

Steelton-Highspire HS

CSI School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Steelton-Highspire HS		115228003
Address 1		
250 Reynders Ave.		
Address 2		
City	State	Zip Code
Steelton	PA	17113
Chief School Administrator		Chief School Administrator Email
Mr Willie Slade Jr		wslade@shsd.k12.pa.us
Principal Name		
Steve Shuleski		
Principal Email		
sshuleski@shsd.k12.pa.us		
Principal Phone Number		Principal Extension
7177043800		3861
School Improvement Facilitator Name		School Improvement Facilitator Email
Amanda Maulfair		amaulfair@caiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Willie Slade	Assistant to the Superintendent	Steelton-Highspire School District	WSlade@shsd.k12.pa.us
Steve Shuleski	Principal	Steelton-Highspire School District	sshuleski@shsd.k12.pa.us
Samantha Roedts	Math Teacher	Steelton-Highspire School District	Sroedts@shsd.k12.pa.us
Taylor Thorne	Teacher	Steelton-Highspire School District	TThorne@shsd.k12.pa.us
Mark Wise	Teacher	Steelton-Highspire School District	Mwise@shsd.k12.pa.us
William McIntosh	Teacher	Steelton-Highspire School District	WMCintosh@shsd.k12.pa.us
Trevor Saylor	School Improvement Facilitator	Capital Area Intermediate Unit	tsaylor@caiu.org
LaPortia Hume	Teacher	Steelton-Highspire School District	lhume@shsd.k12.pa.us
Sadie Kinnarney	Other	Steelton-Highspire School District	skinnarney@shsd.k12.pa.us
Tiffany Robinson	Parent	Steelton-Highspire School District	Queenlymom3@gmail.com
Ciera Dent	Community Member	Mayor	cdent@steeltonpa.com
Kara Mancini	Teacher	Steelton-Highspire School District	kmancini@shsd.k12.pa.us
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Samantha Neidlinger	District Level Leaders	Steelton-Highspire School District	Sneidlinger@shsd.k12.pa.us
Adaleidy Rojas	Student	Steelton-Highspire School District	arojas@shsdrollers.org
Wynter Jones	Other	Capital Area Intermediate Unit	wjones@caiu.org

Vision for Learning

Vision for Learning

We believe, that through mutual respect, clear communication, professional learning, and meaningful relationships, ALL students and staff will participate in a high-quality educational experience.

Future Ready PA Index

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

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	True 9	True 10	True 11	True 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The FRPAI academic achievement for ELA from the 2023-2024 school year was 18.8% proficient and advanced.	This score is a 2.5% increase from the previous year.
The FRPAI academic achievement for Math from the 2023-2024 school year was 3.8% proficient and advanced.	This score is a 0.6% increase from the previous year.
The English Language Growth and Attainment score from the 2023-2024 school year was 18.9%.	This score is a 3.5% increase from the previous year.
The 2022-2023 Regular Attendance rate on the FRPAI shows an increase to 43.7% regular attendance.	This is a 13.5% increase from the previous year.
The 2022-2023 four-year cohort graduation rate increased to 87.6%.	This is a 0.6% increase from the previous year.

Challenges

Indicator	Comments/Notable Observations
Although the FRPAI academic achievement for ELA increased from the 2023-2024 school year increased to 18.8% proficient and advanced, it remains well below the statewide average.	The ELA proficiency level remains 35.1% below the statewide average.
Although the FRPAI academic achievement for Math from the 2023-2024 school year increased to 3.8% proficient and advanced, it remains well below the statewide average.	The Math proficiency level remains 36.4% below the statewide average.
The FRPAI academic achievement for Biology from the 2023-2024 school year was 13.8% proficient and advanced.	This is a decrease of 0.7% from the previous year.
The FRPAI academic growth for ELA from the 2023-2024 school year was 67.	This was a decrease from the previous school year.
The FRPAI academic growth for Math from the 2023-2024 school year was 51.3.	This was a decrease from the previous school year.
The FRPAI academic growth for Math from the 2023-2024 school year was 72.	This was a decrease from the previous school year.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
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English Language Arts/Literature Growth ESSA Student Subgroups Combined Ethnicity, Hispanic, Students with Disabilities	During the 2023-2024 school year, students in the Hispanic, Students with Disabilities, and Combined Ethnicity subgroups all met the statewide standard of growth in ELA, which is 70% or better.
Indicator Math Growth ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations During the 2023-2024 school year, students who are in the Students with Disabilities subgroup met the statewide standard of growth in Math, which is 70% or better.
Indicator Science/Biology Growth ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations During the 2023-2024 school year, students in the Black, economically disadvantaged, Hispanic, combined ethnicity, or students with disabilities subgroups all met the statewide standard of growth, which is 70% or better.

