

SOUTHMORELAND HIGH SCHOOL

TSI PLAN

2025-2026

SOUTHMORELAND
SCHOOL DISTRICT



“CULTIVATING
LIFELONG LEARNERS
READY FOR AN EVER-
CHANGING WORLD”

www.southmoreland.net
2351 Route 981,
Alverton, PA 15612

Profile and Plan Essentials

School		AUN/Branch
Southmoreland High School		107657503/6191
Address 1		
2351 Route 981, Box A		
Address 2		
City	State	Zip Code
Alverton	Pa	15612
Chief School Administrator		Chief School Administrator Email
Dr. Jason Boone		boonej@southmoreland.net
Principal Name		
Mrs. Charity Colebank		
Principal Email		
Colebankc@southmoreland.net		
Principal Phone Number		Principal Extension
(724) 887-2014		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Jason Boone	Chief School Administrator	Southmoreland School District	boonej@southmoreland.net
Dr. Daniel Clara	District Level Leaders	Southmoreland School District	clarad@southmoreland.net
Ms. Kaely Potochnik	Principal	Southmoreland School District	potochnikd@southmoreland.net
Mrs. Charity Colebank	Principal	Southmoreland School District	colebankc@southmoreland.net
Mr. David Mardis	Community Member	Business Owner	dmardis150@yahoo.com
Mrs Carolyn Bell	Parent	Business Owner	clbell48310@gmail.com
Mrs. Stacey Coffman	Community Member	Scottdale Borough Manager	scottdaleboroughmgr@gmail.com
Ms. Melissa Farrell	Teacher	Southmoreland School District	Farrellm@southmoreland.net
Mrs. Gwen Claycomb	Teacher	Southmoreland School District	claycombg@southmoreland.net
Ms. Jenna Hixson	Teacher	Southmoreland School District	Hixsonj@southmoreland.net
Miss Anna Etling	Student	Southmoreland School District	annaetling@southmoreland.net

Vision for Learning

Vision for Learning

Southmoreland School District's Vision is "Cultivating Lifelong Learners Ready for an Ever Changing World".

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
Obtained a 95.7 % on the Career Standards Benchmark-All Student Group Meets Performance Standard	We are above the state average of 91.4%. This has been a challenge in the past. Counselors are working with Xello to achieve these goals.
Obtained a 89.7% on Four-Year Cohort-All Student Group Meets Interim Goal/Improvement Target	Southmoreland School District obtained an 89.7% on the Four-Year Cohort – All Student Group, meeting the Interim Goal/Improvement Target with notable observations in student performance and progress toward graduation benchmarks.
Rigorous Courses of study	A substantial amount of AP courses offered.

Challenges

Indicator	Comments/Notable Observations
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	Only 54% of students were proficient or advanced
Academic Growth Expectations in English Language Arts/Literature All Student Group Did Not Meet the Standard Demonstrating Growth	Decrease in performance from the previous year possibly due to covid
Academic Growth Expectations in Mathematics/Algebra 1All Student Group Did Not Meet the Standard Demonstrating Growth	Decrease in performance from the previous year
Student attendance 69.5 Chronically absent	Increase in attendance from the previous year, but still below threshold

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

Strengths

Indicator	Comments/Notable Observations
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Indicator Percent Proficient/Advanced in English Language Arts/Literature ESSA Student Subgroups White, Economically Disadvantaged	50% White Students 61% Economically Disadvantaged Students
Indicator Percent Proficient/Advanced in Mathematics/Algebra 1 ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 50% white students 50% Economically Disadvantaged 50% Student with disabilities
Indicator Percent Four-Year Cohort Graduation. All Student Group Meets Interim Goal/Improvement Target ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations Above the statewide average, but below the 2030 goal.

Challenges

Indicator Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations 52.8% proficient or advanced below state average of 54% below statewide goal in 2030 of 83.0%
Indicator Academic Growth Expectations in English Language Arts/Literature All Student Group Did Not Meet the Standard Demonstrating Growth ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations PVAAS Growth below level Statewide growth Meeting state growth
Indicator Academic Growth Expectations in Mathematics/Algebra 1 All Student Group Did Not Meet the Standard Demonstrating Growth ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Growth Score 50% State Average 76.% Meeting state growth 70%
Indicator Decrease in career standards benchmark ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 79.1% Career standards 88.3% statewide average 98% statewide performance

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.

