

Upper Darby SHS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Upper Darby SHS		125239452
Address 1		
601 North Lansdowne Avenue		
Address 2		
City	State	Zip Code
Drexel Hill	PA	19026
Chief School Administrator		Chief School Administrator Email
Dr Daniel P McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Dr. Craig Parkinson		
Principal Email		
cparkinson@upperdarbysd.org		
Principal Phone Number		Principal Extension
6106227000		
School Improvement Facilitator Name		School Improvement Facilitator Email
Denise Flavin-Lefferts		dflavin-lefferts@dcui.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Daniel McGarry	Chief School Administrator	Upper Darby School District	dmcgarry@upperdarbysd.org
Ms. Kelley Simone	District Level Leaders	Upper Darby School District	ksimone@upperdarbysd.org
Dr. Craig Parkinson	Principal	Upper Darby School District	cparkinson@upperdarbysd.org
Ms. Denise Flavin-Lefferts	Education Specialist	Delaware County Intermediate Unit	dflavin-lefferts@dciu.org
Ms. Stephanie Sitek	Principal	Upper Darby School District	sitek@upperdarbysd.org
Mr. Lonnie Diggs	Principal	Upper Darby School District	ldiggs@upperdarbysd.org
Mr. Joseph Niagara	Principal	Upper Darby School District	jniagara@upperdarbysd.org
Dr. Alexandria Anderson-Johnson	Principal	Upper Darby School District	aanderson@upperdarbysd.org
Ms. Kathleen Flanagan	Principal	Upper Darby School District	kflanagan@upperdarbysd.org
Mr. Joshua Peterkin	Principal	Upper Darby School District	jpeterkin@upperdarbysd.org
Mr. Terrance Williams	Principal	Upper Darby School District	twilliams@upperdarbysd.org
Mr. Jason Kushak	Principal	Upper Darby School District	jkushak@upperdarbysd.org
Mr. Brian Boeshore	Teacher	Upper Darby School District	
Mr. Daniel Hoban	Teacher	Upper Darby School District	
Mr. John Grinarm	Teacher	Upper Darby School District	
Mr. Robert Noethis	Teacher	Upper Darby School District	
Mr. Jerry Ryan	Teacher	Upper Darby School District	
Ms. Jennifer Barry	Teacher	Upper Darby School District	
Ms. Melanie Mascintonio	Teacher	Upper Darby School District	
Ms. Lauren Thomas	Teacher	Upper Darby School District	
Ms. Marie Hamilton	Teacher	Upper Darby School District	
Ms. Haley Keller	Teacher	Upper Darby School District	
Ms. Chloe Thompson	Student	Upper Darby School District	
Ms. Steven Sarti	Parent	Upper Darby School District	N/A

Vision for Learning

Vision for Learning

Upper Darby High School is committed to empowering every learner to develop the knowledge, skills, and confidence needed to succeed and thrive in a constantly evolving world. Together, our faculty, administrators, parents, and staff work in partnership to cultivate a welcoming and inclusive school community grounded in respect, support, and high expectations. Through this shared commitment, we strive to provide a comprehensive and challenging educational experience that nurtures growth, celebrates diversity, and ensures all students feel valued and inspired each day.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

English Learner subgroup - Literature Keystone SY 2024-25 - exceeded the statewide growth standard, increased from SY 2023-24, 52.0 to 73.0
Algebra Keystone SY 2024-25 - Students with Disabilities subgroup -exceeded the statewide growth standard
Algebra Keystone SY 2024-25 - English Learners subgroup - exceeded the statewide growth standard
Algebra Keystone SY 2024-25 - Hispanic subgroup - met the statewide growth standard 51.0 to 75.0
All student group SY 2024-25 - did not meet the statewide growth standard for Growth expectations (PVAAS) in Literature Keystone

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.

All student group SY 2024-25 - did not meet the statewide growth standard for Growth expectations (PVAAS) in Literature Keystone
Students with Disabilities subgroup - Literature Keystone SY 2024-25 - did not meet the statewide growth standard
All student group SY 2024-25 - did not meet the statewide growth standard for Growth expectations (PVAAS) in Algebra Keystone
57.9% of the all student group had regular attendance SY 2023-24 - decrease from SY 2022-23 (60.9%)
46.4% of Students with disabilities subgroup had regular attendance SY 2023-24 - decrease from SY 2022-23 (47.4%)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Semester 1 of the 2025-2026 School Year, American Literature class pass rate	74% pass rate
Reading MAP Achievement, Fall 2025 to Winter 2026	9th grade - Increase in median achievement from Fall to Winter (45st to 53rd percentile) 10th grade - Increase in median achievement from Fall to Winter (53rd to 54th percentile)
IXL Skill Proficiency	9th grade SWD- 0.48 proficient skills gained per week per student (goal is 2+)
MAP Participation	9th graders with Fall and Winter Score- 600 10th graders with Fall and Winter Score- 321
Reading MAP Growth	9th grade - Increase in growth from Fall to Winter (45th percentile to 55th percentile) 10th grade - Increase in growth from Fall to Winter (53rd to 56th percentile)

English Language Arts Summary

Strengths

Semester 1 of the 2025-2026 School Year, American Literature class pass rate- 74% pass rate
Reading MAP Achievement, Fall 2025 to Winter 2026 9th grade - Increase in median achievement from Fall to Winter (45st to 53rd percentile) 10th grade - Increase in median achievement from Fall to Winter (53rd to 54th percentile)
Reading MAP Growth 9th grade - Increase in growth from Fall to Winter (45th percentile to 55th percentile) 10th grade - Increase in growth from Fall to Winter (53rd to 56th percentile)

Challenges

IXL Skill Proficiency 9th grade SWD- 0.48 proficient skills gained per week per student (goal is 2+)
MAP Participation 9th graders with Fall and Winter Score- 600 10th graders with Fall and Winter Score- 321

Mathematics

Data	Comments/Notable Observations
Math MAP Achievement, Fall 2025 to Winter 2026	9th grade - Increase in median achievement from Fall to Winter (23rd to 29th percentile) 10th grade - Increase in median achievement from Fall to Winter (18th to 22nd percentile)
Math MAP Growth, Fall 2025 to Winter 2026	9th grade - Increase in growth from Fall to Winter (19th percentile to 29th percentile) 10th grade - Increase in growth from Fall to Winter (17th to 21st percentile)
IXL Math data	9th grade SWD- 0.63 proficient skills gained per week per student (goal is 2+)
Semester 1 of the 2025-2026 School Year pass rate	63% Pass Rate which is a decrease from the previous school year
All student MAP Participation	9th graders with Fall and Winter Score- 601 10th graders with Fall and Winter Score- 217

