

Penn Hills SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		103027352
Address 1		
260 Aster St		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15235
Chief School Administrator		Chief School Administrator Email
Dr John Mozzocio		jmozzo@phsd.k12.pa.us
Single Point of Contact Name		
Renel Williams		
Single Point of Contact Email		
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Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Renel Williams	Administrator	Penn Hills SD	rwilli@phsd.k12.pa.us
Jackie Blakey-Tate	Board Member	Penn Hills SD	jab0521@aol.com
John Mozzocio	Administrator	Penn Hills SD	jmozzo@phsd.org
Dominque Ansani	Staff Member	Penn Hills SD	dansan@phsd.org

LEA Profile

Penn Hills School District is a proud, diverse, and resilient public school community located in eastern Allegheny County, serving approximately 3,000 students across three schools: Penn Hills Elementary (K–5), Linton Middle School (6–8), and Penn Hills High School (9–12). As one of the largest and most culturally rich districts in the region, Penn Hills embraces its responsibility to provide every student, regardless of background, need, or starting point with equitable access to high-quality instruction, meaningful relationships, and opportunities that prepare them for college, career, and life.

Our community is defined by its strength, diversity, and deep commitment to its children. Penn Hills students represent a wide range of cultural, socioeconomic, and educational experiences, and the district prioritizes culturally responsive teaching practices, inclusive learning environments, and supportive systems designed to meet the needs of the child.

Penn Hills educators and staff are committed to continuous improvement. The district has strategically aligned curriculum, instruction, assessment, and professional learning to promote a stronger Tier I classroom instruction, include intervention supports, and career-connected experiences. Partnerships with universities, local businesses, and business organizations further expand learning opportunities and provide authentic pathways aligned with the district's PHORGE academies and future-ready goals.

In recent years, Penn Hills School District has made measurable progress in academic growth, elementary science performance, and increasing our 4 year graduation rates. The district remains equally focused on addressing persistent challenges, including reducing achievement gaps, improving attendance, strengthening MTSS implementation, and building a positive school climate grounded in belonging and accountability.

As Penn Hills continues its forward momentum, the district remains steadfast in its mission: **to foster an equitable learning environment where every student is known, valued, challenged, and supported in reaching their fullest potential.** Penn Hills is a community that believes in its children, invests in its staff, and continues to grow—together—as one PHamily.

Mission and Vision

Mission

The mission of the Penn Hills School District is to foster an equitable learning environment where all students have access to opportunities and resources that construct a pathway for every student to achieve their full potential.

Vision

At the heart of the Penn Hills School District lies a vision that inspires to create a vibrant educational space fueled by diversity and inclusion, where each student is not only acknowledged but celebrated for their distinctive contributions. Through collaborative efforts, we aspire to build a community steeped in mutual respect and understanding, crafting an environment that nurtures both learning and social/emotional development. Our dedication to student success and the pursuit of lifelong learning knows no bounds. We are steadfast in our commitment to equip individuals with the essential skills, knowledge, and global perspectives needed to triumph in a world that is constantly evolving. Together, we illuminate the path to a future where every student can thrive and make a meaningful impact.

Educational Values

Students

Students in the Penn Hills School District contribute to the mission and vision by:

1. **Active Participation in Learning:** Students engage actively in their learning process, demonstrating curiosity, critical thinking, and a desire to acquire knowledge. They are committed to their own educational growth and college and career readiness.
2. **Respect for Diversity and Inclusion:** Students embrace the values of respect, empathy, and inclusion, recognizing the importance of diversity in their school community. They treat all individuals with kindness and fairness, fostering a harmonious and supportive environment.
3. **Academic Excellence:** Students are dedicated to achieving high academic standards. They consistently attend classes, complete assignments, and seek help when needed. They take pride in their accomplishments and strive to excel in their studies.
4. **Character Development:** Students work on character development, cultivating integrity, responsibility, and ethical behavior. They understand the importance of good character and its impact on their future success.
- 5.

Collaboration and Teamwork: Students engage in collaborative learning and teamwork inside and outside the classroom. They value the contributions of their peers and appreciate the benefits of working together to achieve common goals.

6. **Practical Communication Skills:** Students develop effective communication skills, including written and verbal communication, essential for academic success and building positive relationships.
7. **Adaptability and Resilience:** Students embrace change and challenges, showing resilience in adversity. They view setbacks as opportunities for growth and learning.
8. **Goal Setting and Planning:** Students set clear educational goals, create a plan to achieve them, and use data to monitor them.
9. **Innovation and Creativity:** Students are encouraged to think creatively, seek innovative solutions to problems, and pursue their unique talents and interests.

By embodying these qualities and actively participating in their educational journey, students play a crucial role in realizing the school district's mission and vision.

Staff

At Penn Hills, our staff supports our mission and vision. The following are expectations of commitment for ALL Penn Hills staff members.

Dedication to Instructional Excellence: Teachers are responsible for delivering high-quality instruction that aligns with the PA standards and the District's mission and vision. Teachers design and implement curriculum, adapt teaching methods, and assess student progress to ensure all students succeed.

1. **High Expectations:** Teachers believe that ALL students can learn.
2. **Student Support:** Teachers provide students the necessary support and resources to meet individual, academic, physical/mental health, and employment goals.
- 3.

Student Engagement: All staff members, including teachers, support staff, and administrators, create a welcoming and engaging learning environment. They foster a sense of belonging, safety, and inclusion, essential for students to thrive academically, socially, and emotionally.

Community Engagement: School district staff engage with parents, families, and the broader community. They build partnerships and networks to provide authentic learning experiences for our students.

4. **Professional Development:** Continuous

professional development is critical to ensure staff is up-to-date with the latest teaching methods, technologies, and educational research. By investing in their growth, staff contributes to the District's mission by growing and evolving as classroom leaders and role models for our students. 5. Innovation and Adaptation: Staff members are often responsible for implementing innovative approaches and adapting to changing educational trends. Despite evolving educational needs and priorities, they help the District stay relevant and practical. 6. Data and Assessment: All staff have a vital role in collecting and analyzing data to assess the effectiveness of educational programs and instructional delivery. The data is used to make informed decisions and necessary adjustments to teaching and learning for our students. 7.

Cultural Competence and Diversity: Penn Hills staff is expected to be culturally competent and sensitive to the needs of a diverse student body. Understanding and respecting different backgrounds and perspectives contribute to the District's vision of an inclusive and equitable educational environment. 8. Advocacy: The staff is expected to advocate for students and families. They help with resources to support and achieve a culture of trust and community. Penn Hills staff members are the backbone of the education system and play a multifaceted role in the District. They are parents, teachers, resources, and role models within their craft. Their dedication, expertise, and commitment are essential for the success of the District's educational objectives and the well-being of the students and the Penn Hills community. 9. Equity: Teachers are expected to meet students where they are. Teachers nurture and support positive relationships to create a safe and welcoming environment for students and staff. Teachers profoundly impact student development and should have ample training, support, and resources.