Percent Four-Year Cohort Graduation All Student Group Meets Interim Goal/Improvement Target
Obtained a 95.7 % on the Career Standards Benchmark-All Student Group Meets Performance Standard

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Percent Proficient/Advanced in Mathematics/Algebra 1
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target
Student attendance 69.5 Chronically absent

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Benchmark Assessments- NWEA Maps	NWEA Maps tests will be given quarterly. Teachers will meet in PLC groups to identify needs and create plan
District Assessments: administer our own assessments aligned with state standards to monitor student progress	Administrators work with teachers to align assessments
Common Formative Assessments: Collaborative assessments used by teachers in the same grade or subject to measure student understanding.	Work together in PLC groups for common assessments

English Language Arts Summary

Strengths

Dedicated Educators: Highly skilled and passionate teachers who are committed to delivering quality education can greatly contribute to achieving high-quality learning outcomes. Their expertise, innovative teaching methods, and dedication to student success are crucial strengths.
Curriculum Development: A well-designed curriculum that aligns with educational standards and encourages critical thinking, creativity, and problem-solving can lead to better learning outcomes. Leveraging this strength can help address challenges related to educational content and delivery.
Data-Driven Decision Making: Using data to identify areas for improvement, track progress, and make informed decisions can lead to evidence-based strategies for enhancing educational outcomes. This strength can be utilized to address challenges related to performance gaps and resource allocation.
Student-Centered Approach: Focusing on the individual needs and interests of students can lead to more personalized and effective learning experiences. Leveraging this strength can help overcome challenges related to student motivation and engagement.

Challenges

Curriculum Alignment: Ensuring that the curriculum aligns with state standards and prepares students for college and career success is vital. Aligning curriculum can positively affect state assessment measures and college and career readiness.
Resource Allocation: Equitable distribution of resources, including technology, books, and educational materials, can help level the playing field for students and improve their learning experiences. Resource allocation can affect all measures mentioned.
Performance Disparities: Addressing achievement gaps among different student groups, such as those based on socioeconomic status, ethnicity, or learning abilities, is crucial for achieving high-quality learning for all. Improving performance disparities can positively affect state assessment measures and college and career readiness.
Student Engagement: Enhancing student engagement through innovative teaching methods, relevant curriculum, and extracurricular opportunities

can improve learning outcomes and readiness for college and career. On-track measures often depend on student engagement and participation.

Mathematics

Data	Comments/Notable Observations
Benchmark Assessments-NWEA Maps-	NWEA Maps tests will be given quarterly. Teachers will meet in PLC groups to identify needs and create plan
District Assessments: administer our own assessments aligned with state standards to monitor student progress	Administrators work with teachers to align assessments
Common Formative Assessments: Collaborative assessments used by teachers in the same grade or subject to measure student understanding.	Work together in PLC groups for common assessments

Mathematics Summary

Strengths

Effective Instructional Practices: Utilizing evidence-based teaching methods and strategies that engage students and promote deep understanding of mathematical concepts. Leveraging differentiated instruction to cater to students with diverse learning styles and abilities.
Collaboration and Professional Learning Communities: Encouraging collaborative planning among teachers to share best practices, resources, and strategies for improving mathematics instruction.

Challenges

Inadequate access to textbooks, technology, and other resources that support effective mathematics instruction.
Students disengaged from mathematics due to lack of relevance, difficulty, or teaching methods.
Disparities in mathematics achievement among different student subgroups, such as those based on socioeconomic status, race, or gender.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Benchmark Assessments	Using the NWEA Assessment as a benchmark provides valuable, data-driven insights into student growth and achievement. It allows educators to identify strengths and areas for improvement, tailor instruction to meet individual needs, and monitor progress over time.
Common Formative Assessments: Collaborative assessments used by teachers in the same grade or subject to measure student understanding.	Work together in PLC groups for common assessments
District Assessments: administer our own assessments aligned with state standards to monitor student progress	Administrators work with teachers to align assessments

Science, Technology, and Engineering Education Summary

Strengths

Using differentiated instruction strategies to cater to diverse learning styles and abilities, ensuring that all students can access and succeed in science education.
Emphasizing the relevance of scientific concepts to students' lives and future careers, making science education engaging and meaningful.
Leveraging interactive activities to foster a deeper understanding of scientific principles.
Utilizing hands-on experiments and inquiry-based learning approaches that encourage students to explore and discover scientific concepts firsthand.

