keystone was 60.1%, which met the interim target (green). This was an increase from 39% the prior year and exceeds the statewide average of 40.2%	True
In the area of Mathematics/Algebra on the 2023-2024 Future Ready PA Index, the all student group exceeded the growth standard (PVAAS) with a 100 growth score (blue).	True
In the area of English Language Arts/Literature on the 2023-2024 Future Ready PA Index, the all student group exceeded the growth standard (PVAAS) with a 100 growth score (blue).	True
There are various ELA support opportunities for students during the school day and after school.	False
The ELA department meets regularly to collaborate and plan for instruction.	False
The ELA curriculum is aligned to the PA Core Standards.	False
MTSS continued in grades 9, 10, 11 and 12.	True
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on Literature Keystone was 72.1%, which met the interim target (green). This was an increase from 63.3% the prior year and above the statewide average of 53.9%.	True
Career Standards Benchmark	False
74% of all students made positive growth from the September to the March administration of the Algebra CDTs.	False
78% of all students made positive growth from the September to the March administration of the Biology CDTs.	False
AP and elective course enrollment continues to grow.	False
The Math department meets regularly to collaborate and plan for instruction.	False
The Math curriculum is aligned to the PA Core Standards.	False
The Science department meets regularly to collaborate and plan for instruction.	False
The Science curriculum is aligned to the PA Core Standards.	False
AP and elective course enrollment continues to grow.	False
As per the 2023-2024 Future Ready PA Index, there was a 95.5% 4-year cohort graduation rate, which exceeds the 2033 goal (blue). This was also an increase from 94.1% the prior year.	True
Identify professional learning needs through analysis of a variety of data	False
11th grade students met the goal set for completion in Xello.	False
There are various math support opportunities for students during the school day and after school.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Students who are identified as missing 10% or more of the school year are discussed regularly at Attendance, Child Study and	True

SAP meetings, in order to determine Student Attendance Improvement Plans.	
Various incentives to improve attendance were implemented.	False
100% of 11th grade students completed the Career Readiness requirements in Xello.	False
Implement an evidence-based system of school-wide positive behavior interventions and supports	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
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on the Biology Keystone was 56.1% and did not meet the interim target (red). This was an increase from 38.5% the prior year, but below the statewide average of 59.2%.	True
As per the Future Ready PA Index, the percent of students with regular attendance during the 2022-2023 school year was 77.7%. Even though it did not meet the interim target, it was an increase from 65.9% the prior year.	True
EHS students lack academic soft skills and social skills necessary to be "ready to learn."	False
19% of all students scored proficient or advanced on the Spring Algebra CDT.	True
EHS students lack academic soft skills and social skills necessary to be "ready to learn."	False
Not all students take the Algebra CDT seriously, which leads to inaccurate data.	False
44% of all students scored proficient or advanced on the Spring Literature CDT.	True
EHS students continue to lack academic soft skills and social skills necessary to be "ready to learn."	False
In-class support in Biology and Contemporary Integrated Science could be improved upon.	False
EHS students lack academic soft skills and social skills necessary to be "ready to learn."	False
Use multiple professional learning designs to support the learning needs of staff	False
Not all students take the ELA CDT seriously, which leads to inaccurate data.	False
EHS needs to improve upon increasing student attendance for all students.	True
50% of all students made positive growth from the September to the March administration of the Literature CDTs.	True
Lower performing math students face math burnout (2 math classes per day).	False
Some students lack a plan for their future/do not know what they want to do after graduation.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Implement evidence-based strategies to engage families to support learning	False
31% of all students scored proficient or advanced on the Spring Biology CDT.	False
Not all students take the Biology CDT seriously, which leads to inaccurate data.	False
EHS students continue to lack academic soft skills and social skills necessary to be "ready to learn."	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
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on the Biology Keystone was 56.1% and did not meet the interim target (red). This was an increase from 38.5% the prior year, but below the statewide average of 59.2%.		False
As per the Future Ready PA Index, the percent of students with regular attendance during the 2022-2023 school year was 77.7%. Even though it did not meet the interim target, it was an increase from 65.9% the prior year.		True
19% of all students scored proficient or advanced on the Spring Algebra CDT.		True
50% of all students made positive growth from the September to the March administration of the Literature CDTs.		False
44% of all students scored proficient or advanced on the Spring Literature CDT.		True
EHS needs to improve upon increasing student attendance for all students.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
MTSS continued in grades 9, 10, 11 and 12.	
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on Math Keystone was 60.1%, which met the interim target (green). This was an increase from 39% the prior year and exceeds the statewide average of 40.2%	
In the area of Mathematics/Algebra on the 2023-2024 Future Ready PA Index, the all student group exceeded the growth standard (PVAAS) with a 100 growth score (blue).	
In the area of English Language Arts/Literature on the 2023-2024 Future Ready PA Index, the all student group exceeded the growth standard (PVAAS) with a 100 growth score (blue).	
As per the 2023-2024 Future Ready PA Index, the percent of students proficient or advanced on Literature Keystone was 72.1%, which met the interim target (green). This was an increase from 63.3% the prior year and above the statewide average of 53.9%.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
As per the 2023-2024 Future Ready PA Index, there was a 95.5% 4-year cohort graduation rate, which exceeds the 2033 goal (blue). This was also an increase from 94.1% the prior year.	
Students who are identified as missing 10% or more of the school year are discussed regularly at Attendance, Child Study and SAP meetings, in order to determine Student Attendance Improvement Plans.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
-------------------------------	---------------------