Administration

Administrators in Penn Hills play a crucial role in supporting the mission and vision. The administration is responsible for ensuring that these statements are not just words but are actively implemented and embedded in the day-to-day operations. 1. Comprehensive Planning: The administration is responsible for implementing the comprehensive plan within and throughout the District. The goals and objectives that must be achieved throughout the plan are expected to be part of all Penn Hills administration's expectations. 2. Curriculum and Instruction: The administration in Penn Hills ensures educators implement a curriculum and instructional strategies that are in the best interest of the students, meeting their needs. This may include classroom visits, walkthroughs, observations, lesson planning, and data discussions. 3.

Professional Development: Administrators support and provide professional development opportunities for teachers and staff to ensure they have the skills and knowledge needed to deliver high-quality education. They are also expected to pursue professional development for their own professional growth. 4. Evaluation and Accountability: The administration monitors systems for assessing progress toward goals and student growth. Data and assessments measure outcomes and adjust as needed to keep Penn Hills on the growth trajectory. 5. Communication and Engagement: Administrators communicate the mission and vision to all stakeholders, including students, parents, teachers, and the broader community. They create a shared purpose and engage stakeholders for input and support. 6.

Culture and Climate: Administrators create a positive and inclusive school culture that fosters the values and principles of the

mission and vision. They ensure that the school environment reflects the desired atmosphere and ethos. The role our administrators play in ensuring that the mission and vision of the Penn Hills School District are not words but are embedded in the school's culture, policies, practices, and outcomes. The leadership and decision-making within these roles are essential in driving Penn Hills forward. Improvement in education is guided by consistent and effective leadership.

Parents

Penn Hills parents are encouraged to engage with the district staff, schools, and the broader community to provide support, input, and constructive criticism to grow the Penn Hills SD. They contribute to partnerships and networks to build capacity throughout the system. Families are an essential part of the educational process.

Community

The Committee of Penn Hills supports the mission and vision by partnering with businesses to provide students with internships, authentic learning opportunities, and career exploration opportunities. Community feedback is pivotal to the success and support of the District's mission and vision. A commitment from the entire community is necessary to build a culture that encourages student achievement.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PHE Career Standards Benchmark	99.5% of students met or exceeded the Career Standards Benchmark, surpassing the statewide average of 91.5%. This reflects strong implementation of career readiness and foundational employability skills at elementary.
Linton Mathematics Academic Growth (PVAAS)	Linton MS met the statewide growth standard in Mathematics, indicating that students are making meaningful progress in math skills despite low overall proficiency. Math growth was observed across multiple grade levels, suggesting improved instructional alignment and targeted interventions.
PHHS ELA Academic Growth (PVAAS)	Penn Hills SHS earned an ELA growth score of 95.0, exceeding the statewide growth standard of 70.0. and The school achieved a Math growth score of 92.0, surpassing the statewide standard.
PHE ELA Academic Growth (PVAAS)	The school exceeded the statewide growth standard in ELA, indicating strong instructional practices and effective literacy interventions
Linton Career Standards Benchmark	93.9% of students met the Career Standards Benchmark, exceeding the statewide average and demonstrating strong career-readiness programming.
PHHS Math Academic Growth (PVAAS)	Students demonstrated strong growth in Mathematics, exceeding the statewide standard and showing improved learning outcomes.

Challenges

Indicator	Comments/Notable Observations
PHE Math Academic Growth (PVAAS)	The school did not meet the statewide growth standard in Mathematics, suggesting inconsistent student progress in math learning.
Linton Math Proficiency	Math proficiency is critically low at 8.4%, indicating an urgent need for improved instructional strategies and intervention supports.
PHHS Math Proficiency	Only 12.7% of students scored Proficient or Advanced in Math, compared to the statewide average of 41.7%.
PHE ELA Proficiency	Only 33.7% of students scored Proficient or Advanced in ELA, which is well below the statewide average. Continued focus on literacy instruction and reading comprehension is needed.
Linton ELA Proficiency	Only 26.4% of students scored Proficient or Advanced in ELA, significantly below the statewide average.
PHHS ELA Proficiency	ELA proficiency is 43.9%, slightly below the statewide average, indicating a need for continued literacy support.

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

Strengths

Indicator Career Standards Benchmark Grade Level(s) and/or Student Group(s) Grades K–12 (All Student Groups)	Comments/Notable Observations Students across all subgroups consistently met the Career Standards Benchmark, demonstrating strong development of foundational employability and career readiness skills.
Indicator ELA Academic Growth (PVAAS) Grade Level(s) and/or Student Group(s) Economically Disadvantaged Students (High School)	Comments/Notable Observations Economically Disadvantaged students exceeded the statewide growth standard in ELA, indicating positive progress in reading and writing skills through focused instructional supports
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Mathematics Academic Growth (PVAAS) Grade Level(s) and/or Student Group(s) Students with Disabilities (Middle & High School)	Comments/Notable Observations Students with Disabilities demonstrated strong academic growth in Mathematics, meeting or exceeding the statewide growth standard. This reflects the effectiveness of targeted instructional supports and intervention strategies.
Indicator English Language Growth & Attainment Grade Level(s) and/or Student Group(s) English Learners (Elementary)	Comments/Notable Observations English Learners met the interim growth target for English Language Growth and Attainment, reflecting effective language acquisition supports and instructional programming.

Challenges

Indicator Mathematics Proficiency Grade Level(s) and/or Student Group(s) Students with Disabilities (All Levels)	Comments/Notable Observations Students with Disabilities continue to demonstrate low proficiency in Mathematics, indicating a need for stronger instructional supports, differentiated strategies, and consistent progress monitoring.
Indicator ELA Proficiency Grade Level(s) and/or Student Group(s) Students with Disabilities (All Levels)	Comments/Notable Observations ELA proficiency remains below statewide expectations for Students with Disabilities, highlighting the need for targeted literacy interventions and inclusive instructional practices.
Indicator Regular Attendance Grade Level(s) and/or Student Group(s) Economically Disadvantaged Students (Middle & High School)	Comments/Notable Observations Attendance rates for Economically Disadvantaged students remain below the statewide average, limiting consistent access to instruction and contributing to academic gaps.
Indicator Math Proficiency Grade Level(s) and/or Student Group(s) Middle School Students (All Subgroups)	Comments/Notable Observations Math proficiency in the middle grades remains critically low, signaling a need for improved Tier 1 instruction and stronger intervention systems to support foundational math skills

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Consistent Career Standards Benchmark Achievement Across all three buildings, students met or exceeded the Career Standards Benchmark. This reflects strong implementation of career readiness instruction and ensures students are developing essential employability and life skills that support long-term success.

Strong Growth in ELA and Mathematics Students, particularly at the high school level, exceeded statewide growth standards in both English Language Arts and Mathematics. Middle school students also demonstrated positive growth in Mathematics. This growth indicates that instructional strategies and interventions are improving student learning outcomes, even as overall proficiency remains an area for continued focus.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Low Mathematics Proficiency (All Levels) Math proficiency remains critically low at the middle and high school levels. Strengthening Tier 1 instruction, intervention systems, and any misalignment in Mathematics will have the greatest impact on overall academic performance and growth targets. Instruction needs to change from traditional memorization based to more critical thinking.

Low English Language Arts (ELA) Proficiency ELA proficiency remains below statewide expectations across all buildings. Strengthening literacy instruction, reading comprehension, and writing skills is essential to increasing overall academic achievement and closing performance gaps. Implementing consistent, high-quality writing across the curriculum is a critical strategy for improving student performance in ELA and supporting learning in all content areas. Grade 3 reading proficiency remains low, limiting students' ability to access grade-level content in later years. Strengthening early literacy instruction will improve long-term academic success.