Challenges

Teachers lacking training in the latest scientific content and effective instructional strategies.
Students disengaged from science due to uninspiring teaching methods, lack of relevance, or difficulty.
Disparities in access to quality science education, particularly among underserved student populations.
Inadequate access to science equipment, materials, and technology that support hands-on learning.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Artifacts gathered within classrooms	ELA, and Elective Courses
Xello-building the skills, knowledge, and plans for future success	All Students complete within a 9th grade class

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.

Leveraging technology, such as online career platforms and virtual job simulations, has enhanced students' digital literacy and job-seeking skills.
By studying the post-graduation success of their alumni, institutions can refine their career readiness initiatives and enhance overall program effectiveness.

Preparing students with both technical expertise and interpersonal abilities enhances their adaptability and effectiveness in diverse work environments.
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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.

Insufficient exposure to real-world industries and workplaces can hinder students' ability to make informed career decisions.

Curriculum that is not aligned with current industry trends and demands can hinder graduates' relevance in the job market.
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Insufficient opportunities for students to build professional networks can hinder their access to job opportunities.
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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
Benchmark Assessments-NWEA Maps	
Work with the student's IEP team, which may include teachers, special education staff, parents, and the student (if appropriate), to establish clear and measurable goals.	
Develop tools that allow you to collect data consistently and objectively such as rubrics, behavior logs, progress monitoring charts, or specialized assessment forms tailored to each goal	

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.

Students with disabilities often become adept at advocating for their needs and accommodations.
Many students with disabilities show a high level of empathy and respect for diversity.
Students with disabilities often develop creative strategies to navigate tasks and challenges.

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.

Challenges faced by students with disabilities reveal gaps in support systems.
Addressing challenges faced by students with disabilities promotes collaborative problem-solving.
Challenges in creating accessible learning materials drive the adoption of universal design principles.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Implement evidence-based strategies to engage families to support learning
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
Percent Four-Year Cohort Graduation All Student Group Meets Interim Goal/Improvement Target	False
Obtained a 95.7 % on the Career Standards Benchmark-All Student Group Meets Performance Standard	True
Dedicated Educators: Highly skilled and passionate teachers who are committed to delivering quality education can greatly contribute to achieving high-quality learning outcomes. Their expertise, innovative teaching methods, and dedication to student success are crucial strengths.	False
Curriculum Development: A well-designed curriculum that aligns with educational standards and encourages critical thinking, creativity, and problem-solving can lead to better learning outcomes. Leveraging this strength can help address challenges related to educational content and delivery.	False
Data-Driven Decision Making: Using data to identify areas for improvement, track progress, and make informed decisions can lead to evidence-based strategies for enhancing educational outcomes. This strength can be utilized to address challenges related to performance gaps and resource allocation.	False
Leveraging interactive activities to foster a deeper understanding of scientific principles.	False
Emphasizing the relevance of scientific concepts to students' lives and future careers, making science education engaging and meaningful.	False
Student-Centered Approach: Focusing on the individual needs and interests of students can lead to more personalized and effective learning experiences. Leveraging this strength can help overcome challenges related to student motivation and engagement.	False
Using differentiated instruction strategies to cater to diverse learning styles and abilities, ensuring that all students can access and succeed in science education.	False
Utilizing hands-on experiments and inquiry-based learning approaches that encourage students to explore and discover scientific concepts firsthand.	False
Leveraging technology, such as online career platforms and virtual job simulations, has enhanced students' digital literacy and job-seeking skills.	False
By studying the post-graduation success of their alumni, institutions can refine their career readiness initiatives and enhance overall program effectiveness.	False
Preparing students with both technical expertise and interpersonal abilities enhances their adaptability and	False