Challenges

Indicator English Language Arts/Literature Achievement ESSA Student Subgroups White, Students with Disabilities	Comments/Notable Observations During the 2023-2024 school year, students in the students with disabilities subgroup had 7.1% proficiency on the statewide assessments. The White subgroup showed a decrease from 36% the previous year to 21% in 23-24.
Indicator Math Achievement ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations During the 2023-2024 school year, students in the Black, Hispanic, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity subgroups demonstrated 8% proficiency or less.
Indicator English Language Arts/Literature Growth ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations During the 2023-2024 school year, students who are in the Black and Economically Disadvantaged subgroups did not meet the statewide standard of growth in ELA, which is 70%.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

The FRPAI academic achievement for ELA from the 2023-2024 school year was 18.8% proficient and advanced. This score is a 2.5% increase from the previous year.
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The English Language Growth and Attainment score from the 2023-2024 school year was 18.9%. This score is a 3.5% increase from the previous year.
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The 2022-2023 Regular Attendance rate on the FRPAI shows an increase to 43.7% regular attendance. This is a 13.5% increase from the previous year.
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Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Although the FRPAI academic achievement for ELA increased from the 2023-2024 school year increased to 18.8% proficient and advanced, it remains well below the statewide average.

Although the FRPAI academic achievement for Math from the 2023-2024 school year increased to 3.8% proficient and advanced, it remains well below the statewide average.

The FRPAI academic achievement for Biology from the 2023-2024 school year was 13.8% proficient and advanced. This is a decrease of 0.7% from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
The 2024-2025 Exact Path ELA scores reached 22.4% of students meeting or exceeding expectations.	22.4% of students meeting or exceeding expectations did not meet last year's end-of-year scores, and it did not meet this year's end-of-year goal of 25%.

English Language Arts Summary

Strengths

The 2024-2025 Exact Path ELA scores reached 22.4% of students meeting or exceeding expectations. This was almost where the scores ended last year, so the scoring has some consistency.

Challenges

The ELA Exact Path performance did not meet the end-of-year goal of 25%.
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Mathematics

Data	Comments/Notable Observations
The 2024-2025 Exact Path math scores reached 17.5% of students meeting or exceeding expectations.	17.5% of students meeting or exceeding expectations surpassed last year's end-of-year scores, but it did not meet this year's end-of-year goal of 18%.

Mathematics Summary

Strengths

17.5% of students meeting or exceeding expectations on Exact Path math surpassed last year's end-of-year scores.
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Challenges

Although the students surpassed last year's end-of-year scores on Exact Path math, they did not meet this year's end-of-year goal of 18%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Fact Career Standards Benchmarks ACS Pa Department of Education office of Data Quality as of May 2, 2025 - Grade 8= 97/123 students met benchmark, Grade 11= 99/146 students met benchmark. 9/29/25 update from student services 7th- 52% compliance 8th- 74% compliance 9th- 10% compliance- not accurate because the grand band switched, and I don't have access to what the data looked like last year 10th- 34% compliance- not sure if this one is accurate either 11th- 54% compliance	Student Evidence of completed activities on the portal

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Students have opportunities for career readiness through a counselor, job fairs, and community partnerships that come into the school throughout the school year.
Students have opportunities for career readiness through dedicated class time and additional opportunities within all subject areas.

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.

