Profile and Plan Essentials

LEA Type		AUN
School District		103026002
Address 1		
3590 O'Neil Boulevard		
Address 2		
City	**State**	**Zip Code**
McKeesport	PA	15132
Chief School Administrator		**Chief School Administrator Email**
Mr Donald MacFann		dmacfann@mckasd.net
Single Point of Contact Name		
Dr. Amy Dellapenna		
Single Point of Contact Email		
adellapenna@mckasd.net		
Single Point of Contact Phone Number		
412-948-1317		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Donald MacFann	Administrator	Administration- Superintendent	dmacfann@mckasd.net
Dr. Amy Dellapenna	Administrator	Administration- Assistant to the Superintendent	adellapenna@mckasd.net
Erica Guadalupe	Administrator	Administration- Secondary Curr./Online Learning	eguadalupe@mckasd.net
Jenna Mozzocio	Administrator	Administration- Fed. Programs/ Elem. Curr.	jmozzocio@mckasd.net
Jocelyn Sabruno	Administrator	Francis McClure Elementary Principal	jsabruno@mckasd.net
Eric Harper	Administrator	McKeesport Area High School Principal	eharper@mckasd.net
Stacie Fitzpatrick	Administrator	Founders' Hall Middle School Principal	sfitzpatrick@mckasd.net
Sade Johnson	Administrator	Twin Rivers Elementary Principal	sbanks@mckasd.net
Kevin Kovach	Board Member	School Board Member	kkovach@mckasd.net
Betsy D'Emidio	Administrator	Administration- Director of Sp. Ed.	bd'emidio@mckasd.net
Jill Medich	Staff Member	Francis McClure and Twin Rivers Elementary	jmedich@mckasd.net
Melissa Capozzoli	Staff Member	Francis McClure and Twin Rivers Elementary	mcapozzoli@mckasd.net
Timothy Kunes	Community Member	McKeesport History and Heritage Center	tim.kunes@mckeesportheritage.org
Dr. Andrea Stevens	Parent	Francis McClure	ajacobs2332@gmail.com
Michelle Thomas	Parent	High School	thomas.michellen@gmail.com
Ryenn Thomas	Student	High School	
Giselle Bey	Staff Member	Founders' Hall Middle School	gbey@mckasd.net
Robin Canova	Staff Member	Middle School	rcanova@mckasd.net
Derek Pavlovic	Staff Member	High School	dpavlovic@mckasd.net
Marla Hayes	Staff Member	High School	mhayes@mckasd.net
Matthew Keller	Board Member	Board Member	mkeller@mckasd.net

LEA Profile

Community Context

The McKeesport Area School District serves the communities of McKeesport, White Oak, Dravosburg, South Versailles Township, and Versailles in Allegheny County, just outside of Pittsburgh. The district spans approximately 14.5 square miles and serves a population of about 28,000 residents. Median household income remains below the state average, with elevated poverty levels across the region.

Enrollment and Demographics

MASD educates approximately 2,800 students in grades K–12.

Black/African American: 49%

White: 33%

Two or more races: 12%

Hispanic/Latino: 6%

Asian: <1%

MASD's percentage of economically disadvantaged is about 65%. 25% of students receive special education services, and 2.6% are English Language Learners.

Schools and Programs

The district operates four schools: McKeesport Area High School (9–12), Founders' Hall Middle School (6–8), and two elementary schools—Twin Rivers and Francis McClure (K–5). The high school and middle school share a campus in McKeesport, and the McKeesport Area Technology Center (CTC) provides specialized career and technical programs. In addition, the district operates its own PA Pre-K Counts program, offering high-quality early childhood education that supports school readiness and equitable access for preschool-age children across the community.

Strengths and Opportunities

MASD's rich diversity is a central strength, offering opportunities for culturally responsive instruction and inclusive learning environments. The district's size and geographic proximity promote strong community connections and coordinated support across schools. A districtwide 1:1 Chromebook initiative reflects commitment to technology access and modern learning tools. Partnerships with community agencies continue to expand wrap-around services that meet students' academic and non-academic needs.

Challenges and Conditions

High levels of economic disadvantage create barriers to readiness, engagement, and equity of access. Academic performance remains below state averages, highlighting the need for continued focus on literacy, numeracy, and college- and career-readiness. Regional economic shifts, limited tax base, and rising student needs—especially around mental health and family stability—further influence district planning.

Strategic Focus 2026–2029

Over the next three years, MASD will:

Strengthen academic supports and early-learning readiness for all students.

Deepen equity and culturally responsive practices to close achievement and access gaps.

Expand wrap-around and family engagement programs addressing non-academic barriers.

Use data and technology to drive continuous improvement.

Align programming with workforce needs through CTC and postsecondary partnerships.

Ensure sustainability in staffing, facilities, and programs through collaboration and efficiency.

Summary

The McKeesport Area School District is a proud, resilient community with deep roots and growing diversity. While economic and academic challenges persist, MASD's dedicated staff, community partnerships, and focus on equity and innovation position the district for continued progress and lasting impact.

Mission and Vision

Mission

The McKeesport Area School District works in partnership with families and the community to place students at the center of all decisions, ensuring each learner is supported, challenged, and prepared for future success.

Vision

The McKeesport Area School District envisions a future where every student thrives in an ever-changing world through high-quality instruction and authentic learning experiences in nurturing, inclusive environments. In partnership with families, community organizations, and higher education and industry partners, the district fosters growth, equity, and resilience—empowering students to think critically, collaborate effectively, and apply learning beyond the classroom. Graduates are prepared for lifelong success and equipped to pursue college, careers, and diverse postsecondary pathways.

Educational Values

Students

Students are at the center of the LEA's mission and share responsibility for their learning and growth. Students are expected to: Demonstrate respect, empathy, and care for others within the school and community. Take ownership of their learning, behavior, and personal development. Follow school expectations and contribute to a safe, positive learning environment. Collaborate with peers and adults to support individual and collective success. Participate in opportunities that positively contribute to school and community life.

Staff

Teachers and support staff support student success through instruction, relationships, and high expectations. Staff are expected to: Provide high-quality instruction and support that prepares all students for academic, college, and career readiness. Create safe, inclusive, and engaging learning environments. Model professionalism, ethical behavior, collaboration, and respect. Partner with families and community members to support student growth. Engage in reflection and professional learning to continuously improve practice and outcomes.

Administration

School and district leaders guide the vision and ensure alignment across the system. Administrators are expected to: Lead with integrity, modeling district values and ethical decision-making. Ensure equitable, safe, and inclusive learning environments for all students. Support staff through coaching, professional learning, and clear communication. Engage stakeholders in meaningful collaboration and decision-making, promoting transparency and accountability in all actions. Use data and feedback to monitor progress and drive continuous improvement.

Parents

Parents and guardians are essential partners in supporting student learning and well-being. They are expected to: Reinforce academic, behavioral, and attendance expectations at home. Engage with schools through communication, conferences, and school activities. Communicate openly and constructively with school staff. Promote respect, responsibility, and positive behavior in school and community settings. Support district initiatives that advance student achievement and school improvement.

Community

Community members strengthen student success by supporting schools and fostering positive learning conditions. They are expected to: Partner with schools through participation, collaboration, and feedback. Reinforce expectations for safety, respect, and responsibility. Encourage students to value learning, perseverance, and civic responsibility. Share perspectives and input in constructive ways. Advocate for students and schools by celebrating progress and supporting district goals.