Mathematics Summary

Strengths

Math MAP Achievement, Fall 2025 to Winter 2026 9th grade - Increase in median achievement from Fall to Winter (23rd to 29th percentile) 10th grade - Increase in median achievement from Fall to Winter (18th to 22nd percentile)
Math MAP Growth, Fall 2025 to Winter 2026 9th grade - Increase in growth from Fall to Winter (19th percentile to 29th percentile) 10th grade - Increase in growth from Fall to Winter (17th to 21st percentile)

Challenges

IXL Math data 9th grade SWD- 0.63 proficient skills gained per week per student (goal is 2+)
All student MAP Participation 9th graders with Fall and Winter Score- 601 10th graders with Fall and Winter Score- 217
Semester 1 of the 2025-2026 School Year pass rate 63% Pass Rate which is a decrease from the previous school year

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Semester 1 of the 2025--2026 School Year Biology pass rate	79% pass rate which is an increase from the previous school year, 71%
Clubs dedicated to Science, Technology, Engineering	Baking in Science Club- Uses science principles to explain baking and then uses in practice to create different foods Computer Building Club- Students will have the opportunity to learn a skill set not often taught within school that could be useful for their futures, the club also acts as an outlet for student to express their creativity. Computer Science Club- Computer science is a growing industry, allowing students to share their ideas and learn from each other will benefit anyone who aims to have a career in the field. Future Health Professionals- Encourage students interested in all aspects of health-related careers. Students will complete activities that expose them to various career skills. Mechatronics- Students are involved in a year-long engineering process which includes analyzing objectives, prototyping mechanism, coding the controller, troubleshooting problems, collaborating with peers, building the final prototype, testing and making adjustments, all while documenting the entire process. Mind and Medicine Club- The Mind and Medicine Club helps students strengthen both their minds and hearts-- creating future healthcare leaders who understand the human side of medicine. Women in STEM- This club will provide a place for female students to perform STEM activities and experiments supplemental to the science curriculum.
UD Robotics and Engineering Team	Students are involved in a year-long engineering process which includes analyzing objectives, prototyping mechanisms, troubleshooting problems, collaborating with peers, building the final prototype, testing, and making adjustments, all while documenting the entire process. The Robotics team participates in competitions.
CDT	Piloted administering CDTs in General Science and Biology. Were not done with fidelity

Science, Technology, and Engineering Education Summary

Strengths

Semester 1 of the 2025--2026 School Year Biology pass rate-79% pass rate which is an increase from the previous school year, 71%

Clubs dedicated to Science, Technology, Engineering-Baking in Science Club- Uses science principles to explain baking and then uses in practice to create different foods Computer Building Club- Students will have the opportunity to learn a skill set not often taught within school that could be useful for their futures, the club also acts as an outlet for student to express their creativity. Computer Science Club- Computer science is a growing industry, allowing students to share their ideas and learn from each other will benefit anyone who aims to have a career in the field. Future Health Professionals- Encourage students interested in all aspects of health-related careers. Students will complete activities that expose them to various career skills. Mechatronics- Students are involved in a year-long engineering process which includes analyzing objectives, prototyping mechanism, coding the controller, troubleshooting problems, collaborating with peers, building the final prototype, testing and making adjustments, all while documenting the entire process. Mind and Medicine Club- The Mind and Medicine Club helps students strengthen both their minds and hearts-- creating future healthcare leaders who understand the human side of medicine. Women in STEM- This club will provide a place for female students to perform STEM activities and experiments supplemental to the science curriculum.

UD Robotics and Engineering Team-Students are involved in a year-long engineering process which includes analyzing objectives, prototyping mechanisms, troubleshooting problems, collaborating with peers, building the final prototype, testing, and making adjustments, all while documenting the entire process. The Robotics team participates in competitions.

Challenges

CDT (Classroom Diagnostic Tools)-Piloted administering CDTs in General Science and Biology. Were not done with fidelity

Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career week	Celebrated multiple pathways including an all day College and Career Fair with over 100 participating colleges, universities, and different careers
PA Future Focus course	Course is a graduation requirement which is offered to all grades; The course is taught by the school counselor - it is a combination of Financial Literacy and Career exploration SY 2025 - 26 first semester - 476 students were enrolled SY 2025 - 26 second semester - 485 students were enrolled
Work Ready Panel and Employer Meet & Greet	The counselors for the Class of 2026 hosted an event for our seniors to hear from a variety of employers and organizations about what employers are looking for in the hiring process. Because we have partnered with the Delaware County Chamber of Commerce, Main Line Chamber of Commerce and the Delaware County Workforce, students who have told us they want to enter the workforce, attend a trade school or attend DCCC were invited.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Percent CTE Program of Study Concentration	190 students are enrolled in the CTE program - offered to 10th, 11th and 12th grades 1st year students - 99 Returning students - 91

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.

College and Career week- Celebrated multiple pathways including an all day College and Career Fair with over 100 participating colleges, universities, and different careers
PA Future Focus course-Course is a graduation requirement (Starting for Class of 2027) which is offered to all grades; The course is taught by the school counselor - it is a combination of Financial Literacy and Career exploration SY 2025 - 26 first semester - 476 students were enrolled SY 2025 - 26 second semester - 485 students were enrolled

Work Ready Panel and Employer Meet & Greet-The counselors for the Class of 2026 hosted an event for our seniors to hear from a variety of employers and organizations about what employers are looking for in the hiring process. Because we have partnered with the Delaware County Chamber of Commerce, Main Line Chamber of Commerce and the Delaware County Workforce, students who have told us they want to enter the workforce, attend a trade school or attend DCCC were invited.

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.