A more precise process for delivering and monitoring the development and collection of College and Career Readiness pieces of evidence has been instituted, but it still needs to improve to better meet the needs of the students.

Some students miss opportunities to participate due to truancy and attendance issues.

Equity Considerations

English Learners

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

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

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

None of these areas are a focus in this plan.

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.

None of these areas are a focus in this plan.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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Align curricular materials and lesson plans to the PA Standards.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Identify and address individual student learning needs.
Foster a culture of high expectations for success for all students, educators, families, and community members.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Collectively shape the vision for continuous improvement of teaching and learning.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Implement a multi-tiered system of supports for academics and behavior.

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
The FRPAI academic achievement for ELA from the 2023-2024 school year was 18.8% proficient and advanced. This score is a 2.5% increase from the previous year.	True
The English Language Growth and Attainment score from the 2023-2024 school year was 18.9%. This score is a 3.5% increase from the previous year.	True
Students have opportunities for career readiness through a counselor, job fairs, and community partnerships that come into the school throughout the school year.	False
The 2022-2023 Regular Attendance rate on the FRPAI shows an increase to 43.7% regular attendance. This is a 13.5% increase from the previous year.	True
The 2024-2025 Exact Path ELA scores reached 22.4% of students meeting or exceeding expectations. This was almost where the scores ended last year, so the scoring has some consistency.	True
17.5% of students meeting or exceeding expectations on Exact Path math surpassed last year's end-of-year scores.	False
Students have opportunities for career readiness through dedicated class time and additional opportunities within all subject areas.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
None of these areas are a focus in this plan.	False
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Align curricular materials and lesson plans to the PA Standards.	False
Identify and address individual student learning needs.	False

Challenges

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

Strength	Check for Consideration in Plan
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Although the FRPAI academic achievement for ELA increased from the 2023-2024 school year increased to 18.8% proficient and advanced, it remains well below the statewide average.	True
Although the FRPAI academic achievement for Math from the 2023-2024 school year increased to 3.8% proficient and advanced, it remains well below the statewide average.	True
Some students miss opportunities to participate due to truancy and attendance issues.	False
The FRPAI academic achievement for Biology from the 2023-2024 school year was 13.8% proficient and advanced. This is a decrease of 0.7% from the previous year.	True
The ELA Exact Path performance did not meet the end-of-year goal of 25%.	False
Although the students surpassed last year's end-of-year scores on Exact Path math, they did not meet this year's end-of-year goal of 18%.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	False
Implement a multi-tiered system of supports for academics and behavior.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	True
Collectively shape the vision for continuous improvement of teaching and learning.	True
A more precise process for delivering and monitoring the development and collection of College and Career Readiness pieces of evidence has been instituted, but it still needs to improve to better meet the needs of the students.	False
None of these areas are a focus in this plan.	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.

Achievement remains below the statewide average, but there was growth in tested subject areas on standardized and local assessments during the 2024-2025 school year. The staff also creates a supportive environment for students to learn, supported by focus group and survey data.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Collectively shape the vision for continuous improvement of teaching and learning.		False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	The school has had improvement in school culture, but there needs to be a more focused effort to improve the climate and culture at the school.	True
Although the FRPAI academic achievement for ELA increased from the 2023-2024 school year increased to 18.8% proficient and advanced, it remains well below the statewide average.	ELA is still an area to focus on since scores remain well below the statewide average.	True
Although the FRPAI academic achievement for Math from the 2023-2024 school year increased to 3.8% proficient and advanced, it remains well below the statewide average.	Math is still an area to focus on since scores remain well below the statewide average.	True
The FRPAI academic achievement for Biology from the 2023-2024 school year was 13.8% proficient and advanced. This is a decrease of 0.7% from the previous year.		False
Although the students surpassed last year's end-of-year scores on Exact Path math, they did not meet this year's end-of-year goal of 18%.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Exact Path has been a layer of assessments that we have used to measure growth for the CSI plan.
The FRPAI academic achievement for ELA from the 2023-2024 school year was 18.8% proficient and advanced. This score is a 2.5% increase from the previous year.	We have seen minor improvements in the FRPAI data, but we would like to see larger gains.
The English Language Growth and Attainment score from the 2023-2024 school year was 18.9%. This score is a 3.5% increase from the previous year.	We have seen minor improvements in the FRPAI data, but we would like to see larger gains.
The 2022-2023 Regular Attendance rate on the FRPAI shows an increase to 43.7% regular attendance. This is a 13.5% increase from the previous year.	This is a nice improvement, but the attendance rate remains well below the statewide average.