Other (Optional)

All stakeholders—students, staff, administrators, parents/guardians, and community members—share a collective responsibility to support student success. This includes a commitment to respect, responsibility, collaboration, safety, and continuous improvement. Through aligned expectations and shared ownership, stakeholders work together to ensure all students are prepared academically, socially, and emotionally for future success.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
McKeesport High School- ELA Standard for Demonstrating Growth	McKeesport Area High School exceeds the statewide growth standard in English Language Arts, with a PVAAS growth score of 97.0, indicating strong year-to-year academic growth in ELA despite low proficiency levels.
Twin Rivers- Demonstrating growth in mathematics	Twin Rivers Elementary demonstrated exceptional mathematics growth, with an overall PVAAS growth score of 96.0, significantly exceeding the statewide growth standard of 70.0, indicating that students are making strong year-over-year gains in mathematics despite low proficiency levels.
Twin Rivers- Career Readiness Benchmark	The school met the Career Standards Benchmark, with 97.6% of students meeting the standard, exceeding the statewide average of 91.5% and approaching the statewide goal of 98.0%, indicating strong implementation of career readiness skills at the elementary level.
Francis McClure- English Language Proficiency	English Learners demonstrated progress toward language development goals, with 36.7% meeting English Language Growth and Attainment interim targets in the 2024–2025 school year, indicating positive movement in English language proficiency.

Challenges

Indicator	Comments/Notable Observations
McKeesport High School- ELA and Math Proficiency	Low proficiency rates across state assessments in English Language Arts (31.3%) and especially Mathematics (7.2%) compared to statewide averages.
McKeesport High School- Graduation Rate	Graduation rate (four-year cohort) is below the statewide average (~77% vs ~87.6%), signaling a need to bolster completion supports.
Founders' Hall- ELA and Math Proficiency	Overall academic proficiency is significantly below statewide averages, with only 16.9% proficient or advanced in ELA and 5.6% proficient or advanced in mathematics, both well below interim targets.
Twin Rivers- ELA Proficiency	Only 11.4% of students scored Proficient or Advanced in ELA, substantially below the statewide average of 49.9% and well short of the 2033 statewide goal of 81.1%, indicating a critical need for improved literacy outcomes.
Twin Rivers- Attendance	The school's regular attendance rate is 52.6%, which is significantly below the statewide average of 79.6% and far from the statewide goal of 94.1%, suggesting chronic absenteeism is a substantial barrier to learning.
Francis McClure- ELA and Math Proficiency	English Language Arts and Mathematics achievement remain significant challenges, with only 27.9% of students proficient or advanced in ELA and 29.3% proficient or advanced in Mathematics during the 2024–2025 school year, both well below the statewide average (49.9% in ELA and 41.7% in Math).
Francis McClure- ELA and Math Growth	Academic growth in both English Language Arts and Mathematics did not meet statewide expectations during the 2024–2025 school year, with growth scores of 50.0 in ELA and 50.0 in Mathematics, well below the statewide growth standard of 70.0 and the

	statewide average growth scores (75.4 in ELA and 74.9 in Mathematics), indicating insufficient year-over-year progress to close achievement gaps.
Francis McClure- Attendance	The school's regular attendance rate is 52.3%, which is significantly below the statewide average of 79.6% and far from the statewide goal of 94.1%, suggesting chronic absenteeism is a substantial barrier to learning.

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

Strengths

Indicator High School - English Language Arts/Literature Academic Growth for PVAAS **Grade Level(s) and/or Student Group(s)** All student Group, White, and Economically Disadvantaged	**Comments/Notable Observations** The scores for this particular group of students have increased from the previous year. The All Student Group, White, and economically disadvantaged groups met the target for growth.
Indicator Founders' Hall Mathematics/Algebra 1 Academic Growth for PVAAS **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** The scores for this particular group of students has increased from the previous year. The Students with Disabilities group exceeded the statewide goal (100).
Indicator Francis McClure- Mathematics/Algebra 1 Proficient or Advanced on Pennsylvania State Assessment **Grade Level(s) and/or Student Group(s)** All, Black, White, 2 or more races, Hispanic, Students with disabilities, economically disadvantaged	**Comments/Notable Observations** All subgroups had an increase in performance from the previous year.
Indicator Twin Rivers- Mathematics/Algebra 1 Meeting Annual Academic Growth Expectations (PVAAS) **Grade Level(s) and/or Student Group(s)** All subgroups	**Comments/Notable Observations** All subgroups met or exceeded the statewide goal for PVAAS growth. The white subgroup had an increase in performance from the previous year.

Challenges

Indicator High School - Mathematics/Algebra Proficient/Advanced: State Assessment **Grade Level(s) and/or Student Group(s)** All Subgroups	**Comments/Notable Observations** Did not meet either the Statewide Interim or the School Improvement Target and decreased from the previous year.
Indicator High School - ELA Proficient/Advanced: State	**Comments/Notable Observations** Did not meet either the Statewide Interim or the School Improvement Target and decreased from the

Assessment **Grade Level(s) and/or Student Group(s)** All Subgroups	previous year.
Indicator Founders' Hall- ELA Proficient/Advanced: State Assessment **Grade Level(s) and/or Student Group(s)** All subgroups	**Comments/Notable Observations** Did not meet either the Statewide Interim or the School Improvement Target and decreased from the previous year (except for 2 or more races had an increase)
Indicator Founders' Hall- Math Proficient/Advanced: State Assessment **Grade Level(s) and/or Student Group(s)** All subgroups decreased (except students with disabilities maintained)	**Comments/Notable Observations** Did not meet either the Statewide Interim or the School Improvement Target and decreased from the previous year (except for students with disabilities maintained)
Indicator Francis McClure ELA Proficient/Advanced: State Assessment **Grade Level(s) and/or Student Group(s)** All subgroups decreased (except 2 or more races increased)	**Comments/Notable Observations** Did not meet either the Statewide Interim or the School Improvement Target and decreased from the previous year (except for 2 or more races subgroup increased)
Indicator Francis McClure ELA Proficient/Advanced: State Assessment **Grade Level(s) and/or Student Group(s)** All subgroups decreased	**Comments/Notable Observations** Did not meet either the Statewide Interim or the School Improvement Target and decreased from the previous year

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.

McKeesport Area High School exceeds the statewide growth standard in English Language Arts, with a PVAAS growth score of 97.0, indicating strong year-to-year academic growth in ELA despite low proficiency levels.
Twin Rivers Elementary demonstrated exceptional mathematics growth, with an overall PVAAS growth score of 96.0, significantly exceeding the statewide growth standard of 70.0, indicating that students are making strong year-over-year gains in mathematics despite low proficiency levels.
Francis McClure- Mathematics/Algebra 1 Proficient or Advanced on Pennsylvania State Assessment- All subgroups had an increase in performance from the previous year.
Founders' Hall Mathematics/Algebra 1 Academic Growth for PVAAS- The Students with Disabilities group exceeded the statewide goal (100).

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.