Percent CTE Program of Study Concentration- 190 students are enrolled in the CTE program - offered to 10th, 11th and 12th grades 1st year students - 99 Returning students - 91 Applications were lower than previous school years.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Reading MAP Achievement, Fall 2025 to Winter 2026	Increased in median achievement from Fall 2025 (2%) to Winter 2026 (5%)
Math MAP Growth, Fall 2025 to Winter 2026	66% of students exceeded expected growth
Math MAP Achievement, Fall 2025 to Winter 2026	Decreased in median achievement from Fall 2025 (4%) to Winter 2026 (3%)
ACCESS Testing Results	The number of students testing increased by comparison from 2023-2024 SY to 2024-2025 SY. The mean scores in each reporting category increased in Below Basic and Basic overall over these two test years. Number of students scoring Proficient and Advanced have decreased
Enrollment of EL students	16% of the student population - 670 students Total school enrollment _4190_ students
MAP Participation	Participation: Math - 81% students took both Fall and Winter ELA - 100% students took both Fall and Winter

Students with Disabilities

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

Data	Comments/Notable Observations
Reading MAP Growth, Fall 2025 to Winter 2026	9% of students exceeded expected growth
Reading MAP Achievement, Fall 2025 to Winter 2026	Decrease in median achievement from Fall 2025 to Winter 2026
Math MAP Growth, Fall 2025 to Winter 2026	6% of students exceeded expected growth
Math MAP Achievement, Fall 2025 to Winter 2026	Increase in median achievement from Fall 2025 to Winter 2026
Enrollment of students with disabilities	Low participation: Math- 155 out of 287 students took both Fall and Winter ELA- 54 out of 159 students took both Fall and Winter

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	16.6% of total student population 47% of the school population are 9th and 10th grades - 1,985 students Hispanic subgroup - 17% of the 9th and 10th grade students (346 students)
Hispanic	Reading MAP Growth, Fall 2025 to Winter 2026-67% of students met/exceeded expected growth Reading MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (36th to 42th percentile)

Hispanic	Math MAP Growth, Fall 2025 to Winter 2026 16.6% of total student population 55% of students met/exceeded expected growth Math MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (13th to 17th percentile)
Black	50.9% of total student population 47% of the school population are 9th and 10th grades (1,985 students) Black subgroup - 51% of the 9th and 10th grade students (1,009 students)
Black	Reading MAP Growth, Fall 2025 to Winter 2026 545 students took Fall 2025 and Winter 2026 64% of students met/exceeded expected growth Reading MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (39th to 46th percentile)
Black	Math MAP Growth, Fall 2025 to Winter 2026 50.9% of total student population 61% of students exceeded expected growth Math MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (18th to 27th percentile)

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.

Hispanic- Reading MAP Growth, Fall 2025 to Winter 2026-67% of students met/exceeded expected growth Reading MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (36th to 42th percentile)
Hispanic- Reading MAP Growth, Fall 2025 to Winter 2026- 545 students took Fall 2025 and Winter 2026 64% of students met/exceeded expected growth Reading MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (39th to 46th percentile)
Black subgroup Math MAP Growth, Fall 2025 to Winter 2026 50.9% of total student population 61% of students exceeded expected growth Math MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (18th to 27th percentile)

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.

Decrease in MAP test takers from Fall to Winter

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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
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	Emerging

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Align curricular materials and lesson plans to the PA Standards

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Identify professional learning needs through analysis of a variety of data
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Identify and address individual student learning needs

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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Provide frequent, timely, and systematic feedback and support on instructional practices
Implement a multi-tiered system of supports for academics and behavior
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Continuously monitor implementation of the school improvement plan and adjust as needed
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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
English Learner subgroup - Literature Keystone SY 2024-25 - exceeded the statewide growth standard, increased from SY 2023-24, 52.0 to 73.0	True
Algebra Keystone SY 2024-25 - Students with Disabilities subgroup -exceeded the statewide growth standard	True
Algebra Keystone SY 2024-25 - English Learners subgroup - exceeded the statewide growth standard	True
Algebra Keystone SY 2024-25 - Hispanic subgroup - met the statewide growth standard 51.0 to 75.0	True
Semester 1 of the 2025-2026 School Year, American Literature class pass rate- 74% pass rate	False
Reading MAP Achievement, Fall 2025 to Winter 2026 9th grade - Increase in median achievement from Fall to Winter (45st to 53rd percentile) 10th grade - Increase in median achievement from Fall to Winter (53rd to 54th percentile)	False
Reading MAP Growth 9th grade - Increase in growth from Fall to Winter (45th percentile to 55th percentile) 10th grade - Increase in growth from Fall to Winter (53rd to 56th percentile)	True
Math MAP Achievement, Fall 2025 to Winter 2026 9th grade - Increase in median achievement from Fall to Winter (23rd to 29th percentile) 10th grade - Increase in median achievement from Fall to Winter (18th to 22nd percentile)	False
Math MAP Growth, Fall 2025 to Winter 2026 9th grade - Increase in growth from Fall to Winter (19th percentile to 29th percentile) 10th grade - Increase in growth from Fall to Winter (17th to 21st percentile)	True
Semester 1 of the 2025--2026 School Year Biology pass rate-79% pass rate which is an increase from the previous school year, 71%	False
Clubs dedicated to Science, Technology, Engineering-Baking in Science Club- Uses science principles to explain baking and then uses in practice to create different foods Computer Building Club- Students will have the opportunity to learn a skill set not often taught within school that could be useful for their futures, the club also acts as an outlet for student to express their creativity. Computer Science Club- Computer science is a growing industry, allowing students to share their ideas and learn from each other will benefit anyone who aims to have a career in the field. Future Health Professionals- Encourage students interested in all aspects of health-related careers. Students will complete activities that expose them to various career skills. Mechatronics- Students are involved in a year-long engineering process which includes analyzing objectives, prototyping mechanism, coding the controller, troubleshooting problems, collaborating with peers, building the final prototype, testing and making adjustments, all while documenting the entire process. Mind and Medicine Club- The Mind and Medicine Club helps students strengthen both their minds and hearts-- creating future healthcare leaders who understand the human side	False