The 2024-2025 Exact Path ELA scores reached 22.4% of students meeting or exceeding expectations. This was almost where the scores ended last year, so the scoring has some consistency.	We have seen improvements in the Exact Path data, but we would like more consistent gains that ultimately allow us to reach our quarterly benchmarks and end-of-year goal.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement strategies that foster a positive school environment, build strong family and community partnerships, and remove barriers to learning through focused improvements to school climate, then we will enhance our school culture and increase student attendance and engagement, and ensure that all students are actively participating in meaningful learning experiences.
	"If we develop our MTSS system and include a data analysis process, teachers will use data to inform instruction, and our students will engage in tiered interventions and will show growth and increased achievement in both ELA and Math."
	"If we develop our MTSS system and include a data analysis process, teachers will use data to inform instruction, and our students will engage in tiered interventions and will show growth and increased achievement in both ELA and Math."

Goal Setting

Priority: If we implement strategies that foster a positive school environment, build strong family and community partnerships, and remove barriers to learning through focused improvements to school climate, then we will enhance our school culture and increase student attendance and engagement, and ensure that all students are actively participating in meaningful learning experiences.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By May 30, 2026, students will achieve an overall average total score of 27 or higher on the PBIS 9 question survey (details of points in action steps).			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, Students will achieve an overall average total score of 21 or higher on the PBIS 9 question survey (details of points in action steps).	By December 31, 2025, Students will achieve an overall average total score of 22 or higher on the PBIS 9 question survey (details of points in action steps).	By March 31, 2026, students will achieve an overall average total score of 24 or higher on the PBIS 9 question survey (details of points in action steps).	By May 30, 2026, students will achieve an overall average total score of 27 or higher on the PBIS 9 question survey (details of points in action steps).

Priority: "If we develop our MTSS system and include a data analysis process, teachers will use data to inform instruction, and our students will engage in tiered interventions and will show growth and increased achievement in both ELA and Math."

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 30, 2026, 25% of students in grades 7, 8, and 9 who take the Exact Path ELA assessment will score proficient or advanced.			
Measurable Goal Nickname (35 Character Max)			
Exact Path ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 10% of students in grades 7, 8, and 9 who take the Exact Path ELA assessment will score proficient or advanced.	By December 31, 2025, 15% of students in grades 7, 8, and 9 who take the Exact Path ELA assessment will score proficient or advanced.	By March 31, 2026, 20% of students in grades 7, 8, and 9 who take the Exact Path ELA assessment will score proficient or advanced.	By May 30, 2026, 25% of students in grades 7, 8, and 9 who take the Exact Path ELA assessment will score proficient or advanced.

Outcome Category
Graduation rate

Measurable Goal Statement (Smart Goal)			
By May 30, 2026, 78% of our 12th graders will have met graduation pathways requirements and graduated by July 2026.			
Measurable Goal Nickname (35 Character Max)			
MTSS/Graduation Rate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 15% of 12th graders will have met graduation pathways requirements for graduation and are on track to graduate in June 2026.	By December 31, 2025, 85% of 12th graders will have a plan to meet a graduation pathways requirement and are on track to graduate in June 2026.	By March 31, 2026, 55% of 12th graders will have met graduation pathways requirements and are on track to graduate in June 2026.	By May 30, 2026, 78% of our 12th graders will have met graduation pathways requirements and graduated by July 2026.

Priority: "If we develop our MTSS system and include a data analysis process, teachers will use data to inform instruction, and our students will engage in tiered interventions and will show growth and increased achievement in both ELA and Math."