Twin Rivers- ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. - The percent regular attendance of 52.6 % is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.
Francis McClure- ELA and Math Proficiency percentages are low and students did not meet growth standards for ELA or Math. We need to continue focusing on closing the achievement gap for all students. The percent regular attendance of 52.3% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.
Founders' Hall- ELA and Math Proficiency percentages are low and students did not meet growth standards for ELA and Math. We need to continue focusing on closing the achievement gap for all students. The percent regular attendance of 42.1 % is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.
High School- ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. The percent regular attendance of 31.4% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Grades 3-5 Classroom Diagnositc Tools- ELA	Beginning of Year scores for 25-26 indicate that only 24% of 3rd graders, 23% of 4th graders and 16% of 5th graders are scoring at the proficient or advanced levels.
Grades 6-8 Classroom Diagnostic Tools- ELA	Beginning of Year scores for 25-26 indicate that only 30% of 6th graders, 26% of 7th graders and 36% of 8th graders are scoring at the proficient or advanced levels.
Grades 9-12 Classroom Diagnostic Tools- ELA	Only about 30% of students at the high school scored proficient or above on the beginning of year CDT for ELA.

English Language Arts Summary

Strengths

All students in grades 3 and up are taking the CDTs this year, and teachers are using the data to inform instructional decisions.
Teachers are participating in professional development sessions about the CDTs to support data analysis, conferencing with students, and developing instructional and intervention plans to support student growth.
New curriculum was implemented in 2024-2025 for ELA in grades K-12. Teachers are engaging in ongoing professional development.

Challenges

Low ELA Proficiency Across All Grade Levels; Beginning of Year 2025–2026 assessment data show that fewer than one-third of students in grades 3–12 are scoring at the proficient or advanced levels in ELA, indicating significant and persistent literacy gaps across grade spans.
Tier I Instruction and Early Literacy Are Not Meeting Student Needs; Low proficiency rates in elementary grades suggest that Tier I core instruction, particularly in early literacy, is not consistently effective, resulting in skill gaps that persist into middle and high school.
Attendance and MTSS Systems Limit Effective Intervention; Student attendance challenges and inconsistent implementation of MTSS processes hinder timely identification of at-risk students and delivery of targeted, data-driven interventions.

Mathematics

Data	Comments/Notable Observations
Grades 3-5 Classroom Diagnositc Tools- Math	Beginning of Year scores for 25-26 indicate that only 43% of 3rd graders, 40% of 4th graders and 34% of 5th graders are scoring at the proficient or advanced levels.
Grades 6-8 Classroom Diagnostic Tools- Math	Beginning of Year scores for 25-26 indicate that only 15% of 6th graders, 10% of 7th graders and 32% of 8th graders are scoring at the proficient or advanced levels.
Grades 9-12 Classroom Diagnostic Tools- Math	Only about 10% of students at the high school scored proficient or above on the beginning of year CDT for math.

Mathematics Summary

Strengths

All students in grades 3 and up are taking the CDTs this year, and teachers are using the data to inform instructional decisions.
Teachers are participating in professional development sessions about the CDTs to support data analysis, conferencing with students, and developing instructional and intervention plans to support student growth.

Challenges

Low Math Proficiency Across Grade Spans; Beginning of Year 2025–2026 math assessment data show that less than half of students in grades 3–5 and fewer than one-third of students in grades 6–12 are scoring at the proficient or advanced levels, with particularly low performance in middle and high school.
Gaps in Foundational Math Skills and Tier I Instruction; Declining proficiency from elementary to middle school suggests that Tier I core math instruction is not consistently developing strong foundational skills, resulting in significant learning gaps as students progress through grade levels.
Limited Use of Data and MTSS to Support Math Intervention; BOY data indicate a need to strengthen MTSS processes and data-driven decision-making to identify students at risk in math and provide timely, targeted interventions across all grade levels.

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
Grades 3-5 Classroom Diagnositc Tools-Science	100% of the students in grades 3 and 4 scored below level on the fall CDT for science, 83% of the students in grade 5 scored below level.
Grades 6-8 Classroom Diagnositc Tools-Science	Only 13% of 6th graders, 12% of 7th graders, and 8% of 8th graders scored at level on the fall CDT For science.
Grades 9-12 Classroom Diagnositc Tools-Science	Only 15% of 9th graders, 41% of 10th, 37% of 11th, scored at the proficient level on the CDT for science in the fall.

Science, Technology, and Engineering Education Summary

Strengths

All students in grades 3 and up are taking the CDTs this year, and teachers are using the data to inform instructional decisions.
Teachers are participating in professional development sessions about the CDTs to support data analysis, conferencing with students, and developing instructional and intervention plans to support student growth.
New curriculum was implemented in 2024-2025 for science in grades K-8. Teachers are engaging in ongoing professional development.

Challenges

Low Science Achievement Across All Grade Levels; Fall CDT data show significant underperformance in science across grades 3–11, with 100% of students in grades 3–4 and 83% of students in grade 5 scoring below level, and fewer than 15% of students in grades 6–9 scoring at the proficient level.
Limited Instructional Time and New Curriculum Implementation: The recent adoption of a new science curriculum, combined with limited instructional time in the elementary grades, has constrained consistent implementation and depth of instruction, impacting student mastery of science content and practices.
Literacy Demands Impact Access to Science Learning; Student literacy levels significantly affect performance in science, as reading, writing, and academic

vocabulary demands limit students' ability to access science content, interpret data, and demonstrate understanding, particularly in grades 3–5

Related Academics

Career Readiness

Data	Comments/Notable Observations
Founders' Hall Career Standards Benchmark	73.3% of the students met the benchmark. This is an increase of 6.1% from the previous school year.
Francis McClure Career Standards Benchmark	According to the Pa Future Ready Index, The All Student Group was at a 4.3% for the 2024-2025 School Year and did not meet the statewide performance standard of 98%.
Twin Rivers Career Standards Benchmark	97.6% of All Student Group Met the Career Standards Benchmark
High School Career Standards Benchmark	According to the Pa Future Ready Index, The All Student Group was at a 90.6% for the 2024-2025 School Year and did not meet the statewide performance standard of 98%.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
There are currently 25 students in Allied Health, CIP Code 51.9999	This program has been without a teacher prior to January 2025. Since then, enrollment has increased from 0 to 25 in 2 semesters.
There are currently 38 students in Cosmetology, CIP Code 12.0401	This number is consistent with past years
There are currently 0 students enrolled in Engineering, CIP Code 15.9999	There is a decline in enrollment. We are looking to restructure the program to allow more flexibility in scheduling
There are currently 31 students enrolled in Child Care, CIP Code 19.0708	This number is consistent with past years
There are currently 2 students enrolled in Diversified Occupation, CIP Code 32.0105	We are seeing a decrease in enrollment each year
There are currently 64 students enrolled in Construction Trades, CIP Code 46.9999	There has been a significant increase in enrollment
There are currently 22 students enrolled in Autobody/Collision Repair, CIP Code 47.0603	We did not have a teacher for a few years and have slowly rebuilt the program since a teacher was hired.
There are currently 10 students enrolled in Commercial and Advertising Art, CIP code 50.0402	We are seeing a decrease in enrollment each year
There are currently 24 students enrolled in Culinary, CIP code 12.0508	This number is consistent with past years

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

Seton Hill

Agreement Type

Dual Credit

Program/Course Area

Science

Uploaded Files

Seton Hill University - CHS Handbook 2023-2024.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Analytical Geometry and Calculus 1 (MATH 0220)

Uploaded Files

Pitt Agreement - MATH 0220.pdf

Partnering Institution

Mount Aloysius

Agreement Type

Dual Credit

Program/Course Area

ELA

Uploaded Files

2025-2026 (McKeesport Area) College in High School.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.