of medicine. Women in STEM- This club will provide a place for female students to perform STEM activities and experiments supplemental to the science curriculum.	
UD Robotics and Engineering Team-Students are involved in a year-long engineering process which includes analyzing objectives, prototyping mechanisms, troubleshooting problems, collaborating with peers, building the final prototype, testing, and making adjustments, all while documenting the entire process. The Robotics team participates in competitions.	False
College and Career week- Celebrated multiple pathways including an all day College and Career Fair with over 100 participating colleges, universities, and different careers	False
PA Future Focus course-Course is a graduation requirement (Starting for Class of 2027) which is offered to all grades; The course is taught by the school counselor - it is a combination of Financial Literacy and Career exploration SY 2025 - 26 first semester - 476 students were enrolled SY 2025 - 26 second semester - 485 students were enrolled	False
Work Ready Panel and Employer Meet & Greet-The counselors for the Class of 2026 hosted an event for our seniors to hear from a variety of employers and organizations about what employers are looking for in the hiring process. Because we have partnered with the Delaware County Chamber of Commerce, Main Line Chamber of Commerce and the Delaware County Workforce, students who have told us they want to enter the workforce, attend a trade school or attend DCCC were invited.	False
Align curricular materials and lesson plans to the PA Standards	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
All student group SY 2024-25 - did not meet the statewide growth standard for Growth expectations (PVAAS) in Literature Keystone	False
Identify professional learning needs through analysis of a variety of data	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Identify and address individual student learning needs	False
Hispanic- Reading MAP Growth, Fall 2025 to Winter 2026-67% of students met/exceeded expected growth Reading MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (36th to 42th percentile)	False
Hispanic- Reading MAP Growth, Fall 2025 to Winter 2026- 545 students took Fall 2025 and Winter 2026 64% of students met/exceeded expected growth Reading MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (39th to 46th percentile)	False
Black subgroup Math MAP Growth, Fall 2025 to Winter 2026 50.9% of total student population 61% of students exceeded expected growth Math MAP achievement Fall 2025 to Winter 2026 increase in median achievement from Fall 2025 to Winter 2026 (18th to 27th percentile)	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
Students with Disabilities subgroup - Literature Keystone SY 2024-25 - did not meet the statewide growth standard	True
57.9% of the all student group had regular attendance SY 2023-24 - decrease from SY 2022-23 (60.9%)	True
46.4% of Students with disabilities subgroup had regular attendance SY 2023-24 - decrease from SY 2022-23 (47.4%)	True
IXL Skill Proficiency 9th grade SWD- 0.48 proficient skills gained per week per student (goal is 2+)	False
MAP Participation 9th graders with Fall and Winter Score- 600 10th graders with Fall and Winter Score- 321	True
IXL Math data 9th grade SWD- 0.63 proficient skills gained per week per student (goal is 2+)	False
All student MAP Participation 9th graders with Fall and Winter Score- 601 10th graders with Fall and Winter Score- 217	True
Semester 1 of the 2025-2026 School Year pass rate 63% Pass Rate which is a decrease from the previous school year	False
CDT (Classroom Diagnostic Tools)-Piloted administering CDTs in General Science and Biology. Were not done with fidelity	False
Percent CTE Program of Study Concentration- 190 students are enrolled in the CTE program - offered to 10th, 11th and 12th grades 1st year students - 99 Returning students - 91 Applications were lower than previous school years.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Implement a multi-tiered system of supports for academics and behavior	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Continuously monitor implementation of the school improvement plan and adjust as needed	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
All student group SY 2024-25 - did not meet the statewide growth standard for Growth expectations (PVAAS) in Literature Keystone	True
All student group SY 2024-25 - did not meet the statewide growth standard for Growth expectations (PVAAS) in Algebra Keystone	True
Decrease in MAP test takers from Fall to Winter	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.

Overall student growth in Keystone Literature, including all student groups and subgroups, black, students with disabilities, did not meet or exceed statewide growth expectations. The exception was the English Learner (EL) subgroup, which demonstrated increased growth and exceeded statewide expectations. Student growth in

Keystone Algebra, including all student groups and black subgroup did not meet or exceed statewide growth expectations. The exception was the English Learner (EL) subgroup, Students with Disabilities subgroup and Hispanic subgroup which demonstrated increased growth and exceeded statewide expectations. Attendance continues to be a significant challenge, with an overall decrease for all student group and designated subgroups. Declining attendance rates have impacted student consistency and engagement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with Disabilities subgroup - Literature Keystone SY 2024-25 - did not meet the statewide growth standard		False
57.9% of the all student group had regular attendance SY 2023-24 - decrease from SY 2022-23 (60.9%)	46.4% of Students with disabilities subgroup had regular attendance SY 2023-24 - decrease from SY 2022-23 (47.4%) 56.8% of the English Learners subgroup had regular attendance SY 2023-24 - decrease from SY 2022-23 (59.7%) 55.2% of the Black subgroup had regular attendance SY 2023-24 - decrease from SY 2022-23 (58.2%) 49.4% of the Hispanic subgroup had regular attendance SY 2023-24 - decrease from SY 2022-23 (55.8%) 73.1% of the Asian subgroup had regular attendance SY 2023-24 - increase from SY 2022-23 (72.9%) 51.5% of the 2 or more races subgroup had regular attendance SY 2023-24 - increase from SY 2022-23 (43.4%) Family Socioeconomic Barriers Student Belonging and Engagement	True
46.4% of Students with disabilities subgroup had regular attendance SY 2023-24 - decrease from SY 2022-23 (47.4%)		False
MAP Participation 9th graders with Fall and Winter Score- 600 10th graders with Fall and Winter Score- 321	Transportation Issues Family Socioeconomic Barriers Student Belonging and Engagement Lack of Motivation to Test Lack of Understanding of Test and it's purpose Information about test schedules, expectations, and benefits are not consistently communicated Low Teacher buy-in or emphasis on testing	False
All student MAP Participation 9th graders with Fall and Winter Score- 601 10th graders with Fall and Winter Score- 217	Transportation Issues Family Socioeconomic Barriers Student Belonging and Engagement Lack of Motivation to Test Lack of Understanding of Test and it's purpose Information about test schedules, expectations, and benefits are not consistently communicated Low Teacher buy-in or emphasis on testing	False
Implement a multi-tiered system of supports for academics and behavior		False
Continuously monitor implementation of the school improvement plan and adjust as needed		False

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically		False
All student group SY 2024-25 - did not meet the statewide growth standard for Growth expectations (PVAAS) in Literature Keystone	Lack of on-going progress monitoring Inconsistency with implementation of available interventions Student Belonging and Engagement Lack of Motivation to Test Lack of Understanding of Test and it's purpose Information about test schedules, expectations, and benefits are not consistently communicated	True
All student group SY 2024-25 - did not meet the statewide growth standard for Growth expectations (PVAAS) in Algebra Keystone	Lack of on-going progress monitoring Inconsistency with implementation of available interventions Student Belonging and Engagement Lack of Motivation to Test Lack of Understanding of Test and it's purpose Information about test schedules, expectations, and benefits are not consistently communicated	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
English Learner subgroup - Literature Keystone SY 2024-25 - exceeded the statewide growth standard, increased from SY 2023-24, 52.0 to 73.0	
Algebra Keystone SY 2024-25 - Students with Disabilities subgroup -exceeded the statewide growth standard	
Algebra Keystone SY 2024-25 - English Learners subgroup - exceeded the statewide growth standard	
Algebra Keystone SY 2024-25 - Hispanic subgroup - met the statewide growth standard 51.0 to 75.0	
Reading MAP Growth 9th grade - Increase in growth from Fall to Winter (45th percentile to 55th percentile) 10th grade - Increase in growth from Fall to Winter (53rd to 56th percentile)	
Math MAP Growth, Fall 2025 to Winter 2026 9th grade - Increase in growth from Fall to Winter (19th percentile to 29th percentile) 10th grade - Increase in growth from Fall to Winter (17th to 21st percentile)	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically, then attendance for the all student group and the designated subgroups will increase.
	If we implement evidence-based interventions, inclusive instruction, culturally responsive family engagement, and bi-weekly data reviews in PLC meetings, then achievement gaps will decrease and measureable growth will be show in Literature while ensuring equitable access for all students including designated subgroups, students with disabilities, English Learners, African American/Black and Hispanic.