Graduation Rate & Postsecondary Readiness The high school graduation rate remains below the state benchmark. Improving credit completion, academic supports, and transition planning will strengthen college and career readiness outcomes.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading (BOY/MOY), CDT Reading (Grades 3–HS), Kindergarten Star Early Literacy 24-25 SY	Kindergarten Early Literacy improved from 52% BOY to 64% MOY at/above benchmark, showing strong early literacy growth. Grades 1–5 show moderate improvement in STAR Reading from BOY to MOY. High School Literature CDT scores increased from 17% to 30% Green/Blue.
STAR Reading (BOY/MOY), CDT Reading (Grades 3–HS), Kindergarten Star Early Literacy 24-25 SY	Grades 6–8 STAR Reading proficiency remains low (11–17%). CDT Reading shows most grades below 25% Green/Blue, indicating limited mastery of grade-level standards. Upper-grade reading growth is inconsistent.
STAR CBM AND CDT data 24-25 SY	Early literacy is improving faster than middle school literacy. Reading performance declines significantly after Grade 5. Attendance and enrollment stability correlate with higher reading performance.

English Language Arts Summary

Strengths

Penn Hills School District demonstrates strong early literacy growth, particularly at the kindergarten and primary grade levels, as evidenced by increases in students scoring at or above benchmark on STAR Early Literacy and STAR Reading assessments. This foundation supports the district's mission to ensure all students develop the essential literacy skills needed for academic success.
High school students also show positive academic growth in English Language Arts, meeting or exceeding statewide growth expectations. This reflects effective instructional strategies, targeted supports, and a commitment to improving reading and writing outcomes for older students.
early literacy growth, secondary-level ELA growth, and effective language supports—provide a strong foundation for addressing the district's most pressing challenges, including low ELA proficiency in the middle grades and the need for more consistent writing across the curriculum. Leveraging these successes through aligned instructional practices, professional learning, and cross-content literacy integration will support continued progress toward Future Ready PA Index interim targets.

Challenges

Low English Language Arts (ELA) Proficiency ELA proficiency remains below statewide expectations across multiple grade levels. Improving literacy instruction—particularly reading comprehension and writing across the curriculum—would directly impact State Assessment Measures and support stronger performance in all content areas. Strengthening ELA achievement also aligns with the district's mission to ensure students are prepared for academic success and lifelong learning.
Chronic Absenteeism High rates of chronic absenteeism continue to limit student access to consistent instruction. Improving attendance

would positively affect On-Track Measures and State Assessment outcomes by increasing instructional time, student engagement, and academic continuity.

Early Literacy Gaps (Grade 3 Reading) Grade 3 reading proficiency remains below desired levels. Strengthening early literacy instruction would improve long-term academic success, directly impacting future State Assessment Measures and On-Track indicators as students progress through higher grade levels.

Mathematics

Data	Comments/Notable Observations
STAR Math (BOY/MOY), CDT Math (Grades 3–HS), CDT Algebra (Grades 8 & HS)	Grades 1–4 show modest improvement in STAR Math from BOY to MOY, indicating some early progress in foundational math skills. However, proficiency drops sharply in Grades 6–8, where only 10–17% of students score Proficient or Advanced on STAR Math.
STAR Math (BOY/MOY), CDT Math (Grades 3–HS), CDT Algebra (Grades 8 & HS)	CDT Math results show that most students in Grades 3–8 score below the Green/Blue range (typically under 15%), signaling limited mastery of grade-level math standards. In contrast, Algebra students outperform their non-Algebra peers, with up to 67% scoring Green/Blue,
STAR Math (BOY/MOY), CDT Math (Grades 3–HS), CDT Algebra (Grades 8 & HS)	Overall, Grade 5 and middle school math remains the district’s most critical academic challenge. The data indicate a need for stronger Tier 1 instruction, consistent intervention systems, and improved curriculum alignment to prevent the decline in math performance after Grade 4 and better prepare students for Algebra and high school coursework.

Mathematics Summary

Strengths

Growth-Focused Penn Hills School District demonstrates measurable growth in elementary Mathematics, particularly in Grades 1–4, where students show improvement on STAR Math from the beginning to the middle of the year. This early progress reflects strengthening foundational skills that align with the district’s mission to build academic readiness and support long-term success.

Early Intervention Strength Elementary students show modest but consistent growth in Math performance, indicating that early intervention strategies and Tier 1 instruction are beginning to impact learning. Strengthening these practices can help prevent performance declines in later grades and support Future Ready PA Index improvement.

Data-Driven Instruction The district’s use of STAR Math and CDT assessments provides clear, actionable data to guide instruction, interventions, and placement decisions. This data-driven approach supports continuous improvement and aligns with Future Ready PA Index goals for academic growth and accountability.

Challenges

Math 5-8 School Focus Mathematics proficiency in the middle grades remains critically low, with a sharp decline after Grade 4. Improving Tier 1 instruction, intervention systems, and curriculum alignment in Grades 5–8 would significantly strengthen State Assessment Measures

and better prepare students for Algebra and high school coursework.

Low Math proficiency, particularly in the middle grades, combined with inconsistent attendance and limited Algebra readiness, remains a key challenge. Addressing these areas would significantly improve State Assessment Measures, On-Track Measures, and College and Career outcomes

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Science (Grades 3–8), CDT Biology (High School)	Science performance shows stronger outcomes in the early and high school grades than in the middle grades. Grade 4 students demonstrated notable improvement, increasing from 38% to 66% of students scoring in the Green/Blue range, indicating growing mastery of science standards. High School Biology also improved from 17% to 30% Green/Blue, reflecting gains in content understanding.
CDT Science (Grades 3–8), CDT Biology (High School)	Grades 6–8 continue to show low levels of science mastery, with most students scoring below 20% Green/Blue. This suggests a need for stronger instructional alignment, increased hands-on learning opportunities, and consistent progress monitoring in middle school science.

Science, Technology, and Engineering Education Summary

Strengths

Penn Hills School District demonstrates strong Science performance at the elementary and high school levels, providing a solid foundation for improving overall academic outcomes. Grade 4 students showed significant growth on the CDT Science assessment, increasing from 38% to 66% scoring in the Green/Blue range, indicating improved mastery of science standards and effective instructional practices.

High School Biology students also demonstrated positive gains, with performance increasing from 17% to 30% Green/Blue. These results reflect strengthening curriculum alignment, targeted instruction, and growing student engagement in science learning.

These successes support the district's mission to provide high-quality instruction that prepares students for academic and career readiness. Leveraging the instructional strategies, curriculum structures, and professional practices that are driving success in elementary and high school science can help address the most pressing challenge in middle school science, where student mastery remains low. Expanding hands-on learning, aligning instruction vertically, and strengthening assessment practices will support continued progress toward Future Ready PA Index interim targets.

Challenges

Middle school Science achievement remains a significant challenge, with fewer than 20% of students in Grades 6–8 scoring in the Green/Blue range on CDT Science assessments. This indicates limited mastery of grade-level standards and inconsistent instructional alignment at the middle school level.