Several schools demonstrate strong or improving performance on Career Standards Benchmarks, including a year-over-year increase at Founders' Hall and near-benchmark performance at Twin Rivers.
Enrollment growth for CTE in Allied Health and Construction Trades reflects strong student interest and alignment with regional workforce needs.
Multiple CTE Pathways: Consistent enrollment in Cosmetology, Child Care, and Culinary programs indicates sustained student engagement and program viability.
Dual enrollment agreements with Seton Hill University and the University of Pittsburgh support career readiness and provide students with early postsecondary exposure.

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.

Districtwide Career Standards performance does not yet meet the statewide benchmark, with significant variability across schools.
Several CTE pathways, including Engineering, Diversified Occupations, and Commercial & Advertising Art, show low or declining enrollment.
Teacher vacancies have previously limited student access and continuity in some CTE programs.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
High school- Proficiency ELA and Math	3.5% Proficient in ELA and 1.8% Proficient in Math (Far below statewide average).
Francis McClure- Proficiency ELA and Math	12.2% Proficient in ELA and 14.5% Proficient in Math (Far below statewide average).
Twin Rivers- Proficiency ELA and Math	3.9% Proficient in ELA and 7.1% Proficient in Math (Far below statewide average).
Founders' Hall- Proficiency ELA and Math	3.2% Proficient in ELA and 1.3% Proficient in Math (Far below statewide average).

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
High school- Proficiency ELA and Math	25.2% Proficient in ELA and 2.5% Proficient in Math (Far below statewide average).
Francis McClure- Proficiency ELA and Math	20.4% Proficient in ELA and 20.4% Proficient in Math (Far below statewide average).
Twin Rivers- Proficiency ELA and Math	9.8% Proficient in ELA and 17% Proficient in Math (Far below statewide average).
Founders' Hall- Proficiency ELA and Math	12.4% Proficient in ELA and 1..7% Proficient in Math (Far below statewide average).

Student Groups by Race/Ethnicity

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

Student	Comments/Notable Observations

Groups	
Black	HS- 23.4% Proficient in ELA, 5.3% Proficient in Math; Founders' Hall- 9.6% Proficient in ELA, 1.4% Proficient in math; Francis McClure- 15.6% Proficient in ELA, 17.2% Proficient in math; Twin Rivers- 8.8% Proficient in ELA, 13.5% Proficient in math

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.

K–12 Assessment and Data Systems Support Equity-Focused Decision Making: The district has implemented a coherent K–12 assessment and data tracking system that supports regular analysis of student performance across subgroups. This system enables educators to identify trends, monitor progress, and use data to inform instruction and targeted intervention plans, helping to address achievement gaps among groups of students.
K–12 Data Systems and Professional Learning Support Instructional Decision-Making: The district has implemented a coherent K–12 assessment and data tracking system that enables regular analysis of student performance across subgroups. In addition, the district professional development calendar intentionally includes time for data review, collaboration, and instructional planning, supporting teachers in using data to inform instruction and targeted intervention plans to identify and address achievement gaps among groups of students.

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.

Persistent Achievement Gaps Among Student Subgroups: Assessment data indicate significantly lower achievement for students with disabilities, Black students, and students experiencing economic disadvantage, highlighting persistent gaps in access to grade-level instruction and outcomes.
Attendance Barriers Limit Access to Instruction: Lower attendance rates among identified subgroups reduce consistent access to core instruction and interventions, exacerbating existing achievement gaps.
Need to Strengthen Tier I Instruction and MTSS Implementation: Inconsistent Tier I instructional practices and uneven MTSS implementation limit the district's ability to effectively address subgroup needs through high-quality core instruction and timely, targeted supports.

Designated Schools

McKeesport Area SHS

Priority Challenge	Comments and Notable Observations
Essential Practice 11 - Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	We are providing content-specific professional development on fostering a safe and welcoming environment for students so that more students will attend regularly and be actively engaged in learning.
Essential Practice 13 - Implement a multi-tiered system of supports for academics and behavior	We are providing content-specific professional development on implementing a multi-tiered system of support is employed, including academics, attendance, behavior, and at-risk students, so that instruction and supports will be coordinated, aligned, and evidence-based leading to increased academic growth and positive climate.

Founders Hall Middle Sch

Priority Challenge	Comments and Notable Observations
EP 11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	If we provide content-specific professional development on providing a safe and welcoming environment for students, then more students will attend regularly and be actively engaged in learning.
EP 13: Implement a multi-tiered system of supports for academics and behavior *	if content-specific professional development on a multi-tiered system of support is employed, including academics, attendance, behavior, and at-risk students, then instruction and supports will be coordinated, aligned, and evidence-based leading to increased academic growth and positive climate.

Systemic LEA Challenges
District Essential Practice 1 - Foster a vision and culture of high expectations for success for all stakeholders
District Essential Practice 2 - Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Compliance and instructional quality must be considered through evidence-based instructional practices, measurable student outcomes, and fidelity of implementation across schools. Patterns in identification and placement warrant close analysis to ensure culturally responsive evaluation practices and equitable access to services. While inclusion is a required component, implementation may be challenging due to staffing constraints, limited co-teaching training, or scheduling challenges. Opportunities should be available to expand inclusive practices while ensuring general education staff are adequately supported. Staffing stability and capacity are also critical factors that influence service delivery quality and staff retention.
Title 1 Program	The school plans for McKeesport Area School District's Title I schools emphasize strengthening core systems, including Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), to provide targeted and individualized academic and behavioral supports for students. These plans focus on: Using data-informed decision-making to identify student needs and monitor progress; Implementing tiered interventions to address academic and behavioral challenges; Providing consistent, schoolwide expectations and supports to improve student engagement and outcomes; Ensuring equitable access to supports and resources for all students, particularly those most in need.
Student Services	Attendance and engagement remain areas of focus. Student Services staff work closely with families and community agencies to address barriers to regular attendance.
K-12 Guidance Plan (339 Plan)	While the guidance program is comprehensive, counselor caseloads and competing demands can limit the amount of time available for proactive, preventative programming.
Technology Plan	The district maintains device access for students and utilizes learning platforms and instructional software aligned to curricular goals.
English Language Development Programs	Consistency in identification, placement, and progress monitoring should be considered to ensure early intervention and prevent long-term language acquisition gaps. Districts must ensure that English Learners have meaningful access to grade-level content while developing academic language. Building staff capacity and shared responsibility for language development is essential to program sustainability. Enhancing multilingual communication and family education should be considered to support student success.

Strengths

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

The district emphasizes PBIS, MTSS, and data-informed decision-making to identify student needs, monitor progress, and deliver targeted academic and behavioral supports, particularly in Title I schools.
Across Special Education, Title I, English Language Development, and Student Services, there is a clear focus on equitable access to services, culturally responsive practices, and individualized supports for diverse learners.
The district maintains student access to devices and instructional platforms aligned to curricular goals, supporting instruction, assessment, and progress monitoring.

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.

Staffing constraints impact multiple areas, including special education inclusion, co-teaching implementation, counselor caseloads, and the capacity to deliver proactive and preventative supports.
Variability in identification, placement, progress monitoring, and instructional practices—particularly in Special Education and English Language Development—creates challenges in ensuring consistent, high-quality implementation across schools.
Attendance and engagement remain ongoing challenges, requiring continued collaboration among Student Services, schools, families, and community partners.

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	Emerging
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	Emerging

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	Emerging
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	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

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	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

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.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities
Coordinate and monitor supports aligned with students' and families' needs

Ensure effective, standards-aligned curriculum and assessment

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.