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By May 30, 2026, 20% of students in grades 7, 8, and 9 who take the Exact Path Math assessment will score proficient or advanced.			
Measurable Goal Nickname (35 Character Max)			
Exact Path Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 8% of students in grades 7, 8, and 9 who take the Exact Path Math assessment will score proficient or advanced.	By December 31, 2025, 12% of students in grades 7, 8, and 9 who take the Exact Path Math assessment will score proficient or advanced.	By March 31, 2026, 16% of students in grades 7, 8, and 9 who take the Exact Path Math assessment will score proficient or advanced.	By May 30, 2026, 20% of students in grades 7, 8, and 9 who take the Exact Path Math assessment will score proficient or advanced.

Action Plan

Measurable Goals

Exact Path ELA	Exact Path Math
PBIS	MTSS/Graduation Rate

Action Plan For: Positive Behavioral Interventions and Supports

<https://www.evidenceforpa.org/strategies/pbis>

Measurable Goals:
By May 30, 2026, students will achieve an overall average total score of 27 or higher on the PBIS 9 question survey (details of points in action steps).

Action Step		Anticipated Start Date	Anticipated Completion Date
Determine a PBIS implementation team, regular meeting schedule, meeting agenda, and establish a clear mission/purpose		2025-09-24	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Support from principal	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule/plan for training team in the PBIS system is developed		2025-09-24	2025-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	IU Training Calendar	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule/plan for rollout/training to teachers/staff in the PBIS system is developed		2025-09-24	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Support from principal as needed	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the 9-Question PBIS Survey to collect baseline data. It must be given to 9th-grade students for data collection, but can be given to as many students as the team would like. (scoring 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree)		2025-09-24	2025-10-03

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Chromebooks for students Page 23 of PDF: https://files.pbisapps.org/pub/pdf/School-Climate-Survey-Suite-Manual-2-2022.pdf	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Install exit door alarms to improve safety and attendance in school.		2025-10-01	2025-10-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Facilities	Exit door alarms	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
K-12 Swipe systems for improved attendance is enabled and implemented.		2025-10-01	2025-10-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
IT Director	K-12 Swipe System	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
3-5 school-wide behavior expectations are defined		2025-10-06	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Support from principal as needed	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teaching plans for school-wide expectations are developed		2025-12-02	2026-01-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	PBIS Lesson Materials, PBIS Coordinator	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the 9-Question PBIS Survey to collect Q2 data. It must be given to 9th-grade students for data collection, but can be given to as		2025-12-01	2025-12-31

many students as the team would like (scoring 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree).			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Chromebooks for students Page 23 of PDF: https://files.pbisapps.org/pub/pdf/School-Climate-Survey-Suite-Manual-2-2022.pdf	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Calendar for lessons for school-wide expectations developed		2025-12-02	2026-01-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Support from principal as needed	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Calendar of PBIS Incentives to build initial momentum is developed		2025-12-02	2026-01-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Support from principal as needed.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Quarter 3 PBIS focused Lessons are delivered		2026-01-20	2026-03-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	PBIS Lesson Materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the 9-Question PBIS Survey to collect Q3 data. It must be given to 9th-grade students for data collection, but can be given to as many students as the team would like		2026-03-01	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Chromebooks for students Page 23 of PDF: https://files.pbisapps.org/pub/pdf/School-Climate-Survey-Suite-Manual-2-2022.pdf	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the 9-Question PBIS Survey to collect Q3 data. It must be given to 9th-grade students for data collection, but can be given to as many students as the team would like (scoring 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree).		2026-03-01	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Chromebooks for students Page 23 of PDF: https://files.pbisapps.org/pub/pdf/School-Climate-Survey-Suite-Manual-2-2022.pdf	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Quarter 4 PBIS focused Lessons are delivered		2026-03-30	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	PBIS Lesson Materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the 9-Question PBIS Survey to collect data for quarter 4/EOY. It must be given to 9th-grade students for data collection, but can be given to as many students as the team would like. (scoring 1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree)		2026-05-01	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Lead	Chromebooks for students Page 23 of PDF: https://files.pbisapps.org/pub/pdf/School-Climate-Survey-Suite-Manual-2-2022.pdf	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop phone-free school policy and implement.		2025-11-15	2026-01-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Cell phone holders for classrooms, Faraday bags/holders/boxes for school personnel, metal detector wand	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PD Calendar PBIS team meeting calendar PBIS Survey Results Schoolwide Behavior Expectations PBIS Monthly Meetings (Agenda) PBIS Lesson Plans Lesson Plan Calendar Incentives Calendar	The PBIS survey will be administered quarterly and reviewed by the PBIS team. Progress will be monitored through data review: Students' overall average scores will be calculated and compared to the target scores for each period.