Focusing on vertical curriculum alignment, hands-on learning experiences, and consistent progress monitoring in Science would significantly improve district outcomes and support progress toward Future Ready PA Index interim targets.

Related Academics

Career Readiness

Data	Comments/Notable Observations
District Career Readiness Dashboard (Grades 5, 8, and 11), Future Ready PA Index – Career Standards Benchmark, Local Career Readiness Completion Data from Xello	Career readiness benchmarks are consistently met across the district, indicating effective implementation of foundational employability skills. Notable improvement at all levels from 23-24 to 24-25 SY

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Seaton Hill

Agreement Type

Dual Credit

Program/Course Area

Intro to Amer History, Stats. College Physics, Composition and Culture Topics on Lit

Uploaded Files

Concurrent Enrollment Agreement Penn Hills-La Roche 2025-2026 (executed).pdf

Seton Hill Addendum for 2025-2026_71d7bfc4.pdf

Partnering Institution

La Roche

Agreement Type

Dual Credit

Program/Course Area

Bio and Chem(AP)

Uploaded Files

Seton Hill Addendum for 2025-2026.pdf

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.

High completion rates show that students are being introduced to career exploration early. This builds awareness and interest before students enter high school, helping address later engagement gaps.
Career readiness activities are aligned with grade-level expectations and Future Ready PA Index requirements, ensuring students receive

consistent exposure to career exploration and planning
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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.

Participation in work-based learning, internships, and industry credentials remains below state targets. Expanding these opportunities would directly strengthen workforce readiness and career pathway alignment at HS

Not all students receive consistent guidance on certifications, dual enrollment, or workforce options, impacting College & Career Measures.

Expanding partnerships with local businesses, colleges, and training programs would increase access to real-world experiences and career credentials.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready PA Index (Academic Performance, Growth, On-Track Measures), local benchmark assessments (STAR, CDT), ACCESS for ELLs, classroom performance data, and attendance records	English Learners show some academic growth, but overall proficiency in reading, writing, and Mathematics remains below state benchmarks, particularly as language demands increase in upper grades. Early literacy and academic vocabulary development continue to be key areas of need. Instructional supports for English Learners vary across classrooms, and language development strategies are not consistently embedded in Tier 1 instruction. Inconsistent attendance further limits students’ access to language-rich learning opportunities.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black students demonstrate academic growth, particularly at the high school level; however, overall proficiency in English Language Arts and Mathematics remains below state benchmarks, with Mathematics showing the largest gaps. Early literacy weaknesses and inconsistent middle school performance contribute to continued challenges in later grades. Attendance and engagement also impact academic progress, limiting consistent access to instruction.

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.

Black students at the high school demonstrate growth that meets or exceeds statewide expectations in both ELA and Mathematics.
Black students consistently meet Career Standards Benchmarks, showing strong development of employability skills.

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.

Black students continue to demonstrate low proficiency in both English Language Arts and Mathematics across all three buildings, with Mathematics showing the largest gaps.
Although high school Black students show strong academic growth, proficiency remains low especially in Math. This indicates students are improving but are still not meeting grade-level expectations.
Lower attendance rates reduce consistent access to instruction, limiting academic progress and affecting On Track Measures and long-term outcomes.

Designated Schools

Penn Hills SHS

Priority Challenge	Comments and Notable Observations
Low Graduation Rate and Postsecondary Readiness	The high school's four-year graduation rate remains below state benchmarks for multiple student groups, including Black students, Economically Disadvantaged students, White students, and Students with Disabilities. Credit deficiencies, inconsistent academic supports, and limited transition planning systems are contributing factors to the issue.
Attendance	Attendance challenges continue to limit instructional access for some students, further increasing the likelihood of credit deficiency and delayed graduation.

Systemic LEA Challenges
The four-year graduation rate remains below state targets for all student groups, particularly Black, Economically Disadvantaged, White, and Students with Disabilities.
Although attendance has improved since the pandemic, regular attendance remains below state targets for multiple student groups. Inconsistent attendance continues to limit instructional access and academic progress.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The PHSD comprehensive Special Education framework emphasizes inclusive practices, IEP compliance, and access to appropriate supports in the least restrictive environment. The plan reflects a commitment to meeting the academic, social-emotional, and behavioral needs of students with disabilities across all grade levels.
Title 1 Program	Benchmarks, and CDT Science assessments, which are actively used to identify student needs, guide small-group instruction, and deploy Reading Specialists and Special Education Case Managers. This aligns well with districtwide goals around MTSS, instructional alignment, and evidence-based decision making. However, teachers report needing additional support interpreting data and adjusting instruction, indicating a need for deeper professional learning alignment across LEA plans. Data in plan targeted instructional strategies and data-driven practices are producing measurable gains, even though overall proficiency remains below state benchmarks.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	Penn Hills School District has a fully developed, board-approved K–12 Guidance Plan that aligns with the district’s mission to support students’ academic, career, and social/emotional growth. The plan includes a comprehensive counseling curriculum, a published monthly services calendar, written strategies for individual student career plans, and structured career placement services for postsecondary transitions. This strong infrastructure supports compliance with Chapter 339 requirements and Future Ready PA Index Career Standards Benchmarks.
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Penn Hills School District’s K–12 Guidance Plan demonstrates strong compliance, structured career counseling services and commitment to partnerships.
The district employs 11 full-time, certificated school counselors, ensuring consistent access to academic, career, and social-emotional supports for students across all grade levels.
A notable strength is the positive school climate and behavioral support system. PBIS implementation is strong, with Tier 1–3 fidelity scores at or above 82% and recognition from the PA PBIS Network. Restorative Practices, supported through the Just Discipline Project, are widely used, with 684 community circles led by classroom staff. Only 3.7% of students had five or more discipline referrals, showing that most students meet behavioral expectations. This strong climate supports academic improvement and aligns with district SEL and engagement

priorities.

A key strength is the district's focus on growth rather than proficiency alone. Students with disabilities show evidence of meeting or exceeding growth expectations in several content areas, particularly in ELA and Mathematics. This aligns with districtwide goals to improve student progress, even when proficiency levels remain below state benchmarks.

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.

the Guidance Plan outlines strong career exploration and counseling structures, other district data (Future Ready Index, CSI/ATSI plans, and local assessment dashboards) show that academic proficiency, attendance, and graduation rates remain major challenges.