effectiveness in diverse work environments.	
Students with disabilities often become adept at advocating for their needs and accommodations.	False
Many students with disabilities show a high level of empathy and respect for diversity.	False
Students with disabilities often develop creative strategies to navigate tasks and challenges.	False
Identify and address individual student learning needs	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Effective Instructional Practices: Utilizing evidence-based teaching methods and strategies that engage students and promote deep understanding of mathematical concepts. Leveraging differentiated instruction to cater to students with diverse learning styles and abilities.	False
Collaboration and Professional Learning Communities: Encouraging collaborative planning among teachers to share best practices, resources, and strategies for improving mathematics instruction.	False
Implement a multi-tiered system of supports for academics and behavior	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Percent Proficient/Advanced in Mathematics/Algebra 1	False
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	False
Decrease in career standards benchmark	False
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	False
Curriculum Alignment: Ensuring that the curriculum aligns with state standards and prepares students for college and career success is vital. Aligning curriculum can positively affect state assessment measures and college and career readiness.	False
Disparities in mathematics achievement among different student subgroups, such as those based on socioeconomic status, race, or gender.	False
Students disengaged from mathematics due to lack of relevance, difficulty, or teaching methods.	False
Inadequate access to textbooks, technology, and other resources that support effective mathematics instruction.	False
Student attendance 69.5 Chronically absent	False

Resource Allocation: Equitable distribution of resources, including technology, books, and educational materials, can help level the playing field for students and improve their learning experiences. Resource allocation can affect all measures mentioned.	False
Performance Disparities: Addressing achievement gaps among different student groups, such as those based on socioeconomic status, ethnicity, or learning abilities, is crucial for achieving high-quality learning for all. Improving performance disparities can positively affect state assessment measures and college and career readiness.	False
Student Engagement: Enhancing student engagement through innovative teaching methods, relevant curriculum, and extracurricular opportunities can improve learning outcomes and readiness for college and career. On-track measures often depend on student engagement and participation.	True
Students disengaged from science due to uninspiring teaching methods, lack of relevance, or difficulty.	False
Teachers lacking training in the latest scientific content and effective instructional strategies.	False
Insufficient exposure to real-world industries and workplaces can hinder students' ability to make informed career decisions.	False
Curriculum that is not aligned with current industry trends and demands can hinder graduates' relevance in the job market.	True
Insufficient opportunities for students to build professional networks can hinder their access to job opportunities.	False
Challenges faced by students with disabilities reveal gaps in support systems.	False
Implement evidence-based strategies to engage families to support learning	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Use multiple professional learning designs to support the learning needs of staff	False
Disparities in access to quality science education, particularly among underserved student populations.	False
Inadequate access to science equipment, materials, and technology that support hands-on learning.	False
Addressing challenges faced by students with disabilities promotes collaborative problem-solving.	False
Challenges in creating accessible learning materials drive the adoption of universal design principles.	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
Curriculum that is not aligned with current industry trends and demands can hinder graduates' relevance in the job market.	There is a gap in curriculum alignment from K-12. As a district, curriculum mapping needs to be established to be aligned among grade levels and buildings.	True
Student Engagement: Enhancing student engagement through innovative teaching methods, relevant curriculum, and extracurricular opportunities can improve learning outcomes and readiness for college and career. On-track measures often depend on student engagement and participation.	Students tend to not be engaged because of lack of relevance, passive learning, monotony, lack of choice, inadequate challenges, classroom environments.	True
Challenges in creating accessible learning materials drive the adoption of universal design principles.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Obtained a 95.7 % on the Career Standards Benchmark-All Student Group Meets Performance Standard	Proficiency and advanced scores are established in our building by increased student engagement. The district is using a Universal Design Learning approach and our ELA department utilizes this to create lessons and implement curriculum.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Positive school environment boosts student confidence, validation of efforts, enhanced motivation, improved classroom dynamics, and increased participation which will increase student engagement.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	English Language Arts (ELA) scores can indeed have a positive impact on the overall school environment, including the implementation of schoolwide positive interventions and supports, as well as the curriculum. 1. Data-Driven Decision Making: Strong ELA scores provide valuable data that can inform schoolwide decisions. Schools can use this data to identify areas of strength and areas that need improvement in their ELA curriculum and instruction. This information guides the development of targeted interventions and support strategies. 2. Tailored Support: When schools have a clear understanding of students' ELA strengths and weaknesses, they can implement targeted interventions for students who may need additional support. This could involve differentiated instruction, small-group tutoring,