Action Plan For: MTSS

Measurable Goals:
- By May 30, 2026, 25% of students in grades 7, 8, and 9 who take the Exact Path ELA assessment will score proficient or advanced. - By May 30, 2026, 20% of students in grades 7, 8, and 9 who take the Exact Path Math assessment will score proficient or advanced. - By May 30, 2026, 78% of our 12th graders will have met graduation pathways requirements and graduated by July 2026.

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the beginning-of-the-year assessment for 7th, 8th, and 9th grades.		2025-09-01	2025-09-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Data Lead	Access to Edmentum Exact Path programs/assessments and data. MS and HS Math, English and Reading teachers.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Determine the MTSS implementation team, regular meeting schedule, meeting agenda, and establish a clear mission/purpose		2025-09-30	2025-10-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator / Building Principals	Team role descriptions, meeting agenda templates, mission/vision statement drafts. MS and HS Math, English and Reading teachers.	No	

Action Step	Anticipated Start Date	Anticipated Completion Date

Develop an MTSS Graduation team to regularly track student progress toward graduation and develop individual student plans for students who are not on track to graduate on time. Work with district leadership to develop a graduation tracker in the data mining tool. High School PFE (Parent and family engagement coordinator) Coordinator ensures appropriate communication to families of 12th graders.		2025-09-26	2025-10-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal/Assistant Principal	Graduation tracker, High School PFE (Parent and family engagement coordinator)	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule/plan for training team in the MTSS system is developed		2025-10-02	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator / Building Principals	IU MTSS Secondary Cohort Training Information	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a catalog of evidence-based interventions for Tier 2		2025-10-01	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator	Tier 2 interventions, Intervention Specialist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a calendar for intervention cycles		2025-10-01	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator	None	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will participate in professional learning with IU13 to enhance Station Rotation instructional delivery. Contract will develop to specify schedule of professional learning.		2025-10-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	IU-13	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will participate in professional learning with Penn Literacy Network to enhance Tier 1 core instruction. Contract will develop to specify schedule of professional learning.		2025-10-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Penn Literacy Network, MS and HS Math, English and Reading teachers	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Get More Math program to provide support for students in Math.		2025-10-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Get More Math Program, Intervention Specialist, MS/HS Math teachers	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement after school tutoring for students who are struggling in Math and ELA.		2025-10-01	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Tutors	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students enroll and attend the Evolve trades program at HACC		2025-10-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
College and Career Coordinator	Evolve Trades Program (Cooperative Education Program)	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize Pa Career Development Program as career readiness measure for students.		2025-10-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