Plan outlines the district conducts follow-up studies (such as post-graduation surveys) to evaluate counseling effectiveness, but the use of these results to directly drive instructional or intervention changes is not clearly documented. Strengthening the feedback loop between counseling data and academic planning could improve coherence

Mathematics is a particular area of concern for grade 5. STAR Math data show limited movement from BOY to EOY Grades 5.

academic proficiency for students with disabilities remains low, particularly in Mathematics. While growth is occurring, many students are not reaching grade-level mastery.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Ensure effective, standards-aligned curriculum and assessment
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and 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
Consistent Career Standards Benchmark Achievement Across all three buildings, students met or exceeded the Career Standards Benchmark. This reflects strong implementation of career readiness instruction and ensures students are developing essential employability and life skills that support long-term success.	False
Strong Growth in ELA and Mathematics Students, particularly at the high school level, exceeded statewide growth standards in both English Language Arts and Mathematics. Middle school students also demonstrated positive growth in Mathematics. This growth indicates that instructional strategies and interventions are improving student learning outcomes, even as overall proficiency remains an area for continued focus.	True
Penn Hills School District demonstrates strong early literacy growth, particularly at the kindergarten and primary grade levels, as evidenced by increases in students scoring at or above benchmark on STAR Early Literacy and STAR Reading assessments. This foundation supports the district's mission to ensure all students develop the essential literacy skills needed for academic success.	True
High school students also show positive academic growth in English Language Arts, meeting or exceeding statewide growth expectations. This reflects effective instructional strategies, targeted supports, and a commitment to improving reading and writing outcomes for older students.	True
early literacy growth, secondary-level ELA growth, and effective language supports—provide a strong foundation for addressing the district's most pressing challenges, including low ELA proficiency in the middle grades and the need for more consistent writing across the curriculum. Leveraging these successes through aligned instructional practices, professional learning, and cross-content literacy integration will support continued progress toward Future Ready PA Index interim targets.	True
Growth-Focused Penn Hills School District demonstrates measurable growth in elementary Mathematics, particularly in Grades 1–4, where students show improvement on STAR Math from the beginning to the middle of the year. This early progress reflects strengthening foundational skills that align with the district's mission to build academic readiness and support long-term success.	True
Early Intervention Strength Elementary students show modest but consistent growth in Math performance, indicating that early intervention strategies and Tier 1 instruction are beginning to impact learning. Strengthening these practices can help prevent performance declines in later grades and support Future Ready	False

PA Index improvement.	
Data-Driven Instruction The district's use of STAR Math and CDT assessments provides clear, actionable data to guide instruction, interventions, and placement decisions. This data-driven approach supports continuous improvement and aligns with Future Ready PA Index goals for academic growth and accountability.	True
Penn Hills School District demonstrates strong Science performance at the elementary and high school levels, providing a solid foundation for improving overall academic outcomes. Grade 4 students showed significant growth on the CDT Science assessment, increasing from 38% to 66% scoring in the Green/Blue range, indicating improved mastery of science standards and effective instructional practices.	False
High School Biology students also demonstrated positive gains, with performance increasing from 17% to 30% Green/Blue. These results reflect strengthening curriculum alignment, targeted instruction, and growing student engagement in science learning.	False
These successes support the district's mission to provide high-quality instruction that prepares students for academic and career readiness. Leveraging the instructional strategies, curriculum structures, and professional practices that are driving success in elementary and high school science can help address the most pressing challenge in middle school science, where student mastery remains low. Expanding hands-on learning, aligning instruction vertically, and strengthening assessment practices will support continued progress toward Future Ready PA Index interim targets.	False
High completion rates show that students are being introduced to career exploration early. This builds awareness and interest before students enter high school, helping address later engagement gaps.	False
Career readiness activities are aligned with grade-level expectations and Future Ready PA Index requirements, ensuring students receive consistent exposure to career exploration and planning	False
Black students at the high school demonstrate growth that meets or exceeds statewide expectations in both ELA and Mathematics.	False
Black students consistently meet Career Standards Benchmarks, showing strong development of employability skills.	False
Penn Hills School District's K-12 Guidance Plan demonstrates strong compliance, structured career counseling services and commitment to partnerships.	False
The district employs 11 full-time, certificated school counselors, ensuring consistent access to academic, career, and social-emotional supports for students across all grade levels.	False
A notable strength is the positive school climate and behavioral support system. PBIS implementation is strong, with Tier 1-3 fidelity scores at or above 82% and recognition from the PA PBIS Network. Restorative Practices, supported through the Just Discipline Project, are widely used, with 684 community circles led by classroom staff. Only 3.7% of students had five or more discipline referrals, showing that most students meet behavioral expectations. This strong climate supports academic improvement and aligns with district SEL and engagement	False

priorities.	
A key strength is the district's focus on growth rather than proficiency alone. Students with disabilities show evidence of meeting or exceeding growth expectations in several content areas, particularly in ELA and Mathematics. This aligns with districtwide goals to improve student progress, even when proficiency levels remain below state benchmarks.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
Low Mathematics Proficiency (All Levels) Math proficiency remains critically low at the middle and high school levels. Strengthening Tier 1 instruction, intervention systems, and any misalignment in Mathematics will have the greatest impact on overall academic performance and growth targets Instruction needs to change from traditional memorization based to more critical thinking.	True
Low English Language Arts (ELA) Proficiency ELA proficiency remains below statewide expectations across all buildings. Strengthening literacy instruction, reading comprehension, and writing skills is essential to increasing overall academic achievement and closing performance gaps. Implementing consistent, high-quality writing across the curriculum is a critical strategy for improving student performance in ELA and supporting learning in all content areas. Grade 3 reading proficiency remains low, limiting students' ability to access grade-level content in later years. Strengthening early literacy instruction will improve long-term academic success.	False
Graduation Rate & Postsecondary Readiness The high school graduation rate remains below the state benchmark. Improving credit completion, academic supports, and transition planning will strengthen college and career readiness outcomes.	True
Low English Language Arts (ELA) Proficiency ELA proficiency remains below statewide expectations across multiple grade levels. Improving literacy instruction—particularly reading comprehension and writing across the curriculum—would directly impact State Assessment Measures and support stronger performance in all	True

content areas. Strengthening ELA achievement also aligns with the district's mission to ensure students are prepared for academic success and lifelong learning.	
Chronic Absenteeism High rates of chronic absenteeism continue to limit student access to consistent instruction. Improving attendance would positively affect On-Track Measures and State Assessment outcomes by increasing instructional time, student engagement, and academic continuity.	True
Early Literacy Gaps (Grade 3 Reading) Grade 3 reading proficiency remains below desired levels. Strengthening early literacy instruction would improve long-term academic success, directly impacting future State Assessment Measures and On-Track indicators as students progress through higher grade levels.	True
Math 5-8 School Focus Mathematics proficiency in the middle grades remains critically low, with a sharp decline after Grade 4. Improving Tier 1 instruction, intervention systems, and curriculum alignment in Grades 5–8 would significantly strengthen State Assessment Measures and better prepare students for Algebra and high school coursework.	True
Low Math proficiency, particularly in the middle grades, combined with inconsistent attendance and limited Algebra readiness, remains a key challenge. Addressing these areas would significantly improve State Assessment Measures, On-Track Measures, and College and Career outcomes	False
Middle school Science achievement remains a significant challenge, with fewer than 20% of students in Grades 6–8 scoring in the Green/Blue range on CDT Science assessments. This indicates limited mastery of grade-level standards and inconsistent instructional alignment at the middle school level.	False
Focusing on vertical curriculum alignment, hands-on learning experiences, and consistent progress monitoring in Science would significantly improve district outcomes and support progress toward Future Ready PA Index interim targets.	False
Participation in work-based learning, internships, and industry credentials remains below state targets. Expanding these opportunities would directly strengthen workforce readiness and career pathway alignment at HS	False
Not all students receive consistent guidance on certifications, dual enrollment, or workforce options, impacting College & Career Measures.	False
Expanding partnerships with local businesses, colleges, and training programs would increase access to real-world experiences and career credentials.	False
Black students continue to demonstrate low proficiency in both English Language Arts and Mathematics across all three buildings, with Mathematics showing the largest gaps.	False
Although high school Black students show strong academic growth, proficiency remains low especially in Math. This indicates students are improving but are still not meeting grade-level expectations.	True
Lower attendance rates reduce consistent access to instruction, limiting academic progress and affecting On Track Measures and long-term outcomes.	True

the Guidance Plan outlines strong career exploration and counseling structures, other district data (Future Ready Index, CSI/ATSI plans, and local assessment dashboards) show that academic proficiency, attendance, and graduation rates remain major challenges.	False
Plan outlines the district conducts follow-up studies (such as post-graduation surveys) to evaluate counseling effectiveness, but the use of these results to directly drive instructional or intervention changes is not clearly documented. Strengthening the feedback loop between counseling data and academic planning could improve coherence	False
Mathematics is a particular area of concern for grade 5. STAR Math data show limited movement from BOY to EOY Grades 5.	True
academic proficiency for students with disabilities remains low, particularly in Mathematics. While growth is occurring, many students are not reaching grade-level mastery.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False
Ensure effective, standards-aligned curriculum and assessment	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	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.