	or specialized programs to address specific literacy needs. 3. Fostering a Growth Mindset: Good ELA scores can encourage a growth mindset within the school community. Students and teachers recognize that improvement is possible with effort and effective strategies. This mindset supports a culture of continuous learning and engagement. 4. Positive Reinforcement: Celebrating and recognizing students' achievements in ELA encourages a positive atmosphere. This positive reinforcement motivates students to remain engaged in their studies and encourages them to strive for excellence in other subjects as well. 5. Building Student Confidence: Students with strong ELA scores are more likely to feel confident in their academic abilities. This confidence extends beyond the ELA classroom and positively impacts their engagement in other subjects and extracurricular activities. 6. Enhanced Curriculum Planning: High ELA scores can inspire educators to explore innovative teaching methods, diverse reading materials, and creative writing activities. This enriched curriculum keeps students engaged by offering a variety of engaging and challenging content. 7. Promoting Literacy Across Subjects: A strong foundation in ELA skills supports students' ability to comprehend and communicate effectively in all subjects. Schools can encourage interdisciplinary approaches that incorporate literacy skills into various subjects, thereby enhancing overall engagement. 8. Collaboration and Professional Development: Schools with good ELA scores often foster collaboration among teachers. Educators share successful strategies and best practices, leading to a culture of continuous improvement and professional development that benefits the entire school community. 9. Parent Engagement: Positive ELA scores can encourage increased parent involvement in their child's education. Parents become more invested in their child's academic progress, attending meetings, workshops, and conferences to support their child's learning journey. 10. School Reputation: Schools with consistently good ELA scores can build a strong reputation within the community. A positive image attracts families seeking quality education and a supportive learning environment.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	ELA scores can serve as a catalyst for meaningful partnerships between schools and community members. These collaborations enrich the curriculum, enhance students' learning experiences, and demonstrate the practical value of language arts skills in various contexts. Engaging community members in the educational process benefits both students and the larger community, fostering a mutually supportive and dynamic relationship.

Priority Challenges

Analyzing Priority	Priority Statements
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Challenges	
	To better support educators, students, parents/guardians, and the community when the curriculum is not aligned with current industry trends and demands, consider implementing the following changes: -Regular Industry Input -Curriculum Review Cycles - Professional Development for Educators -Project-Based Learning -Cross-Disciplinary Collaboration -Alumni Engagement - Technology Integration -Publicize Success Stories
	To better support educators, students, parents/guardians, and the community for enhancing student engagement, there are several practices, structures, and systems that can be considered: -Professional Development for Educators Implement regular professional development sessions focused on innovative teaching methods, technology integration, and strategies to engage diverse learners. This empowers educators to adapt their teaching techniques to better cater to students' needs and interests. - Flexible Curriculum Design: -Student-Centered Learning Environments -Extracurricular Program Diversity -Personalized Learning Plans -Parent and Community Involvement -Mentoring and Support Programs -Technology Integration -Student Voice and Choice -Data-Driven Interventions -Community Service Projects -School Leadership Support

Goal Setting

Priority: To better support educators, students, parents/guardians, and the community for enhancing student engagement, there are several practices, structures, and systems that can be considered: -Professional Development for Educators Implement regular professional development sessions focused on innovative teaching methods, technology integration, and strategies to engage diverse learners. This empowers educators to adapt their teaching techniques to better cater to students' needs and interests. - Flexible Curriculum Design: -Student-Centered Learning Environments -Extracurricular Program Diversity -Personalized Learning Plans -Parent and Community Involvement -Mentoring and Support Programs -Technology Integration -Student Voice and Choice - Data-Driven Interventions -Community Service Projects -School Leadership Support

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Increase student engagement in all classes by incorporating interactive activities and discussions.			
Measurable Goal Nickname (35 Character Max)			
Increase Student engagement within the classroom			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25%	50%	75%	100%

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Enhance student engagement by promoting consistent attendance in the high school through a combination of targeted communication, supportive programs, and recognition initiatives. School-wide attendance rate of at least 95% by the end of the academic year, and observe a 20% decrease in the number of unexcused absences compared to the previous academic year.			
Measurable Goal Nickname (35 Character Max)			
Attendance and increased student engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25%	50z5	75%	100%