Foster a vision and culture of high expectations for success for all students, educators, and families
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

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
Twin Rivers Elementary demonstrated exceptional mathematics growth, with an overall PVAAS growth score of 96.0, significantly exceeding the statewide growth standard of 70.0, indicating that students are making strong year-over-year gains in mathematics despite low proficiency levels.	False
Francis McClure- Mathematics/Algebra 1 Proficient or Advanced on Pennsylvania State Assessment- All subgroups had an increase in performance from the previous year.	False
Founders' Hall Mathematics/Algebra 1 Academic Growth for PVAAS- The Students with Disabilities group exceeded the statewide goal (100).	False
McKeesport Area High School exceeds the statewide growth standard in English Language Arts, with a PVAAS growth score of 97.0, indicating strong year-to-year academic growth in ELA despite low proficiency levels.	False
All students in grades 3 and up are taking the CDTs this year, and teachers are using the data to inform instructional decisions.	False
Teachers are participating in professional development sessions about the CDTs to support data analysis, conferencing with students, and developing instructional and intervention plans to support student growth.	False
New curriculum was implemented in 2024-2025 for ELA in grades K-12. Teachers are engaging in ongoing professional development.	False
All students in grades 3 and up are taking the CDTs this year, and teachers are using the data to inform instructional decisions.	False
Teachers are participating in professional development sessions about the CDTs to support data analysis, conferencing with students, and developing instructional and intervention plans to support student growth.	False
Several schools demonstrate strong or improving performance on Career Standards Benchmarks, including a year-over-year increase at Founders' Hall and near-benchmark performance at Twin Rivers.	False
Enrollment growth for CTE in Allied Health and Construction Trades reflects strong student interest and alignment with regional workforce needs.	False
Multiple CTE Pathways: Consistent enrollment in Cosmetology, Child Care, and Culinary programs indicates sustained student engagement and program viability.	False
Dual enrollment agreements with Seton Hill University and the University of Pittsburgh support career readiness and provide students with early postsecondary exposure.	False
All students in grades 3 and up are taking the CDTs this year, and teachers are using the data to inform instructional decisions.	False
Teachers are participating in professional development sessions about the CDTs to support data analysis, conferencing with students, and developing instructional and intervention plans to support student growth.	False
New curriculum was implemented in 2024-2025 for science in grades K-8. Teachers are engaging in ongoing professional	False

development.	
K–12 Assessment and Data Systems Support Equity-Focused Decision Making: The district has implemented a coherent K–12 assessment and data tracking system that supports regular analysis of student performance across subgroups. This system enables educators to identify trends, monitor progress, and use data to inform instruction and targeted intervention plans, helping to address achievement gaps among groups of students.	True
K–12 Data Systems and Professional Learning Support Instructional Decision-Making: The district has implemented a coherent K–12 assessment and data tracking system that enables regular analysis of student performance across subgroups. In addition, the district professional development calendar intentionally includes time for data review, collaboration, and instructional planning, supporting teachers in using data to inform instruction and targeted intervention plans to identify and address achievement gaps among groups of students.	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	True
Coordinate and monitor supports aligned with students' and families' needs	False
Ensure effective, standards-aligned curriculum and assessment	False
The district emphasizes PBIS, MTSS, and data-informed decision-making to identify student needs, monitor progress, and deliver targeted academic and behavioral supports, particularly in Title I schools.	True
Across Special Education, Title I, English Language Development, and Student Services, there is a clear focus on equitable access to services, culturally responsive practices, and individualized supports for diverse learners.	True
The district maintains student access to devices and instructional platforms aligned to curricular goals, supporting instruction, assessment, and progress monitoring.	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
Twin Rivers- ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. - The percent regular attendance of 52.6 % is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.	False
Francis McClure- ELA and Math Proficiency percentages are low and students did not meet growth standards for ELA or Math. We need to continue focusing on closing the achievement gap for all students. The percent regular attendance of 52.3% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.	False
Founders' Hall- ELA and Math Proficiency percentages are low and students did not meet growth standards for ELA and Math. We need to continue focusing on closing the achievement gap for all students. The percent regular attendance of 42.1 % is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.	False
High School- ELA and Math Proficiency percentages are low. We need to continue focusing on closing the achievement gap for all students. The percent regular attendance of 31.4% is a barrier to delivering continual and consistent instruction aligned to the PA Core Standards appropriate for each grade level.	False

Low ELA Proficiency Across All Grade Levels; Beginning of Year 2025–2026 assessment data show that fewer than one-third of students in grades 3–12 are scoring at the proficient or advanced levels in ELA, indicating significant and persistent literacy gaps across grade spans.	True
Tier I Instruction and Early Literacy Are Not Meeting Student Needs; Low proficiency rates in elementary grades suggest that Tier I core instruction, particularly in early literacy, is not consistently effective, resulting in skill gaps that persist into middle and high school.	False
Attendance and MTSS Systems Limit Effective Intervention; Student attendance challenges and inconsistent implementation of MTSS processes hinder timely identification of at-risk students and delivery of targeted, data-driven interventions.	False
Low Math Proficiency Across Grade Spans; Beginning of Year 2025–2026 math assessment data show that less than half of students in grades 3–5 and fewer than one-third of students in grades 6–12 are scoring at the proficient or advanced levels, with particularly low performance in middle and high school.	True
Gaps in Foundational Math Skills and Tier I Instruction; Declining proficiency from elementary to middle school suggests that Tier I core math instruction is not consistently developing strong foundational skills, resulting in significant learning gaps as students progress through grade levels.	False
Districtwide Career Standards performance does not yet meet the statewide benchmark, with significant variability across schools.	False
Several CTE pathways, including Engineering, Diversified Occupations, and Commercial & Advertising Art, show low or declining enrollment.	False
Teacher vacancies have previously limited student access and continuity in some CTE programs.	False
Limited Use of Data and MTSS to Support Math Intervention; BOY data indicate a need to strengthen MTSS processes and data-driven decision-making to identify students at risk in math and provide timely, targeted interventions across all grade levels.	False
Low Science Achievement Across All Grade Levels; Fall CDT data show significant underperformance in science across grades 3–11, with 100% of students in grades 3–4 and 83% of students in grade 5 scoring below level, and fewer than 15% of students in grades 6–9 scoring at the proficient level.	False
Limited Instructional Time and New Curriculum Implementation: The recent adoption of a new science curriculum, combined with limited instructional time in the elementary grades, has constrained consistent implementation and depth of instruction, impacting student mastery of science content and practices.	False
Literacy Demands Impact Access to Science Learning; Student literacy levels significantly affect performance in science, as reading, writing, and academic vocabulary demands limit students' ability to access science content, interpret data, and demonstrate understanding, particularly in grades 3–5	False
Persistent Achievement Gaps Among Student Subgroups: Assessment data indicate significantly lower achievement for students with disabilities, Black students, and students experiencing economic disadvantage, highlighting persistent gaps in access to grade-level instruction and outcomes.	True
Foster a vision and culture of high expectations for success for all students, educators, and families	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a	False

variety of data	
Attendance Barriers Limit Access to Instruction: Lower attendance rates among identified subgroups reduce consistent access to core instruction and interventions, exacerbating existing achievement gaps.	True
Need to Strengthen Tier I Instruction and MTSS Implementation: Inconsistent Tier I instructional practices and uneven MTSS implementation limit the district's ability to effectively address subgroup needs through high-quality core instruction and timely, targeted supports.	True
Staffing constraints impact multiple areas, including special education inclusion, co-teaching implementation, counselor caseloads, and the capacity to deliver proactive and preventative supports.	False
Variability in identification, placement, progress monitoring, and instructional practices—particularly in Special Education and English Language Development—creates challenges in ensuring consistent, high-quality implementation across schools.	False
Attendance and engagement remain ongoing challenges, requiring continued collaboration among Student Services, schools, families, and community partners.	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.