As the needs assessment was reviewed, several recurring themes emerged across multiple data sources and school improvement plans. Academic proficiency in both Mathematics and English Language Arts remains below statewide expectations, particularly at the middle and high school levels. While growth data show that students are making progress, many are not yet reaching grade-level mastery, indicating a need to strengthen Tier 1 instruction and ensure greater instructional alignment across grade levels. In Mathematics, instruction often relies on traditional, memorization-based approaches, limiting opportunities for critical thinking, problem-solving, and conceptual understanding. This instructional gap contributes to low Algebra readiness and weak performance on standards-aligned assessments. In English Language Arts, inconsistent expectations for reading comprehension and writing across the curriculum were noted. Students have limited opportunities to engage in deep text analysis, evidence-based writing, and cross-content literacy tasks, which affects performance in all subject areas. Chronic absenteeism continues to be a significant barrier to student achievement. Inconsistent attendance limits access to instruction, disrupts academic continuity, and contributes to lower performance on State Assessments and On-Track Measures. Family engagement challenges, external barriers, and student disengagement were identified as contributing factors. Subgroup data, particularly for Black students and Students with Disabilities, show persistent proficiency gaps across all three buildings. Although high school students demonstrate strong academic growth, early literacy weaknesses and middle school performance declines indicate that earlier and more

consistent interventions are needed. Finally, while the district has strong systems for Career Readiness, counseling, and behavior supports, these efforts are not yet fully aligned with academic intervention systems. Stronger coordination across programs is needed to ensure that academic, attendance, and postsecondary readiness supports work together to improve overall student outcomes.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Low Mathematics Proficiency (All Levels) Math proficiency remains critically low at the middle and high school levels. Strengthening Tier 1 instruction, intervention systems, and any misalignment in Mathematics will have the greatest impact on overall academic performance and growth targets Instruction needs to change from traditional memorization based to more critical thinking.	Mathematics proficiency across the middle and high school levels is inconsistent Tier 1 instructional practices that rely heavily on traditional, memorization-based teaching rather than critical thinking, problem-solving, and conceptual understanding classrooms emphasize procedural fluency without sufficient focus on mathematical reasoning, real-world application, or student discourse. As a result, students struggle to transfer skills to unfamiliar problems, perform poorly on standards-aligned assessments, and lack readiness for advanced coursework such as Algebra.	True
Graduation Rate & Postsecondary Readiness The high school graduation rate remains below the state benchmark. Improving credit completion, academic supports, and transition planning will strengthen college and career readiness outcomes.	low ELA proficiency across multiple grade levels is inconsistent implementation of high-quality, standards-aligned literacy instruction, particularly in reading comprehension and writing across the curriculum. Instructional practices often emphasize surface-level skills and test preparation rather than deep text analysis, evidence-based writing, and meaningful student discourse. As a result, many students struggle to comprehend complex texts, express ideas in writing, and apply literacy skills across content areas.	True
Low English Language Arts (ELA) Proficiency ELA proficiency remains below statewide expectations across multiple grade levels. Improving literacy instruction—particularly reading comprehension and writing across the curriculum—would directly impact State Assessment Measures and support stronger performance in all content areas. Strengthening ELA achievement also aligns with the district’s mission to ensure students are prepared for academic success and lifelong learning.	ELA proficiency remains below statewide expectations across multiple grade levels, particularly in the middle and high school years. While students demonstrate academic growth, many are not consistently reaching grade-level mastery in reading comprehension and writing. Instructional practices vary across classrooms and content areas, leading to inconsistent expectations for literacy skills. Students often have limited opportunities to engage in deep text analysis, evidence-based writing, and structured discussion.	False

Chronic Absenteeism High rates of chronic absenteeism continue to limit student access to consistent instruction. Improving attendance would positively affect On-Track Measures and State Assessment outcomes by increasing instructional time, student engagement, and academic continuity.	root cause of chronic absenteeism is a combination of inconsistent family engagement, barriers to access (transportation, health, and social-emotional needs), and limited student connection to school. Many students and families lack consistent communication about the importance of regular attendance and how absences directly impact academic success. In some cases, external factors such as housing instability, caregiving responsibilities, and mental health concerns further limit students' ability to attend school consistently. Additionally, some students do not feel a strong sense of belonging or relevance in their learning experiences, which reduces motivation to attend school regularly.	True
Early Literacy Gaps (Grade 3 Reading) Grade 3 reading proficiency remains below desired levels. Strengthening early literacy instruction would improve long-term academic success, directly impacting future State Assessment Measures and On-Track indicators as students progress through higher grade levels.	Grade 3 reading proficiency remains below desired levels, indicating that many students are not yet mastering foundational literacy skills needed for long-term academic success. While early grades show some growth in literacy benchmarks, progress is not consistent enough to ensure students are fully prepared for upper elementary and middle school coursework.	False
Math 5-8 School Focus Mathematics proficiency in the middle grades remains critically low, with a sharp decline after Grade 4. Improving Tier 1 instruction, intervention systems, and curriculum alignment in Grades 5–8 would significantly strengthen State Assessment Measures and better prepare students for Algebra and high school coursework.	Math instruction NEEDS to change	False
Although high school Black students show strong academic growth, proficiency remains low especially in Math. This indicates students are improving but are still not meeting grade-level expectations.	Foundational skill gaps that begin in the early and middle grades continue to affect high school performance.	False
Lower attendance rates reduce consistent access to instruction, limiting academic progress and affecting On Track Measures and long-term outcomes.	attendance interventions exist, they are not always implemented consistently across grade levels or coordinated with academic support systems. Strengthening family engagement, improving communication, expanding wraparound supports, and increasing student engagement	False