	If we implement evidence-based interventions, inclusive instruction, culturally responsive family engagement, and bi-weekly data reviews in PLC meetings, then achievement gaps will decrease and measureable growth will be in Algebra while ensuring equitable access for all students including designated subgroups, students with disabilities, English Learners, African American/Black and Hispanic.
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Goal Setting

Priority: If we promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically, then attendance for the all student group and the designated subgroups will increase.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 15, 2027, attendance for students with disabilities and English learners will increase the regular attendance average from 2023-24 school year average of 57.9% to 70% through targeted interventions, including personalized check-ins, mentorship and culturally family outreach.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, 85% of students will demonstrate regular attendance.	By December 30, 2026, 80% of students will demonstrate regular attendance.	By March 30, 2027, 75% of students will demonstrate regular attendance.	By June 15, 2027, 70% of students will demonstrate regular attendance.

Priority: If we implement evidence-based interventions, inclusive instruction, culturally responsive family engagement, and bi-weekly data reviews in PLC meetings, then achievement gaps will decrease and measureable growth will be show in Literature while ensuring equitable access for all students including designated subgroups, students with disabilities, English Learners, African American/Black and Hispanic.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 15, 2027, at least 70% of 9th and 10th grade Literature students in each designated subgroups, English Learners, Black subgroup and Hispanic subgroup will show measurable improvement (at least 120-point growth from baseline, Q1 IXL diagnostic) in their overall Reading diagnostic score.			
Measurable Goal Nickname (35 Character Max)			
Literature - IXL Growth (EL, Black and Hispanic subgroups)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, 85% of students in the designated subgroups, English Learners, Black subgroup and Hispanic subgroup will successfully complete an average of 2.0 IXL skills per week in Reading.	By December 30, 2026, students in the designated subgroups, English Learners, Black subgroup and Hispanic subgroup will achieve at least a 40 point growth on IXL in Reading.	By March 30, 2027, students in the designated subgroups, English Learners, Black subgroup and Hispanic subgroup will achieve at least a 80 point growth on IXL in Reading.	By June 15, 2027, students in the designated subgroups, English Learners, Black subgroup and Hispanic subgroup will achieve at least a 120 point growth in on IXL Reading.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)

By June 15, 2027, students in the designated subgroup, Students with Disabilities will achieve at least a 120 point growth in on IXL Reading. MAP achievement- By June 15, 2027, ___% of Students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ___% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.			
Measurable Goal Nickname (35 Character Max)			
Reading MAP/IXL - Students with Disabilities			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, 85% of students in the designated subgroup, Students with Disabilities will successfully complete an average of 2.0 IXL skills per week in Reading.	By December 30, 2026, students in the designated subgroup, Students with Disabilities will achieve at least a 40 point growth on IXL in Reading. MAP achievement- ___% of Students with disabilities will achieve a RIT score about the 41st percentile in the Fall Assessment	By March 30, 2027, students in the designated subgroup, Students with Disabilities will achieve at least a 80 point growth on IXL in Reading. MAP achievement- By March 30, 2027, ___% of Students with disabilities will achieve a RIT score about the 41st percentile in the Winter Assessment MAP Growth By March 30, 2027, ___% students with disabilities will met/exceed their projected growth Fall 2026 to Winter 2027.	By June 15, 2027, students in the designated subgroup, Students with Disabilities will achieve at least a 120 point growth in on IXL Reading. MAP achievement- By June 15, 2027, ___% of Students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ___% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.

Priority: If we implement evidence-based interventions, inclusive instruction, culturally responsive family engagement, and bi-weekly data reviews in PLC meetings, then achievement gaps will decrease and measureable growth will be in Algebra while ensuring equitable access for all students including designated subgroups, students with disabilities, English Learners, African American/Black and Hispanic.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, at least 70% of all Algebra students in each designated subgroups, English Learners, Black subgroup and Hispanic subgroup will show measurable improvement (at least 120-point growth from baseline, Q1 IXL diagnostic) in their overall math diagnostic score.			
Measurable Goal Nickname (35 Character Max)			
Algebra - IXL Growth (EL, Black and Hispanic subgroups)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, 85% of students in the designated subgroups, English Learners, Black subgroup and Hispanic subgroup will successfully complete an average of 2.0 IXL skills per week in Math.	By December 30, 2026, students in the designated subgroups, English Learners, Black subgroup and Hispanic subgroup will achieve at least a 40 point growth on IXL in Math.	By March 30, 2027, students in the designated subgroups, English Learners, Black subgroup and Hispanic subgroup will achieve at least a 80 point growth on IXL in Math.	By June 15, 2027, students in the designated subgroups, English Learners, Black subgroup and Hispanic subgroup will achieve at least a 120 point growth on IXL in Math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 15, 2027, students in the designated subgroup, students with disabilities will achieve at least a 120 point growth in on IXL Math. MAP achievement- By June 15, 2027, ____% of students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ____% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.			
Measurable Goal Nickname (35 Character Max)			
Algebra MAP/IXL - Students with Disabilities			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026,	By December 30, 2026,	By March 30, 2027, students in the designated subgroup, Students with Disabilities will achieve at least a 80 point growth on IXL in Math. MAP achievement- By March 30, 2027, ____% of Students with disabilities will achieve a RIT score about the 41st percentile in the Winter Assessment MAP Growth By March 30, 2027, ____% students with disabilities will met/exceed their projected growth Fall 2026 to Winter 2027.	By June 15, 2027, students in the designated subgroup, Students with Disabilities will achieve at least a 120 point growth in on IXL Math. MAP achievement- By June 15, 2027, ____% of Students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ____% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.