Attendance Challenges: Regular attendance is low (31–52%), reducing access to consistent instruction and interventions, especially for students with disabilities and those facing economic disadvantage. Achievement Gaps: Students with disabilities, Black students, and economically disadvantaged students show persistent underperformance, highlighting inequities in access to high-quality instruction and targeted supports. Strengths in Systems: PBIS and MTSS frameworks provide tiered academic and behavioral supports; technology access supports instruction and assessment; and there is a strong district commitment to high expectations and building instructional leadership capacity. Implementation and Capacity Challenges: Tier I instruction and MTSS implementation are inconsistent. Staffing constraints, counselor caseloads, and co-teaching limitations impact Special Education and guidance services. English Language Development programs need more consistent identification, placement, and progress monitoring. Data Use Opportunities: Data are used to allocate resources and monitor progress, but stronger use of data for targeted planning in math, science, and subgroup interventions is needed.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Low ELA Proficiency Across All Grade Levels; Beginning of Year 2025–2026 assessment data show that fewer than one-third of students in grades 3–12 are scoring at the proficient or advanced levels in ELA, indicating significant and persistent literacy gaps across grade spans.	While the district has adopted standards-aligned ELA curricula and assessment tools, persistent low ELA proficiency across grade levels is influenced by inconsistent implementation of Tier I literacy instruction, limited vertical alignment, and variable use of data to inform instruction. These challenges are compounded by chronic absenteeism, leadership transitions, and high teacher turnover, which have impacted instructional continuity and student access to grade-level learning. Strengthening family engagement and partnerships represents an important opportunity to improve attendance, reinforce literacy development, and support student success.	True
Low Math Proficiency Across Grade Spans; Beginning of Year 2025–2026 math assessment data show that less than half of students in grades 3–5 and fewer than one-third of students in grades 6–12 are scoring at the proficient or advanced levels, with particularly low performance in middle and high school.	While the district has implemented standards-aligned math curricula and assessment tools, low math proficiency across grade spans is influenced by inconsistent Tier I instructional practices, limited vertical coherence in math instruction, and uneven use of data to guide instructional adjustments. Gaps in early foundational math skills, combined with the need for more systematic early interventions and progress monitoring, have contributed to ongoing challenges as students move into middle and high school. These factors are further impacted by chronic absenteeism, staff turnover, and leadership transitions, which affect instructional continuity and sustained implementation.	True
Persistent Achievement Gaps Among Student Subgroups: Assessment data indicate significantly lower achievement for students with disabilities, Black students, and students experiencing economic disadvantage, highlighting persistent gaps in access to grade-level instruction and outcomes.	While the district is committed to equitable access and support for all learners, persistent achievement gaps among students with disabilities, Black students, and students experiencing economic disadvantage are influenced by inconsistent access to grade-level, standards-aligned Tier I instruction; variable implementation of inclusive and culturally responsive practices; and uneven coordination of academic and behavioral supports. Differences in attendance, instructional continuity, and family engagement further impact access to learning opportunities and outcomes, highlighting the need for more coherent, data-driven systems to ensure equitable achievement.	False
Attendance Barriers Limit Access to Instruction: Lower attendance rates among identified subgroups reduce consistent access to core	While the district has systems in place to monitor attendance, lower attendance rates among identified student groups are influenced by barriers	True

instruction and interventions, exacerbating existing achievement gaps.	related to engagement, access, and family-school connections. These attendance challenges reduce consistent access to core instruction and targeted interventions, indicating a need for more coordinated, proactive, and data-informed attendance supports to strengthen student engagement and improve academic outcomes.	
Need to Strengthen Tier I Instruction and MTSS Implementation: Inconsistent Tier I instructional practices and uneven MTSS implementation limit the district's ability to effectively address subgroup needs through high-quality core instruction and timely, targeted supports.	While the district has adopted standards-aligned curricula and MTSS frameworks, inconsistent implementation of Tier I instruction and uneven MTSS practices across schools limit the ability to provide high-quality core instruction and timely, targeted supports for all students. Strengthening professional learning, coaching, and collaborative structures will enhance instructional coherence, fidelity, and the district's capacity to meet diverse student needs effectively.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Strengthening coordination and alignment across funding streams—particularly during periods of leadership and staffing transition—will allow the district to more intentionally connect fiscal decisions to shared priorities, strategic goals, and improved student outcomes.
K–12 Assessment and Data Systems Support Equity-Focused Decision Making: The district has implemented a coherent K–12 assessment and data tracking system that supports regular analysis of student performance across subgroups. This system enables educators to identify trends, monitor progress, and use data to inform instruction and targeted intervention plans, helping to address achievement gaps among groups of students.	While multiple assessment tools and data sources are in place, previously the district lacked a fully unified system and consistent structures for cross-grade and cross-school data analysis. Variability in data literacy and use among staff has limited the district's ability to consistently analyze subgroup performance and translate data insights into equitable instructional and intervention practices.
The district emphasizes PBIS, MTSS, and data-informed decision-making to identify student needs, monitor progress, and deliver targeted academic and behavioral supports, particularly in Title I schools.	Implementation of PBIS and MTSS varies across buildings due to differences in staff capacity, fidelity, and access to coaching and professional development. Although data are collected, inconsistent use of progress-monitoring protocols and limited time for collaborative problem-solving reduce the effectiveness of targeted academic and behavioral interventions.
Across Special Education, Title I, English Language Development, and Student Services, there is a clear focus on equitable access to services, culturally responsive practices, and individualized supports for diverse learners.	The district's student support systems have developed independently over time, resulting in fragmented service delivery and inconsistent coordination across departments. Limited shared planning structures and data-sharing practices have made it challenging to ensure fully aligned, culturally responsive, and individualized supports for diverse learners.
The district maintains student access to devices and instructional platforms aligned to curricular goals, supporting instruction, assessment, and progress monitoring.	The district has established student access to devices and instructional platforms that are aligned to curricular goals, providing a strong foundation for instruction, assessment, and progress monitoring. Continued focus on

	consistent instructional use, integration across classrooms, and professional learning will strengthen the impact of these tools on student achievement and data-informed decision-making.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If the district strengthens Tier I literacy instruction across all grade levels, improves vertical alignment of ELA curricula, implements early interventions to build foundational reading skills, uses assessment data consistently to guide instruction, and engages families as partners in literacy development, then students in grades 3–12 will have increased access to high-quality, standards-aligned ELA instruction and supports, leading to higher proficiency and reduced literacy gaps.
	If the district strengthens Tier I math instruction across all grade levels, improves vertical alignment of math curricula, implements early interventions to build foundational numeracy skills, and uses assessment data consistently to guide instruction and targeted supports, then students in grades 3–12 will have increased access to high-quality, standards-aligned math instruction, leading to higher proficiency and improved outcomes across grade spans, particularly in middle and high school.
	If the district implements proactive, data-informed strategies to monitor and improve student attendance, addresses barriers to consistent school participation, and engages families and community partners as active participants in supporting attendance, then students—particularly those in identified subgroups—will have more consistent access to core instruction and targeted interventions, reducing achievement gaps and supporting overall academic success.