	through meaningful instruction are essential to improving attendance outcomes. Improving attendance will directly support On-Track Measures, increase academic achievement, and improve long-term graduation and postsecondary success.	
Mathematics is a particular area of concern for grade 5. STAR Math data show limited movement from BOY to EOY Grades 5.	We see the need for greater emphasis on standards-aligned instruction, use of data to guide small-group instruction, and consistent implementation of evidence-based math practices are needed.	False
academic proficiency for students with disabilities remains low, particularly in Mathematics. While growth is occurring, many students are not reaching grade-level mastery.	We know instructional expectations are lowered rather than scaffolded, students may demonstrate growth without reaching proficiency.	False
Ensure effective, standards-aligned curriculum and assessment	teachers need ongoing support to effectively use assessment data to guide instruction, adjust pacing, and implement targeted interventions. While multiple assessment tools are available, data are not always used consistently to inform instructional decisions.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Strong Growth in ELA and Mathematics Students, particularly at the high school level, exceeded statewide growth standards in both English Language Arts and Mathematics. Middle school students also demonstrated positive growth in Mathematics. This growth indicates that instructional strategies and interventions are improving student learning outcomes, even as overall proficiency remains an area for continued focus.	
Penn Hills School District demonstrates strong early literacy growth, particularly at the kindergarten and primary grade levels, as evidenced by increases in students scoring at or above benchmark on STAR Early Literacy and STAR Reading assessments. This foundation supports the district's mission to ensure all students develop the essential literacy skills needed for academic success.	
High school students also show positive academic growth in English Language Arts, meeting or exceeding statewide growth expectations. This reflects effective instructional strategies, targeted supports, and a commitment to improving reading and writing outcomes for older students.	
early literacy growth, secondary-level ELA growth, and effective language supports—provide a strong foundation for addressing the district's most pressing challenges, including low ELA proficiency in the middle grades and the need for more consistent writing across the curriculum. Leveraging these successes through aligned instructional practices, professional	

learning, and cross-content literacy integration will support continued progress toward Future Ready PA Index interim targets.	
Growth-Focused Penn Hills School District demonstrates measurable growth in elementary Mathematics, particularly in Grades 1–4, where students show improvement on STAR Math from the beginning to the middle of the year. This early progress reflects strengthening foundational skills that align with the district’s mission to build academic readiness and support long-term success.	
Data-Driven Instruction The district’s use of STAR Math and CDT assessments provides clear, actionable data to guide instruction, interventions, and placement decisions. This data-driven approach supports continuous improvement and aligns with Future Ready PA Index goals for academic growth and accountability.	
A key strength is the district’s focus on growth rather than proficiency alone. Students with disabilities show evidence of meeting or exceeding growth expectations in several content areas, particularly in ELA and Mathematics. This aligns with districtwide goals to improve student progress, even when proficiency levels remain below state benchmarks.	
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district must shift Mathematics to a standards-aligned, conceptually focused approach that emphasizes critical thinking, problem-solving, and mathematical reasoning. Strengthening Tier 1 instruction, ensuring consistent curriculum alignment across grade levels, and improving the use of formative assessments are priority.
	The district must align academic, counseling, and intervention systems to provide consistent monitoring and support for students’ progress toward graduation and postsecondary goals.
	The district must implement a coordinated, data-driven attendance system with clear procedures, consistent oversight, and accountability structures to identify at-risk students early and provide timely, targeted interventions.

Goal Setting

Priority: The district must shift Mathematics to a standards-aligned, conceptually focused approach that emphasizes critical thinking, problem-solving, and mathematical reasoning. Strengthening Tier 1 instruction, ensuring consistent curriculum alignment across grade levels, and improving the use of formative assessments are priority.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By end of the 2028-2029, the Penn Hills school district will improve Tier 1 Mathematics instruction through standards-aligned, conceptually focused practices, resulting in a 15% increase in Math proficiency in grade 3=8 and Algebra with consistent use of student-centered instructional strategies across the grade levels.		
Measurable Goal Nickname (35 Character Max)		
Building Math Momentum		
Target Year 1	Target Year 2	Target Year 3
(2026–2027) Math proficiency in Grades 3–8 and Algebra will increase by 5%	(2027–2028) Math proficiency will increase an additional 5% (10% total)	By end of the 2028-2029, the Penn Hills school district will improve Tier 1 Mathematics instruction through standards-aligned, conceptually focused practices, resulting in a 15% increase in Math proficiency in grade 3=8 and Algebra with consistent use of student-centered instructional strategies across the grade levels.

Priority: The district must align academic, counseling, and intervention systems to provide consistent monitoring and support for students' progress toward graduation and postsecondary goals.

Outcome Category		
Graduation rate		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, Penn Hills School District will increase the high school 4-year graduation rate by at least 10% by strengthening credit completion systems, expanding academic supports, and improving postsecondary transition planning for all students.		
Measurable Goal Nickname (35 Character Max)		
Pathway to the Cap		
Target Year 1	Target Year 2	Target Year 3
(2026–2027) • Graduation rate will increase by 3% • 100% of students will have their credits monitored	(2027–2028) Graduation rate will increase an additional	By the end of the 2028–2029 school year, Penn Hills School District will increase the high school 4-year graduation rate by at least 10% by strengthening credit completion systems, expanding academic supports,

quarterly at HS level	3–4%	and improving postsecondary transition planning for all students.
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Priority: The district must implement a coordinated, data-driven attendance system with clear procedures, consistent oversight, and accountability structures to identify at-risk students early and provide timely, targeted interventions.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, Penn Hills School District will reduce chronic absenteeism by at least 20% by implementing consistent, systematic attendance practices, strengthening family engagement, and expanding student support systems to improve On-Track Measures, State Assessment outcomes, and long-term academic success.		
Measurable Goal Nickname (35 Character Max)		
Don't be late! Be great!		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2026–2027 school year: • Chronic absenteeism will decrease by 6–7% • A districtwide attendance protocol will be implemented • All schools will: Monitor attendance weekly Identify at-risk students early Document outreach to families • Attendance teams will be established in each building • Staff will receive training on attendance interventions	By the end of the 2027–2028 school year: • Chronic absenteeism will decrease an additional 6–7% • Family engagement strategies will expand • Student incentives for improved attendance will be implemented	By the end of the 2028–2029 school year, Penn Hills School District will reduce chronic absenteeism by at least 20% by implementing consistent, systematic attendance practices, strengthening family engagement, and expanding student support systems to improve On-Track Measures, State Assessment outcomes, and long-term academic success.

Action Plan

Measurable Goals

Building Math Momentum	Pathway to the Cap
Don't be late! Be great!	

Action Plan For: Implement High-Quality, Standards-Aligned, Conceptual Mathematics Instruction

Measurable Goals:

- By end of the 2028-2029, the Penn Hills school district will improve Tier 1 Mathematics instruction through standards-aligned, conceptually focused practices, resulting in a 15% increase in Math proficiency in grade 3=8 and Algebra with consistent use of student-centered instructional strategies across the grade levels.

Action Step		Anticipated Start/Completion Date	
review curriculum alignment and pacing.		2026-06-01	2026-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teaching and Learning, Math Coaches, Principals	pacing guides, curriculum maps, subs, funds to pay if done outside work day	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Updated Math pacing guides • Vertical alignment documents	Quarterly curriculum reviews by district leadership and principals

Action Plan For: Implement Student-Centered Math Practices

Measurable Goals:

- By end of the 2028-2029, the Penn Hills school district will improve Tier 1 Mathematics instruction through standards-aligned, conceptually focused practices, resulting in a 15% increase in Math proficiency in grade 3=8 and Algebra with consistent use of student-centered instructional strategies across the grade levels.