Action Plan

Measurable Goals

Attendance	Literature - IXL Growth (EL, Black and Hispanic subgroups)
Reading MAP/IXL - Students with Disabilities	
Algebra - IXL Growth (EL, Black and Hispanic subgroups)	Algebra MAP/IXL - Students with Disabilities

Action Plan For: ELL Mentor Program

Measurable Goals:
By June 15, 2027, attendance for students with disabilities and English learners will increase the regular attendance average from 2023-24 school year average of 57.9% to 70% through targeted interventions, including personalized check-ins, mentorship and culturally family outreach.

Action Step		Anticipated Start Date	Anticipated Completion Date
ELL Mentoring Program Pairing Students in our lower levels of ELL classes with a teacher as a Case Management List to help foster a sense of belonging and community for our struggling learners and families		2026-08-18	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistamt Principal apprasier for ELL- Jason Kushak ELL Department Chair- Jen Berry EL Department Teachers	Attendance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify Students and create case management list Match based on student needs, mentor strengths, and shared interests when possible. Keep case management ratios manageable (no more than 10 students:1 teacher) Schedule an introductory session to establish expectations and rapport.		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistamt Principal apprasier for ELL- Jason Kushak ELL Department Chair- Jen Berry EL Department Teachers	Attendance Data Class Lists	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing mentor training on: Relationship-building techniques Restorative practices Cultural competency and trauma-informed approaches		2026-08-24	2026-05-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistamt Princpal apprasier for ELL- Jason Kushak ELL Department Chair- Jen Berry EL Department Teachers	Attendance Data Class Lists	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop Mentorship Structure and Schedule Set a consistent meeting schedule (e.g., weekly check-ins during advisory, lunch, or before school). Provide guidelines for goal setting, behavior reflection, and progress monitoring. Use tools such as attendance tracking sheets and progress logs.		2026-08-24	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistamt Princpal apprasier for ELL- Jason Kushak ELL Department Chair- Jen Berry EL Department Teachers	Attendance Data Class Lists	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collaborate with Teachers and Support Staff Communicate regularly with classroom teachers, counselors, and behavior teams. Include mentors in student support meetings when appropriate. Create a feedback loop so teachers can report behavior changes or concerns.		2026-09-14	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistamt Princpal apprasier for ELL- Jason Kushak ELL Department Chair- Jen Berry EL Department Teachers	Attendance Data Class Lists	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor Progress and Adjust Supports Track key metrics: attendance, grades, and SEL indicators. Hold monthly case manager debriefs to share strategies and adjust pairings/supports as needed. Celebrate small successes and milestones with students to reinforce positive growth.		2026-09-30	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistamt Princpal apprasier for ELL- Jason Kushak ELL Department Chair- Jen Berry EL Department Teachers	Attendance Data Class Lists	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Engage families Inform families of their child's participation and the purpose of the program. Invite families to participate in goal setting or end-of-term celebrations.		2026-09-30	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistamt Princpal apprasier for ELL- Jason Kushak ELL Department Chair- Jen Berry EL Department Teachers	Attendance Data Class Lists	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The ELL mentorship program is expected to reduce disciplinary referrals, improve attendance, and increase academic engagement. By fostering strong mentor-student relationships and providing consistent support, mentees will show improved behavior and attendance. Students will also build stronger social-emotional skills such as self-regulation and goal setting, contributing to a more positive school climate and a greater sense of belonging. By fostering a strong case manager - EL student relationship and providing consistent support, EL students will show improved attendance	Track student behavior referrals, detentions, and suspensions. Monitor attendance and tardiness regularly. Review student grades and class participation. Have mentors complete weekly check-in logs. EL case managers complete weekly spreadsheet EL case managers - monthly meeting agenda and notes Use monthly student self-reflections. Collect short teacher feedback on behavior and effort. Hold regular staff meetings to review progress and adjust supports.

Action Plan For: Common Lanuguage Assessment

Measurable Goals:
- By June 15, 2027, at least 70% of 9th and 10th grade Literature students in each designated subgroups, English Learners, Black subgroup and Hispanic subgroup will show measurable improvement (at least 120-point growth from baseline, Q1 IXL diagnostic) in their overall Reading diagnostic score. - By June 15, 2027, students in the designated subgroup, Students with Disabilities will achieve at least a 120 point growth in on IXL Reading. MAP achievement- By June 15, 2027, _% of Students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ____% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.

Action Step		Anticipated Start Date	Anticipated Completion Date
Review curriculum map and used backward designed instruction to support instruction lined to the CLA's		2026-08-31	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

EL Teacher Staff EL Department Chair- Jen Berry Assistant Principal in charge of EL-Jason Kushak	Curriculum maps, ACCESS Key Uses, assessment calendar and CLA assessment	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
100% of EL students will complete the CLA's in the following areas: Reading, Writing, Speaking and Listening		2026-11-02	2026-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teacher Staff EL Department Chair- Jen Berry Assistant Principal in charge of EL-Jason Kushak	CLA assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
100% of EL students will complete the CLA's in the following areas: Reading, Writing, Speaking and Listening		2027-06-01	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teacher Staff EL Department Chair- Jen Berry Assistant Principal in charge of EL-Jason Kushak	CLA assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Meetings		2026-11-16	2026-12-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teacher Staff EL Department Chair- Jen Berry Assistant Principal in charge of EL-Jason Kushak Supervisor of MtSS and ELL-Joanna DeMarco	Student data from CLA Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Meetings		2027-04-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teacher Staff EL Department Chair- Jen Berry Assistant Principal in charge of	Student data from CLA Assessment	No	