Outcome Category			
Parent and family engagement			

Measurable Goal Statement (Smart Goal)			
Enhance student involvement by promoting active engagement of parents and families in school activities and initiatives. 30% increase in parental attendance and participation in school events, workshops, and meetings compared to the previous academic year.			
Measurable Goal Nickname (35 Character Max)			
Parent and family involvement to increase student engagements			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25%	50%	75%	100%

Priority: To better support educators, students, parents/guardians, and the community when the curriculum is not aligned with current industry trends and demands, consider implementing the following changes: -Regular Industry Input -Curriculum Review Cycles - Professional Development for Educators -Project-Based Learning -Cross-Disciplinary Collaboration -Alumni Engagement - Technology Integration -Publicize Success Stories

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
Elevate career standards and readiness by actively involving parents and families in career-related guidance and activities. Achieve a 40% increase in parental attendance and participation in career workshops, information sessions, and career-related events compared to the previous academic year.			
Measurable Goal Nickname (35 Character Max)			
Increase Career Standards			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25%	50%	75%	100%

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
Our goal is to increase the high school graduation rate from 85% to 90% by the end of the 2025–2026 school year. We will support at-risk students through targeted interventions, mentoring, and credit recovery. Progress will be reviewed quarterly to ensure timely support and improvement. This goal promotes student success and school accountability.			
Measurable Goal Nickname (35 Character Max)			
Increase Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

25%	50%	75%	100%
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Action Plan

Measurable Goals

Increase Student engagement within the classroom	Attendance and increased student engagement
Parent and family involvement to increase student engagements	Increase Graduation Rate
Increase Career Standards	

Action Plan For: Universal Design for Learning (UDL)

Measurable Goals:
• Increase student engagement in all classes by incorporating interactive activities and discussions. • Enhance student engagement by promoting consistent attendance in the high school through a combination of targeted communication, supportive programs, and recognition initiatives. School-wide attendance rate of at least 95% by the end of the academic year, and observe a 20% decrease in the number of unexcused absences compared to the previous academic year.

Action Step		Anticipated Start/Completion Date	
Implement interactive, student-centered instructional strategies—such as project-based learning, collaborative group work, and real-world applications—across all classrooms. Monitor student attendance weekly and identify at-risk students early. Establish positive relationships and incorporate student voice through regular feedback surveys to inform and adapt teaching practices. Collaborate with families and support staff to address barriers to attendance and engagement.		2025-08-20	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	Professional development on engagement strategies NWEA and attendance data reports. Collaboration time during PLCs Support from school counselors and social workers Parent communication tools (e.g., Remind, SchoolMessenger)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student attendance will improve by 5–10% within the academic quarter, particularly among students previously identified as at-risk for chronic absenteeism. Classroom engagement will increase, evidenced by higher participation in activities, greater assignment completion rates, and more positive student feedback. Students will report feeling more connected and	Tracking student attendance-Weekly Engagement observations-Monthly Teacher Reflection-Monthly Parent Communication-Monthly

motivated to attend class due to personalized learning experiences and multiple options for expressing understanding.	
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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
Universal Design for Learning (UDL)	Implement interactive, student-centered instructional strategies—such as project-based learning, collaborative group work, and real-world applications—across all classrooms. Monitor student attendance weekly and identify at-risk students early. Establish positive relationships and incorporate student voice through regular feedback surveys to inform and adapt teaching practices. Collaborate with families and support staff to address barriers to attendance and engagement.

implementing flexible, student-centered learning strategies through the Universal Design for Learning (UDL) framework

Action Step		
Implement interactive, student-centered instructional strategies—such as project-based learning, collaborative group work, and real-world applications—across all classrooms. Monitor student attendance weekly and identify at-risk students early. Establish positive relationships and incorporate student voice through regular feedback surveys to inform and adapt teaching practices. Collaborate with families and support staff to address barriers to attendance and engagement.		
Audience		
Teachers/Staff		
Topics to be Included		
Creating Flexible Learning Environments, How to design lessons and assignments with meaningful options., Multiple Means of Representation, Multiple Means of Engagement, Integrating Technology in UDL		
Evidence of Learning		
Student Work Samples, Student Reflection, Peer Feedback,		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2025-08-20	2026-05-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Charity Colebank	2025-07-11
School Improvement Facilitator Signature	Date