Action Step	Anticipated
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		Start/Completion Date	
Implement student-centered Mathematics instructional practices that emphasize critical thinking, problem-solving, mathematical discourse, and conceptual understanding in all Grade 3–8 and Algebra classrooms.		2026-08-01	2029-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teaching and Learning, Math Coaches, Principals	• Standards-aligned problem-solving tasks • Math discourse sentence stems • Manipulatives and visual models • Task banks/samples (Illustrative Math / HQMI resources) • Observation /walk through “Look-For” • Student work exemplars	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Increased student discussion and reasoning in Math classrooms • Use of problem-based and open-ended tasks • Visible student work showing multiple strategies • Teacher lesson plans reflecting student-centered practices	walkthroughs, lesson plan reviews, and data analysis (local assessments)

Action Plan For: graduation monitoring and support system

Measurable Goals:
By the end of the 2028–2029 school year, Penn Hills School District will increase the high school 4-year graduation rate by at least 10% by strengthening credit completion systems, expanding academic supports, and improving postsecondary transition planning for all students.

Action Step		Anticipated Start/Completion Date	
Implement Quarterly Credit Monitoring		2026-06-15	2029-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal School counselors Teaching and Learning Teachers	SIS, credit audit process	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Quarterly credit reports • Student risk lists • Increased graduation rate • Fewer credit-deficient students • Improved Keystone outcomes • Higher postsecondary placement	Admin + counselors review data every 9 weeks.

Action Plan For: Implement a Districtwide Attendance Monitoring & Intervention System

Measurable Goals:
• By the end of the 2028–2029 school year, Penn Hills School District will reduce chronic absenteeism by at least 20% by implementing consistent, systematic attendance practices, strengthening family engagement, and expanding student support systems to improve On-Track Measures, State Assessment outcomes, and long-term academic success.

Action Step		Anticipated Start/Completion Date	
Establish Districtwide Attendance Protocols		2026-06-15	2029-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director Pupil Services Principals, Attendance Coordinator/secretaries	Attendance policy PIMs guides, SIS attendance data, State requirements	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Reduced chronic absenteeism • Improved Average Daily Attendance • Consistent family outreach • Stronger student engagement • Documented intervention plans	Director Pupil Services Principals-Monthly

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement High-Quality, Standards-Aligned, Conceptual Mathematics Instruction	review curriculum alignment and pacing.
Implement Student-Centered Math Practices	Implement student-centered Mathematics instructional practices that emphasize critical thinking, problem-solving, mathematical discourse, and conceptual understanding in all Grade 3–8 and Algebra classrooms.
Implement a Districtwide Attendance Monitoring & Intervention System	Establish Districtwide Attendance Protocols

Math on the Move: Align, Think, Solve

Action Step		
- review curriculum alignment and pacing. - Implement student-centered Mathematics instructional practices that emphasize critical thinking, problem-solving, mathematical discourse, and conceptual understanding in all Grade 3–8 and Algebra classrooms.		
Audience		
• Grade k–8 Math Teachers • Algebra Teachers • Special Education Teachers (Math Support) • Math Coaches • Building Administrators		
Topics to be Included		
Year 1 (2026–2027): Curriculum alignment, pacing review, foundational training Year 2 (2027–2028): Instructional refinement, consistency across classrooms Year 3 (2028–2029): Sustainability, advanced strategies, and monitoring Embedded will be: • Vertical curriculum alignment (Grades 3–8 ? Algebra) • Pacing guide development and refinement • Conceptual Math Instruction strategies • Student-centered learning & discourse • Problem-solving and mathematical reasoning • Use of formative assessments • Differentiation and scaffolding • Intervention alignment to Tier 1 instruction		
Evidence of Learning		
Participants will demonstrate learning through: • Revised pacing guides and curriculum maps • Standards-aligned lesson plans • Use of open-ended problem-solving tasks • Increased student discourse in classrooms • Formative assessment use to guide instruction • Walkthrough observation evidence • Student work samples showing conceptual understanding		
Lead Person/Position	Anticipated Start	Anticipated Completion
• Teaching and Learning • District Math Coaches • Building Principals • Allegheny Intermediate Unit (AIU) Math science collaborative	2026-08-15	2029-06-15

Learning Format

Type of Activities	Frequency
Workshop(s)	ongoing throughout the 3 year plan
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Student-Centered Instruction in Action

Action Step		
Implement student-centered Mathematics instructional practices that emphasize critical thinking, problem-solving, mathematical discourse, and conceptual understanding in all Grade 3–8 and Algebra classrooms.		
Audience		
K-8 Teachers • Algebra Teachers • Special Education Teachers (Math Support) • Math Coaches • Building Administrators		
Topics to be Included		
Student-centered lesson design • Mathematical discourse strategies • Conceptual vs. procedural instruction • Open-ended problem-solving tasks • Higher-order questioning techniques • Use of manipulatives and visual models • Differentiation and scaffolding • Formative assessment in Math • Supporting diverse learners • Real-world math applications Year 1 – Foundations (2026–2027) Focus: Building the instructional shift from procedural to conceptual • Student-centered lesson design • Conceptual vs. procedural instruction • Use of manipulatives and visual models • Open-ended problem-solving tasks • Mathematical discourse strategies (intro) • Formative assessment in Math (basic use) Year 2 – Refinement (2027–2028) Focus: Strengthening rigor, differentiation, and discourse • Higher-order questioning techniques • Differentiation and scaffolding • Supporting diverse learners • Mathematical discourse strategies (advanced) • Real-world math applications • Formative assessment to guide instruction Year 3 – Sustainability (2028–2029) Focus: Deep practice, consistency, and leadership • Advanced student-centered lesson design • Lesson study & peer observation • Refining discourse facilitation • Embedding real-world math consistently • Data-driven instructional adjustments		
Evidence of Learning		
Lesson plans with student-centered strategies • Use of open-ended tasks • Increased student discourse • Visible student work (multiple strategies) • Walkthrough observation evidence • Student engagement data • Formative assessment use		
Lead Person/Position	Anticipated Start	Anticipated Completion

• Teaching and Learning • District Math Coaches • Building Principals • Allegheny Intermediate Unit (AIU) Math science collaborative	2026-08-15	2029-06-15
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Learning Format

Type of Activities	Frequency
Workshop(s)	ongoing • Quarterly district PD • Monthly grade-level collaboration • Ongoing coaching Regular walk throughs
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3b: Using Questioning and Discussion Techniques • 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Student-Centered Math Implementation Rollout

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Implement student-centered Mathematics instructional practices that emphasize critical thinking, problem-solving, mathematical discourse, and conceptual understanding in all Grade 3–8 and Algebra classrooms. - Implement Quarterly Credit Monitoring - Establish Districtwide Attendance Protocols	- Grades k–8 Teachers - Counselors - Algebra Teachers - Special Education Teachers (Math Support) - Building Administrators - Math Coaches - District Leadership	- Purpose and goals of student-centered Math instruction - Expectations for classroom implementation - Key instructional strategies (discourse, problem-solving, conceptual learning) - Curriculum and pacing alignment - Professional development schedule - Observation “look-fors” - Available supports and coaching - Timeline for implementation - Monitoring and feedback proces	- Teachers Math Coaches - Building Principals	09/01/2026	06/15/2029

Communications

Type of Communication	Frequency
Newsletter	Quarterly
Presentation	annually - open houses/math nights

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date