EL-Jason Kushak Supervisor of MtSS and ELL-Joanna DeMarco			
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Action Step		Anticipated Start Date	Anticipated Completion Date
Data Meetings		2027-06-01	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teacher Staff EL Department Chair- Jen Berry Assistant Principal in charge of EL-Jason Kushak Supervisor of MtSS and ELL-Joanna DeMarco	Student data from CLA Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teachers EL Department Chair- Jen Berry Assistant Principal in charge of EL Department-Jason Kushak	Student Data from ACCESS Results and CLA Final Assessment from 25-26 SY	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2026-12-01	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teachers EL Department Chair- Jen Berry Assistant Principal in charge of EL Department-Jason Kushak	CLA Results, ACCESS scores, IXL scores, MAP Results, Teacher input	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2027-04-05	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teachers EL Department Chair- Jen Berry Assistant Principal in charge of EL Department-Jason Kushak	CLA Results, ACCESS scores, IXL scores, MAP Results, Teacher input	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2027-06-01	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teachers EL Department Chair- Jen Berry Assistant Principal in charge of EL Department-Jason Kushak	CLA Results, ACCESS scores, IXL scores, MAP Results, Teacher input	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute ACCESS Test Results from 25-26 SY to parents/guardians		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joanna DeMarco, Daniel Kitchen	Individual Student Access Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute CLA Test Results from 25-26 SY to parents/guardians		2026-12-01	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teachers EL Department Chair- Jen Berry Assistant Principal in charge of EL Department-Jason Kushak	Individual Student CLA Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute CLA Test Results from 25-26 SY to parents/guardians		2027-04-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teachers EL Department Chair- Jen Berry Assistant Principal in charge of EL Department-Jason Kushak	Individual Student CLA Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute CLA Test Results from 25-26 SY to parents/guardians		2027-06-01	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

EL Teachers EL Department Chair- Jen Berry Assistant Principal in charge of EL Department-Jason Kushak	Individual Student CLA Test Scores	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Collaborate and provide suggested practices based on WIDA "Can Do" descriptors - EL teacher and grade level core content teachers		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teachers EL Department Chair- Jen Berry Assistant Principal in charge of EL Department-Jason Kushak	Individual Student ACCESS Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monthly ongoing collaboration amongst EL team and Grade Level Learning Community Teachers		2026-09-01	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL Teachers EL Department Chair- Jen Berry Assistant Principal in charge of EL Department-Jason Kushak	Student work, observation, CLA's, ACCESS data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
UDHS will prioritize and fully implement targeted academic interventions. Teachers will regularly analyze data to drive differentiated instruction and culturally responsive practices to support all students and our designated subgroups, students with disabilities, English Learners, Black subgroup and Hispanic subgroup. This will allow for achievement gaps to close, while ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.	Administrative Team on quarterly basis Learning walks review of lesson plans ACCESS, CLA, IXL and MAP data Goal Setting Information Beginning, Middle and End of Year data meetings Semi Annual and Annual Goal Setting Meetings Completed Learning Community Agendas

Action Plan For: IXL- Math and Reading

Measurable Goals:
By June 15, 2027, at least 70% of 9th and 10th grade Literature students in each designated subgroups, English Learners, Black subgroup and Hispanic subgroup will show measurable improvement (at least 120-point growth from baseline, Q1 IXL diagnostic) in their overall Reading diagnostic score.

- By June 30, 2027, at least 70% of all Algebra students in each designated subgroups, English Learners, Black subgroup and Hispanic subgroup will show measurable improvement (at least 120-point growth from baseline, Q1 IXL diagnostic) in their overall math diagnostic score.
- By June 15, 2027, students in the designated subgroup, Students with Disabilities will achieve at least a 120 point growth in on IXL Reading. MAP achievement- By June 15, 2027, ___% of Students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ___% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.
- By June 15, 2027, students in the designated subgroup, students with disabilities will achieve at least a 120 point growth in on IXL Math. MAP achievement- By June 15, 2027, ___% of students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ___% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.

Action Step		Anticipated Start Date	Anticipated Completion Date
Share the school improvement quarterly/year goals		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Agenda and Goal Document	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute the testing calendar		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Agenda, Testing Calendar, Goal Document	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing communication will be provided to families regarding IXL and MAP assessments		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Parkinson and Administrative UDHS staff	IXL and MAP Family Resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer IXL Assessments in Reading and Math		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Algebra teachers English 9 teachers Reading Specialist Special Education teachers EL teachers	Testing calendar, class lists, testing material	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Ensure 100% of students are placed on personalized learning paths after completing the IXL diagnostic.		2026-09-02	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra teachers English 9 teachers Reading Specialist Special Education teachers EL teachers	Student reports showing learning paths are active and aligned.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q1 Content Specific PLC Data Meetings Analyze MAP and IXL data and collaboratively develop an instructional plan to support students		2026-08-26	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair EL Department chair Dr. Parkinson and administration	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q2 Content Specific PLC Data Meetings Analyze MAP and IXL data and collaboratively develop an instructional plan to support students		2026-10-01	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair EL Department chair Dr. Parkinson and administration	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q3 Content Specific PLC Data Meetings Analyze MAP and IXL data and collaboratively develop an instructional plan to support students		2027-01-05	2027-03-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair EL Department chair Dr. Parkinson and administration	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q4 Content Specific PLC Data Meetings Analyze MAP and IXL data and collaboratively develop an instructional plan to support students		2027-04-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair EL Department chair Dr. Parkinson and administration	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share Quarter 1 actual performance - IXL Diagnostic completion Review school improvement yearly and quarterly goals		2026-10-01	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Meeting Agenda and Goal Document	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share Quarter 2 actual performance MAP achievement (RIT) and MAP growth (growth projection) Share Quarter 2 actual performance - IXL data Review school improvement yearly and quarterly goals		2026-11-01	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Meeting Agenda and Goal Document	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share Quarter 3 actual performance MAP achievement (RIT) and MAP growth (growth projection) Share Quarter 3 actual performance - IXL data Review school improvement yearly and quarterly goals		2027-01-05	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Dr Parkinson and Administrative team	Staff Meeting Agenda and Goal Document	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Share Quarter 4 actual performance - IXL data Review school improvement yearly and quarterly goals		2027-04-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Meeting Agenda and Goal Document	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer IXL Fall Assessments in Reading and Math		2026-08-26	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra teachers English 9 teachers Reading Specialist Special Education teachers EL teachers	Testing calendar, class lists, testing material	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Upper Darby High School will fully implement IXL as a key tool for targeted academic interventions. Teachers will regularly analyze IXL and MAP data to inform differentiated instruction and apply culturally responsive teaching practices to meet the diverse needs of all students. A focused effort will be made to support Students with Disabilities and English Learner (EL) subgroups to close achievement gaps, ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.	UDHS Administrative Team on quarterly basis IXL data Goal Setting Information Department data meetings - monthly Semi Annual and Annual Goal Setting Meetings Completed Department meeting Agendas - weekly Learning walks IEP meetings Progress notes

Action Plan For: Mentorship Program

Measurable Goals:
- By June 15, 2027, attendance for students with disabilities and English learners will increase the regular attendance average from 2023-24 school year average of 57.9% to 70% through targeted interventions, including personalized check-ins, mentorship and culturally family outreach. - By June 15, 2027, at least 70% of 9th and 10th grade Literature students in each designated subgroups, English Learners, Black subgroup and Hispanic subgroup will show measurable improvement (at least 120-point growth from baseline, Q1 IXL diagnostic) in their overall Reading diagnostic score.