College and Career Readiness Coordinator	Pa Career Development Program	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Q1 Exact path data review to identify students in need of Tier 1 and 2 support		2025-10-10	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator	Edmentum Exact Path Program and Data, Intervention Specialist,	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create student groups for Tier 1 and 2 Support		2025-10-10	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator	Edmentum Exact path data, Intervention Specialist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Begin Tier 1 and Tier 2 targeted interventions for students identified through data analysis		2025-11-01	2025-11-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator	Student Groupings Tier 1 and 2 Interventions, Intervention Specialist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will participate in professional learning with IU13 to enhance Station Rotation instructional delivery for quarter 2.		2025-11-07	2025-11-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	IU-13	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review data to establish a baseline of current seniors who are on track for graduation 2026.		2025-11-15	2025-11-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Guidance Counselors	Grade and credit database	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Q2 Exact path data review to identify Tier 1 and Tier 2 progress and adjust interventions. Modify student groups for Tier 1 and 2 based on Q2 data		2026-01-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator	Edmentum Exact Path Program and Data, Intervention Specialist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the quarter 2 assessment for 7th, 8th, and 9th grades.		2025-12-01	2025-12-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Data Lead	Access to Edmentum Exact Path assessments and data, Intervention Specialist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q2 MTSS Graduation team meet to review student progress toward graduation and develop individual student plans for students who are not on track to graduate on time.		2026-01-01	2026-02-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal/Assistant Principal	Graduation tracker, Intervention Specialist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will participate in professional learning with IU13 to enhance Station Rotation instructional delivery for quarter 3.		2026-01-16	2026-01-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	IU-13	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the quarter 3 assessment for 7th, 8th, and 9th grades.		2026-02-23	2026-03-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Data Lead	Access to Edmentum Exact Path program/assessments and data, Intervention Specialist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Q3 Exact path data review to identify Tier 1 and 2 progress and adjust interventions. Modify student groups for Tier 1 and 2 based on Q3 data		2026-03-01	2026-03-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator	Edmentum Exact Path Program and Data, Intervention Specialist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q3 MTSS Graduation team meet to review student progress toward graduation and develop individual student plans for students who are not on track to graduate on time.		2026-03-31	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal/Assistant Principal	Graduation tracker	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will participate in professional learning with IU13 to enhance Station Rotation instructional delivery for quarter 4.		2026-04-17	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	IU-13	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Conduct Q4 Exact path data review to analyze student outcomes, evaluate intervention effectiveness, and plan adjustments for the next school year.		2026-05-15	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Coordinator	Edmentum Exact Path Program and Data, Intervention Specialist, MS and HS Math, English and Reading teachers.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer the end-of-the-year assessment for 7th, 8th, and 9th grades.		2026-05-01	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Data Lead	Access to Exact Path program/assessments and data, MS and HS Math, English and Reading teachers.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MTSS meeting agendas MTSS meeting protocol Data protocol for data meetings Assessment Calendar Assessment Data Exact Path data Calendar of intervention cycles and student groups PD agendas for MTSS training PD agendas for Exact Path training Developed set of PBIS Action Steps	The MTSS team will analyze Exact Path data on a monthly basis using a data protocol. The school improvement team will monitor plan implementation on a monthly basis using the Implementation Tracker. The school improvement team will monitor Exact Path goals on a quarterly basis using Exact Path reports.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ES SA Tier	Amount
Exact Path	MTSS	Services	3	11890
IU13 Student-Centered Professional Learning	MTSS	Services	3	25000
K-12 Swipe System for improved attendance	Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis	Supplies & Property	3	6674
Get More Math Program to provide support for students in Math	MTSS	Services	1	2894
Penn Literacy Network Literacy Program	MTSS	Services	3	23400
Edmentum Exactpath Program for student academic supports	MTSS	Services	1	6294
After school tutoring stipends	MTSS	Salary	2	6000
PA Career Development to support career development programs for students	MTSS	Services	3	3850
PBIS Coordinator Stipend	Positive Behavioral Interventions and Supports	Salary	2	10000

	https://www.evidenceforpa.org/strategies/pbis			
Evolve Trade	MTSS	Services	3	51000
Exit Door Alarms	Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis	Supplies & Property	1	1220
Intervention Specialist	Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis	Salary	3	56909
Cell phone holders	Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis	Supplies & Property	3	400
Metal Detector Wand	Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis	Supplies & Property	3	200
Faraday bags/holders/boxes	Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis	Supplies & Property	3	1707
Total Expenditures				207438

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	MTSS	High School ELA Teacher Salary	55813	
Instruction	MTSS	High School Math Teacher Salary	80554	
Instruction	MTSS	High School Math Teacher Salary	68932	