	If the East High School improves upon the MTSS Framework and coordinates supports for at risk students, there will be an increase in regular school attendance.
	If the East High School improves upon the MTSS framework by focusing on math instruction and uses student assessment data to determine individual student needs, then student achievement and growth in math will improve.
	If the East High School improves upon the MTSS framework by focusing on ELA instruction and uses student assessment data to determine individual student needs, then student achievement and growth in ELA will improve.

## Goal Setting

Priority: If the East High School improves upon the MTSS Framework and coordinates supports for at risk students, there will be an increase in regular school attendance.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Regular student attendance will increase from 81.75% (2024-2025 school year) to 84% by the end of the 2025-2026 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Regular student attendance will be at least 90%.	Regular student attendance will be at least 88%.	Regular student attendance will be at least 86%.	Regular student attendance will increase from 81.75% (2024-2025 school year) to 84% by the end of the 2025-2026 school year.

Priority: If the East High School improves upon the MTSS framework by focusing on math instruction and uses student assessment data to determine individual student needs, then student achievement and growth in math will improve.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Given the Math Firefly benchmark assessment, there will be at least a 15% increase in the overall average composite score of students who have taken all required benchmark assessments from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish baseline data.	Review benchmark data and determine, implement, and monitor instruction and interventions.	Review benchmark data and determine, implement, and monitor instruction and interventions.	Given the Math Firefly benchmark assessment, there will be at least a 15% increase in the overall average composite score of students who have taken all required benchmark assessments from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.

Priority: If the East High School improves upon the MTSS framework by focusing on ELA instruction and uses student assessment data to determine individual student needs, then student achievement and growth in ELA will improve.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Given the ELA Firefly benchmark assessment, there will be at least a 15% increase in the overall average composite score of students who have taken all required			

benchmark assessments from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish baseline data.	Review benchmark data and determine, implement, and monitor instruction and interventions.	Review benchmark data and determine, implement, and monitor instruction and interventions.	Given the ELA Firefly benchmark assessment, there will be at least a 15% increase in the overall average composite score of students who have taken all required benchmark assessments from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.