- By June 30, 2027, at least 70% of all Algebra students in each designated subgroups, English Learners, Black subgroup and Hispanic subgroup will show measurable improvement (at least 120-point growth from baseline, Q1 IXL diagnostic) in their overall math diagnostic score.
- By June 15, 2027, students in the designated subgroup, Students with Disabilities will achieve at least a 120 point growth in on IXL Reading. MAP achievement- By June 15, 2027, ___% of Students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ___% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.
- By June 15, 2027, students in the designated subgroup, students with disabilities will achieve at least a 120 point growth in on IXL Math. MAP achievement- By June 15, 2027, ___% of students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ___% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.

Action Step		Anticipated Start Date	Anticipated Completion Date
Use data (discipline records, teacher referrals, attendance reports) to identify eligible students. Prioritize students with repeated behavior incidents or those flagged as at-risk.		2026-08-18	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team Pupil services	Behavioral referrals Attendance data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Recruit additional staff, administrators, coaches, counselors		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services	emails staff survey role description	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing mentor training on: Relationship-building techniques Restorative practices Behavior intervention strategies Cultural competency and trauma-informed approaches		2026-08-24	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services DCIU liaison	training materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Match Mentors and Mentees Match based on student needs, mentor strengths, and shared interests when possible. Keep mentor-to-student ratios manageable (e.g., 1:2–3). Schedule an introductory session to establish expectations and rapport.		2026-08-31	2027-05-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team	Mentor logs Interest surveys schedules	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop Mentorship Structure and Schedule Set a consistent meeting schedule (e.g., weekly check-ins during advisory, lunch, or before school). Provide guidelines for goal setting, behavior reflection, and progress monitoring. Use tools such as behavior tracking sheets, SEL checklists, and progress logs.		2026-08-18	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team Mentors	Check in schedule Guidelines Goal setting documents Reflection documents Progress monitoring sheets Behavior tracking sheets SEL checklists Progress logs.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collaborate with Teachers and Support Staff Communicate regularly with classroom teachers, counselors, and behavior teams. Include mentors in student support meetings when appropriate. Create a feedback loop so teachers can report behavior changes or concerns.		2026-09-14	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team Mentors UDHS teaching staff	Check in schedule Guidelines Goal setting documents Reflection documents Progress monitoring sheets Behavior tracking sheets SEL checklists Progress logs.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor Progress and Adjust Supports Track key metrics: behavior incidents, attendance, grades, and SEL indicators. Hold monthly mentor debriefs to share strategies and adjust pairings/supports as needed. Celebrate small successes and milestones with students to reinforce positive growth.		2026-10-12	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team Mentors	Track key metrics: behavior incidents, attendance, grades, and SEL indicators. Monthly meeting agendas and minutes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Engage families Inform families of their child's participation and the purpose of the program. Invite families to participate in goal setting or end-of-term celebrations.		2026-09-14	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team Mentors	Check in schedule Guidelines Goal setting documents Reflection documents Progress monitoring sheets	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Evaluate Year 2 Impact Conduct a formal review each semester using: Referral and discipline data comparisons Student/mentor surveys Staff feedback Student self-assessments Use findings to improve and scale the program.		2027-04-01	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team Mentors UDHS teaching staff	Referral and discipline data comparisons Student/mentor surveys Staff feedback Student self-assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The behavioral mentorship program is expected to reduce disciplinary referrals, improve attendance, and increase academic engagement. By fostering strong mentor-student relationships and providing consistent support, mentees will show improved behavior and attendance. Students will also build stronger social-emotional skills such as self-regulation and goal setting, contributing to a more positive school climate and a greater sense of belonging.	Track student behavior referrals, detentions, and suspensions. Monitor attendance and tardiness regularly. Review student grades and class participation. Have mentors complete weekly check-in logs. EL case managers complete weekly spreadsheet EL case managers - monthly meeting agenda and notes Use monthly student self-reflections. Collect short teacher feedback on behavior and effort. Hold regular staff meetings to review progress and adjust supports.

Action Plan For: MAP- Math and Reading

Measurable Goals:
- By June 15, 2027, students in the designated subgroup, Students with Disabilities will achieve at least a 120 point growth in on IXL Reading. MAP achievement- By June 15, 2027, ___% of Students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ___% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027. - By June 15, 2027, students in the designated subgroup, students with disabilities will achieve at least a 120 point growth in on IXL Math. MAP achievement- By June 15, 2027, ___% of students with disabilities will achieve a RIT score about the 41st percentile in the Spring Assessment MAP Growth By June 15, 2027, ___% students with disabilities will met/exceed their projected growth Winter 2027 to Spring 2027.

Action Step		Anticipated Start Date	Anticipated Completion Date
Share the school improvement quarterly/year goals		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Agenda and Goal Document	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute the testing calendar		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Agenda, Testing Calendar, Goal Document	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing communication will be provided to families regarding MAP assessments		2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Parkinson and Administrative UDHS staff	MAP Family Resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer MAP Assessments in Reading and Math		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra teachers English 9 teachers Special Education teachers	Testing calendar, class lists, testing material	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q1 Content Specific PLC Data Meetings Analyze MAP data and collaboratively develop an instructional plan to support students		2026-08-26	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair Dr. Parkinson and administration	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q2 Content Specific PLC Data Meetings Analyze MAP data and collaboratively develop an instructional plan to support students		2026-10-01	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair Dr. Parkinson and administration	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q3 Content Specific PLC Data Meetings Analyze IXL data and collaboratively develop an instructional plan to support students		2027-01-02	2027-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair Dr. Parkinson and administration	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q4 Content Specific PLC Data Meetings Analyze MAP data and collaboratively develop an instructional plan to support students		2027-04-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair Dr. Parkinson and administration	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Upper Darby High School will fully implement MAP as a key tool for targeted academic interventions. Teachers will regularly analyze MAP data to inform differentiated instruction and apply culturally responsive teaching practices to meet the diverse	UDHS Administrative Team on quarterly basis IXL and MAP data Goal Setting Information Department data meetings - monthly Semi Annual and Annual Goal Setting Meetings Completed Department meeting

needs of all students. A focused effort will be made to support Students with Disabilities subgroups to close achievement gaps, ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.	Agendas - weekly Learning walks IEP meetings Progress notes
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy		Action Steps
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date