Instruction	• MTSS	High School ELA Teacher Salary	55813	
Instruction	• MTSS	High School Reading Teacher Salary	58179	
Instruction	• MTSS	High School ELA Teacher Benefits	37887	
Instruction	• MTSS	High School Math Teacher Benefits	72720	
Instruction	• MTSS	High School ELA Teacher Benfits	62386	
Other Expenditures	• Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis • MTSS	Career Readiness	7207	
Other Expenditures	• Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis • MTSS	Cooperative Education	1275	
Other Expenditures	• MTSS	High School PFE (Parent and family engagement coordinator) Stipend	5000	
Total Expenditures				505766

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis	Schedule/plan for training team in the PBIS system is developed
Positive Behavioral Interventions and Supports https://www.evidenceforpa.org/strategies/pbis	K-12 Swipe systems for improved attendance is enabled and implemented.
MTSS	Schedule/plan for training team in the MTSS system is developed
MTSS	Teachers will participate in professional learning with Penn Literacy Network to enhance Tier 1 core instruction. Contract will develop to specify schedule of professional learning.
MTSS	Teachers will participate in professional learning with IU13 to enhance Station Rotation instructional delivery. Contract will develop to specify schedule of professional learning.
MTSS	Teachers will participate in professional learning with IU13 to enhance Station Rotation instructional delivery for quarter 2.
MTSS	Teachers will participate in professional learning with IU13 to enhance Station Rotation instructional delivery for quarter 3.
MTSS	Teachers will participate in professional learning with IU13 to enhance Station Rotation instructional delivery for quarter 4.

PBIS Cohort Tier 1

Action Step		
Schedule/plan for training team in the PBIS system is developed		
Audience		
Classroom Teachers and additional staff		
Topics to be Included		
PBIS Tier 1		
Evidence of Learning		
Staff will be asked to implement strategies from the session		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Lead	2025-09-01	2026-05-22

Learning Format

Type of Activities	Frequency
Inservice day	Multiple day PD with follow up throughout the year
Observation and Practice Framework Met in this Plan	

• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior
This Step Meets the Requirements of State Required Trainings
Professional Ethics

Penn Literacy

Action Step		
• Teachers will participate in professional learning with Penn Literacy Network to enhance Tier 1 core instruction. Contract will develop to specify schedule of professional learning.		
Audience		
Staff		
Topics to be Included		
Literacy Strategies for classroom Instruction		
Evidence of Learning		
Completion of courses		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2025-10-01	2026-05-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	1 day biweekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Station Rotation

Action Step		
• Teachers will participate in professional learning with IU13 to enhance Station Rotation instructional delivery. Contract will develop to specify schedule of professional learning.		
Audience		
7th through 9th grade members will participate in Cohort for station rotation professional development		
Topics to be Included		
Staff Members		
Evidence of Learning		
Completion of in house training		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2025-10-01	2026-05-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly and individual training
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

MTSS

Action Step		
Schedule/plan for training team in the MTSS system is developed		
Audience		
Staff		
Topics to be Included		
MTSS for Novice Secondary Schools		
Evidence of Learning		
Staff will be asked to implement strategies from the session		
Lead Person/Position	Anticipated Start	Anticipated Completion
MTSS Lead	2025-10-02	2026-05-15

Learning Format

Type of Activities	Frequency
Inservice day	4 times this school year plus follow-up throughout year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

K-12 Swipe Training

Action Step		
K-12 Swipe systems for improved attendance is enabled and implemented.		
Audience		
Guidance, attendance staff		
Topics to be Included		
K-12 Swipe system		
Evidence of Learning		
Staff will be asked to implement for daily attendance		
Lead Person/Position	Anticipated Start	Anticipated Completion
IT Director	2025-10-01	2025-10-23

Learning Format

Type of Activities	Frequency
Workshop(s)	1x
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files	
Board Affirmation Statement JR-SR HS CSI Plan 2025-2026 SY signed_e5a2272c.pdf	

Chief School Administrator	Date
Willie Slade	2025-12-10
Building Principal Signature	Date
Steve Shuleski	2025-12-19
School Improvement Facilitator Signature	Date
Amanda K. Maulfair	2025-12-11