## Action Plan

### Measurable Goals

Attendance	Math
ELA	

### Action Plan For: Multi-Tiered System of Supports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Regular student attendance will increase from 81.75% (2024-2025 school year) to 84% by the end of the 2025-2026 school year.</li> <li>Given the ELA Firefly benchmark assessment, there will be at least a 15% increase in the overall average composite score of students who have taken all required benchmark assessments from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.</li> <li>Given the Math Firefly benchmark assessment, there will be at least a 15% increase in the overall average composite score of students who have taken all required benchmark assessments from the beginning of the 2025-2026 school year to the end of the 2025-2026 school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
MTSS grade level teams will meet to review Early Warning Indicator Dashboards, attendance data from 2024-2025 school year, and Spring 2025 Keystone Data. Teams will identify support for students who experienced academic, behavior and attendance challenges in the previous school year.		2025-08-19	2025-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	2024-2025 academic, behavior, and attendance data; Early Warning Indicator Dashboard (LinkIt); Materials, resources, and supplies needed for meeting; Materials, resources, supplies, and programs needed to provide tiered supports for students; Substitute teacher salaries to provide release time for teachers; Truancy Consultant	No	
Action Step		Anticipated Start/Completion Date	
MTSS grade level teams will meet monthly to analyze data and review Early Warning Indicator Dashboards. Teams will identify support for students experiencing academic, behavior and attendance challenges through the MTSS process.		2025-09-08	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Materials, resources, and supplies needed for meetings. Materials, resources, supplies, and programs needed to provide tiered supports for students. Substitute teacher salaries to provide release time for teachers. Teacher salaries and benefits to provide tiered supports for students. Salaries and benefits of teachers to review, revise and align curriculum, instruction, and assessments. Professional development resources,	Yes	

	materials, and supplies to support MTSS. Truancy Consultant. Firefly benchmark data, Beable Lexile Data, IXL Data, LinkIt (Early Warning Dashboard), PVAAS, and Attendance Data.		
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement Tier 1, Tier 2, and Tier 3 supports based on student data.		2025-09-08	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math support teachers, Reading support teachers, ESL teacher, School counselors, Check and connect mentors, Building administration, Curriculum Directors, Truancy Consultant, Social Worker, Special Education department	Firefly Benchmark Data, IXL, Beable Lexile Data, Attendance Data, LinkIt (Early Warning Dashboard). Substitute coverage or teacher compensation as needed, professional development, professional development resources and supplies including CommonLit professional development. Instructional materials/programs/resources/supplies to implement tiered supports including CommonLit (ELA), technology, student incentives, school supplies, salaries and benefits for teachers to provide small group instruction. Compensation for teachers to review, revise, and align curriculum, instruction, and assessments, Truancy Consultant.	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Share data and progress with staff and community.		2025-08-19	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Building administration	Technology; office supplies; school supplies; Firefly Data; Beable 3000 Lexile Data; Attendance Data; LinkIt (Early Warning System); Talking Points (parent communication tool); substitute coverage (salaries/benefits) or teacher compensation (salaries/benefits) for reviewing, revising, and aligning the curriculum.	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Monthly MTSS Grade Level meetings. Increase in student ELA and Math achievement. Increase in student attendance.	Building administration will monitor the action plan steps on a quarterly basis.



## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Multi-Tiered System of Supports	MTSS grade level teams will meet monthly to analyze data and review Early Warning Indicator Dashboards. Teams will identify support for students experiencing academic, behavior and attendance challenges through the MTSS process.
Multi-Tiered System of Supports	Implement Tier 1, Tier 2, and Tier 3 supports based on student data.

### Data Analysis

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>MTSS grade level teams will meet monthly to analyze data and review Early Warning Indicator Dashboards. Teams will identify support for students experiencing academic, behavior and attendance challenges through the MTSS process.</li> <li>Implement Tier 1, Tier 2, and Tier 3 supports based on student data.</li> </ul>		
<b>Audience</b>		
All staff.		
<b>Topics to be Included</b>		
LinkIt, PVAAS, Firefly, Beable, Las Links, IXL, Keystone Exams, Attendance. Academic and attendance interventions. Academic and attendance incentives.		
<b>Evidence of Learning</b>		
Student progress data. Lesson Plans reflect use of data and differentiation.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building administration, Curriculum Directors, Department Heads, LinkIt Teacher Trainers	2025-08-19	2025-09-24

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Initial professional development sessions will take place during beginning of year In-Service and Act 80 days. Follow-up will occur at least monthly throughout the school year.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>3d: Using Assessment in Instruction</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>4b: Maintaining Accurate Records</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