Goal Setting

Priority: If the district strengthens Tier I literacy instruction across all grade levels, improves vertical alignment of ELA curricula, implements early interventions to build foundational reading skills, uses assessment data consistently to guide instruction, and engages families as partners in literacy development, then students in grades 3–12 will have increased access to high-quality, standards-aligned ELA instruction and supports, leading to higher proficiency and reduced literacy gaps.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By Spring 2028, at least 50% of students in grades 3–12 will score proficient or advanced on the district's ELA end-of-year assessment.		
Measurable Goal Nickname (35 Character Max)		
ELA Proficiency Growth		
Target Year 1	**Target Year 2**	**Target Year 3**
Year 1 (2025–2026): 35% of students proficient/advanced	Year 2 (2026–2027): 42% of students proficient/advanced	By Spring 2028, at least 50% of students in grades 3–12 will score proficient or advanced on the district's ELA end-of-year assessment.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027–2028 school year, all grade-level teams will engage in a minimum of four data-informed instructional cycles per year, using student assessment data to adjust Tier I instruction, plan targeted interventions, and monitor the impact of instructional changes on student learning outcomes.		
Measurable Goal Nickname (35 Character Max)		
Data-Driven Instruction Cycles		
Target Year 1	**Target Year 2**	**Target Year 3**
Year 1 (2025–2026): 60% of grade-level teams complete four instructional cycles	Year 2 (2026–2027): 80% of grade-level teams complete four instructional cycles	By the end of the 2027–2028 school year, all grade-level teams will engage in a minimum of four data-informed instructional cycles per year, using student assessment data to adjust Tier I instruction, plan targeted interventions, and monitor the impact of instructional changes on student learning outcomes.

Priority: If the district strengthens Tier I math instruction across all grade levels, improves vertical alignment of math curricula, implements early interventions to build foundational numeracy skills, and uses assessment data consistently to guide instruction and targeted supports, then students in grades 3–12 will have increased access to high-quality, standards-aligned math instruction, leading to higher proficiency and improved outcomes across grade spans, particularly in middle and high school.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)		
By Spring 2028, at least 50% of students in grades 3–12 will score proficient or advanced on the district's end-of-year math assessment, with students showing year-over-year growth as measured by benchmark assessments and formative data.		
Measurable Goal Nickname (35 Character Max)		
Math Proficiency Growth		
Target Year 1	**Target Year 2**	**Target Year 3**
Year 1 (2025–2026): 35% of students proficient/advanced	Year 2 (2026–2027): 42% of students proficient/advanced	By Spring 2028, at least 50% of students in grades 3–12 will score proficient or advanced on the district's end-of-year math assessment, with students showing year-over-year growth as measured by benchmark assessments and formative data.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By Spring 2028, all grade-level teams will complete four data-informed instructional cycles per year, using formative assessment data to adjust Tier I math instruction, plan targeted interventions, and monitor the impact on student proficiency.		
Measurable Goal Nickname (35 Character Max)		
Data Driven Instructional Cycles		
Target Year 1	**Target Year 2**	**Target Year 3**
Year 1 (2025–2026): 60% of grade-level teams complete four cycles	Year 2 (2026–2027): 80% of grade-level teams complete four cycles	By Spring 2028, all grade-level teams will complete four data-informed instructional cycles per year, using formative assessment data to adjust Tier I math instruction, plan targeted interventions, and monitor the impact on student proficiency.

Priority: If the district implements proactive, data-informed strategies to monitor and improve student attendance, addresses barriers to consistent school participation, and engages families and community partners as active participants in supporting attendance, then students—particularly those in identified subgroups—will have more consistent access to core instruction and targeted interventions, reducing achievement gaps and supporting overall academic success.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027–2028 school year, the district will increase regular attendance from current levels of 30–50% to at least 80%, aligning with the statewide average.		
Measurable Goal Nickname (35 Character Max)		
Overall Attendance		
Target Year 1	**Target Year 2**	**Target Year 3**
Year 1 (2025–2026): Increase regular attendance to 60%	Year 2 (2026–2027): Increase regular attendance to 70%	By the end of the 2027–2028 school year, the district will increase regular attendance from current levels of 30–50% to at least 80%, aligning with the statewide average.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
By Spring 2028, 90% of students identified as at-risk for chronic absenteeism will receive tiered MTSS attendance supports—including Tier 2 check-ins, Tier 3 family support plans, and community referrals—with progress monitored monthly through the district attendance dashboard.		
Measurable Goal Nickname (35 Character Max)		
MTSS Attendance Supports		
Target Year 1	**Target Year 2**	**Target Year 3**
Year 1 (2025–2026): 60% of at-risk students receive tiered MTSS supports with monthly progress monitoring	Year 2 (2026–2027): 75% of at-risk students receive tiered MTSS supports with monthly progress monitoring	By Spring 2028, 90% of students identified as at-risk for chronic absenteeism will receive tiered MTSS attendance supports—including Tier 2 check-ins, Tier 3 family support plans, and community referrals—with progress monitored monthly through the district attendance dashboard.

Action Plan

Measurable Goals

ELA Proficiency Growth	Data-Driven Instruction Cycles
Math Proficiency Growth	Data Driven Instructional Cycles
Overall Attendance	MTSS Attendance Supports

Action Plan For: Implement a coherent, standards-aligned Tier I instructional framework in ELA and math, supplemented by targeted Tier 2 and 3 interventions and data-informed instructional adjustments, to increase student proficiency rates across grade levels.

Measurable Goals:

- By Spring 2028, at least 50% of students in grades 3–12 will score proficient or advanced on the district's ELA end-of-year assessment.
- By Spring 2028, at least 50% of students in grades 3–12 will score proficient or advanced on the district's end-of-year math assessment, with students showing year-over-year growth as measured by benchmark assessments and formative data.
- By Spring 2028, all grade-level teams will complete four data-informed instructional cycles per year, using formative assessment data to adjust Tier I math instruction, plan targeted interventions, and monitor the impact on student proficiency.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review current ELA and math curricula and vertical alignment K–12		2026-02-02	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum Directors / ELA & Math Coaches	Curriculum maps, assessment data, standards documents	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop Tier I instructional frameworks and pacing guides		2026-06-08	2026-08-07
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELA & Math Coordinators / Instructional Coaches/ Lead Teachers	Lesson templates, pacing guides, instructional resources	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Tier I instruction in all classrooms		2026-08-24	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom Teachers / Instructional Coaches	Standards-aligned lessons, anchor charts, manipulatives	Yes	No

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Use formative assessment data to guide instruction and interventions		2026-09-21	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers / Data Team	Benchmark assessments, progress monitoring tools	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide Tier 2 & 3 targeted interventions for students below proficiency		2026-09-08	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Classroom Teachers/ Intervention Specialists / Reading & Math Coaches	Intervention curricula, tracking sheets	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Engage families in academic support		2026-10-01	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Administration/ instructional Coaches / Classroom Teachers	Parent guides, newsletters, virtual workshops	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Monitor and report proficiency progress and progress of subgroups		2026-09-15	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Data Team / Curriculum Directors	Dashboard software, assessment reports	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Tier-aligned lesson plans, observation logs, intervention logs, data dashboards, and family engagement records.	Monthly curriculum and MTSS team reviews; principal walkthroughs; quarterly steering committee updates using student proficiency data to guide instructional decisions.

Action Plan For: Implement a tiered MTSS attendance framework

Measurable Goals:
• By Spring 2028, 90% of students identified as at-risk for chronic absenteeism will receive tiered MTSS attendance supports—including Tier 2 check-ins, Tier 3 family support plans, and community referrals—with progress monitored monthly through the district attendance dashboard.

- By the end of the 2027–2028 school year, the district will increase regular attendance from current levels of 30–50% to at least 80%, aligning with the statewide average.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish district-wide attendance monitoring system with Tier 2 and 3 Interventions.		2026-08-03	2026-08-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Supervisor of School Services /School Principals/ Attendance Liaisons/ School MTSS Teams	Attendance dashboards, student data reports	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify students at risk for chronic absenteeism		2026-08-25	2026-09-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Supervisor of School Services / School Principals/ Building Attendance Liaison/ Classroom Teachers/ School MTSS Teams	Student attendance reports, risk thresholds	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Tier 2 interventions (check-ins, mentoring, incentives)		2026-09-28	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Counselors / Attendance Liaisons/ School MTSS Team/ Teachers	Check-in templates, mentoring schedules, incentive materials	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Tier 3 interventions (family support plans, community referrals)		2026-09-28	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Counselors / Principals / Social Workers	Family meeting templates, community resource guides	No	No

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Engage families and community partners		2026-10-12	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals/ Instructional Coaches-Family Engagement Coordinator / Community Liaison/ Teachers	Parent guides, newsletters, virtual workshops	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Track and report attendance progress		2026-09-01	2027-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Supervisor of School Services/ Attendance Liaisons/ School Principals	Dashboard software, attendance reports	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Daily attendance tracking operational Tiered intervention plans implemented and documented Family engagement activities and community referrals completed Monthly attendance reports generated	MTSS team conducts weekly review of Tier 2/3 interventions Principal and leadership team review monthly attendance dashboards Quarterly steering committee updates to assess progress toward reducing chronic absenteeism and improving overall attendance

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement a coherent, standards-aligned Tier I instructional framework in ELA and math, supplemented by targeted Tier 2 and 3 interventions and data-informed instructional adjustments, to increase student proficiency rates across grade levels.	Implement Tier I instruction in all classrooms
Implement a coherent, standards-aligned Tier I instructional framework in ELA and math, supplemented by targeted Tier 2 and 3 interventions and data-informed instructional adjustments, to increase student proficiency rates across grade levels.	Use formative assessment data to guide instruction and interventions
Implement a coherent, standards-aligned Tier I instructional framework in ELA and math, supplemented by targeted Tier 2 and 3 interventions and data-informed instructional adjustments, to increase student proficiency rates across grade levels.	Provide Tier 2 & 3 targeted interventions for students below proficiency
Implement a tiered MTSS attendance framework	Establish district-wide attendance monitoring system with Tier 2 and 3 Interventions.

Math & ELA- Tier 1, Tier 2, Tier 3

Action Step		
• Implement Tier I instruction in all classrooms • Provide Tier 2 & 3 targeted interventions for students below proficiency		
Audience		
Classroom Teachers, Instructional Coaches, Department Heads		
Topics to be Included		
High-quality, standards-aligned instruction in ELA and Math; lesson pacing; scaffolding strategies		
Evidence of Learning		
Observation notes, completed lesson plans aligned to Tier I frameworks		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum Directors/ Building Principals	2026-08-17	2027-06-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students	

• 3e: Demonstrating Flexibility and Responsiveness
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	**Frequency**
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	**Frequency**
Classroom/school visitation	Monthly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly

Observation and Practice Framework Met in this Plan
• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 4a: Reflecting on Teaching • 3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Data-Driven Instruction

Action Step		
• Use formative assessment data to guide instruction and interventions		
Audience		
Classroom Teachers, Instructional Coaches, Department Heads		
Topics to be Included		
Formative assessment analysis, adjusting instruction, progress monitoring, small-group planning		
Evidence of Learning		
Data logs, adjusted lesson plans, classroom application of assessment data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum directors/ Building principals/ Coaches and Lead Teachers	2026-09-01	2027-06-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly
Observation and Practice Framework Met in this Plan	
• 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1f: Designing Student Assessments	

• 3e: Demonstrating Flexibility and Responsiveness • 1e: Designing Coherent Instruction
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Improving Attendance

Action Step		
• Establish district-wide attendance monitoring system with Tier 2 and 3 Interventions.		
Audience		
Building leaders, school staff, counselors, and attendance liaisons		
Topics to be Included		
MTSS framework for attendance Identifying at-risk students using attendance data Tiered interventions: check-ins, family support plans, community referrals Progress monitoring and data tracking		
Evidence of Learning		
Intervention logs documenting student participation and progress Improved attendance data for students receiving Tier 2/3 support Implementation of family engagement strategies to support attendance		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Student Services, Building Principals	2026-08-17	2027-06-04

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Quarterly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Family Workshops & Learning Sessions

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Engage families in academic support • Engage families and community partners	Parents/Guardians, community partners (local libraries, youth programs, nonprofits)	Understanding Academic Standards Overview of grade-level standards in ELA and Math How standards connect to classroom instruction and assessments Supporting Learning at Home Strategies for reading, writing, and math practice at home Tips for creating consistent homework routines and study habits Tiered Support Systems (MTSS) Explanation of Tier 1, Tier 2, and Tier 3 supports How families can support students receiving targeted interventions Interpreting Student Data & Progress How to read progress reports, assessment data, and report cards Using data to set academic goals at home Strategies for Engaging Students Encouraging motivation, growth mindset, and self-directed learning Supporting student resilience and persistence Communication Tools & Channels How to access school platforms (ClassDojo, email, portal) Effective two-way communication with teachers and school staff Community Partner Supports Programs offered by libraries, community centers, tutoring services, and nonprofits How families can connect students with local academic resources Equity and Access Supporting diverse learners, including English learners and students with disabilities Addressing barriers to participation in academic and enrichment opportunities Attendance & Academic Connection Importance of regular attendance for academic success Strategies to support consistent school attendance Celebrating Learning and Engagement Recognizing student progress and family involvement Ways families and community members can participate in school events	Curriculum Directors/ Building Leaders/ Instructional coaches/ Teachers	08/01/2026	06/04/2027

Communications

Type of Communication	Frequency
Presentation	monthly
Webinar	quarterly

Progress Reports, Report Cards, Parent Conferences

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Engage families in academic support • Monitor and report proficiency progress and progress of subgroups • Track and report attendance progress	Parents/Guardians, students	Share student performance data on academic standards, benchmark assessments, and growth measures. Include clear explanations and next steps.	Classroom teachers	10/01/2026	06/24/2027

Communications

Type of Communication	Frequency
Other	Quarterly

Family & Community Academic Updates

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Monitor and report proficiency progress and progress of subgroups • Engage families and community partners • Track and report attendance progress	Parents/Guardians, community stakeholders	Quarterly newsletters or emails summarizing school-wide progress, subgroup outcomes, and intervention highlights. Include actionable strategies for families to support learning at home.	Building leaders, district leaders	10/01/2026	06/04/2027

Communications

Type of Communication	Frequency
Newsletter	Quarterly

Community Meetings & School Events

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Engage families in academic support • Monitor and report proficiency progress and progress of subgroups • Engage families and community partners • Track and report attendance progress	Parents/Guardians, community organizations, local stakeholders	Share school-wide academic performance, highlight successes, and outline strategic initiatives. Solicit feedback and involve community partners in supporting learning.	Curriculum Directors	11/01/2026	06/04/2027

Communications

Type of Communication	Frequency
Presentation	Quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date