

Profile and Plan Essentials

School		AUN/Branch
Dover Area HS		112671803
Address 1		
4500 Intermediate Ave		
Address 2		
City	State	Zip Code
Dover	PA	17315
Chief School Administrator		Chief School Administrator Email
Dr Catherine R Houck		crhouck@doversd.org
Principal Name		
Jennifer Fasick		
Principal Email		
jfasick@doversd.org		
Principal Phone Number		Principal Extension
717-292-8066		10101
School Improvement Facilitator Name		School Improvement Facilitator Email
Jeremy Overlander		jroverlander@iu12.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Fasick	Principal	Dover Area School District	jfasick@doversd.org
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Vision for Learning

Vision for Learning

Our vision is for students to excel to their full potential, for staff to perform at their highest level by engaging students with rigorous, inspiring, and relevant instruction, and for the community to value students for their high level of competency and success.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all-student group met the interim goal/target for Literature achievement and was above the state average.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities subgroup showed an increase in English achievement.
Economically Disadvantaged	The Economically Disadvantaged subgroup showed an increase in English achievement.
White	The White subgroup met the interim goal/improvement target and showed an increase in Literature achievement.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities subgroup did not meet the interim goal/target for Literature achievement.
Hispanic	The Hispanic subgroup did not meet the interim goal/target for Literature achievement and showed a decrease.
Economically Disadvantaged	The Economically Disadvantaged subgroup did not meet the interim goal/target for Literature achievement.
Combined Ethnicity	The Combined Ethnicity subgroup did not meet the interim goal/target for Literature achievement and showed a decrease.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all-student group increased the percentage of students proficient/advanced on Keystone Algebra, but did not meet the interim goal/improvement target.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup increased the percentage of students proficient/advanced on Keystone Algebra.
White	The White subgroup met the interim goal/improvement target and increased the percentage of students who scored proficient/advanced on Keystone Algebra in 2025.
Combined Ethnicity	The Combined Ethnicity subgroup increased the percentage of students proficient/advanced on Keystone Algebra in 2025.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup did not meet the interim goal/target for Keystone Algebra achievement.
Hispanic	The Hispanic subgroup did not meet the interim goal/target for Keystone Algebra, and the percentage of students who scored proficient/advanced decreased in 2025.
Economically Disadvantaged	The Economically Disadvantaged subgroup did not meet the interim goal/target for Keystone Algebra, and the percentage of students who scored proficient/advanced decreased in 2025.
Combined Ethnicity	The Combined Ethnicity subgroup did not meet the interim goal/target for Keystone Algebra in 2025.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all-student group did not meet the growth standard, and growth has decreased since 2024.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup met the growth standard for Literature.
Hispanic	The Hispanic subgroup met the growth standard for Literature, and the growth has increased since 2024.
Economically Disadvantaged	The Economically Disadvantaged subgroup met the growth standard for Literature.
Combined Ethnicity	The Combined Ethnicity met the growth standard for Literature, and the growth has increased since 2024.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The Economically Disadvantaged subgroup met the growth standard for Literature, but growth has decreased since 2024.
White	The White subgroup did not meet the growth standard for Literature, and growth has decreased since 2024.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all-student group exceeded the growth standard in Algebra, and growth was maintained at 100.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The students with disabilities subgroup exceeded the growth standard for Algebra, and growth increased in 2025.
Hispanic	The Hispanic subgroup exceeded the growth standard for Algebra, and growth increased in 2025.
White	The White subgroup exceeded the growth standard in Algebra, and growth was maintained at 100.
Economically Disadvantaged	The students with disabilities subgroup exceeded the growth standard in Algebra, and growth increased in 2025.
Combined Ethnicity	The students with disabilities subgroup exceeded the growth standard in Algebra, and growth increased in 2025.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup demonstrated a lower growth standard than the all-student group or any other subgroups.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all-student group met the performance standard, and the percentage of students who met the standard for regular attendance increased.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup met the regular attendance performance standard, and the percentage increased.
African-American/Black	The black subgroup met the regular attendance performance standard, and the percentage increased.
Hispanic	The Hispanic subgroup met the regular attendance performance standard, and the percentage increased.
White	The White subgroup met the regular attendance performance standard, and the percentage increased.
Multi-Racial (not Hispanic)	The multi-racial subgroup met the regular attendance performance standard, and the percentage increased.
Economically Disadvantaged	The Economically Disadvantaged subgroup met the regular attendance performance standard, and the percentage increased.
Combined Ethnicity	The Combined Ethnicity subgroup met the regular attendance performance standard, and the percentage increased.
English Learners	The English Learner subgroup met the regular attendance performance standard, and the percentage increased.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The percentage of students who met the regular attendance standards in the SWD subgroup was slightly lower than that of the all-student group.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all-student group met the performance standard for Career Standards Benchmark, and increased.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The White subgroup met the performance standard for the Career Standards benchmark, and increased.
Hispanic	The Hispanic subgroup exceeded the performance standard for the Career Standards benchmark, and increased to 100%.
Economically Disadvantaged	The Economically Disadvantaged subgroup exceeded the performance standard for the Career Standards benchmark, and increased.
Combined Ethnicity	The Combined Ethnicity subgroup exceeded the performance standard for the Career Standards benchmark, and increased.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The SWD subgroup did not meet the performance standard for the Career Standards benchmark, and the percentage decreased.

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The all-student group met the interim goal/target for the 4-year graduation cohort, and increased.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup showed an increase in the percentage of students for the 4-year graduation cohort.
Economically Disadvantaged	The ED subgroup met the interim goal/target for the 4-year graduation cohort, and increased.
White	The white subgroup exceeded the interim goal/target for the 4-year graduation cohort, and increased.
Students with Disabilities	The Students with Disabilities subgroup met the interim goal/target for the 4-year graduation cohort.
Combined Ethnicity	The Combined Ethnicity subgroup showed an increase in the percentage of students for the 4-year graduation cohort.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup did not meet the interim goal/improvement target for the 4-year cohort graduation rate.
Combined Ethnicity	The Combined Ethnicity subgroup did not meet the interim goal/improvement target for the 4-year cohort graduation rate.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The white subgroup met the interim goal/target for Literature, and the percentage of students who scored proficient/advanced increased. The SWD and ED subgroups also showed an increase.
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.
The Hispanic, SWD, ED, and Combined Ethnicity subgroups met the growth standard for Literature. The Hispanic and the Combined Ethnicity subgroups showed an increase.
The all-student group and all subgroups exceeded the growth standard in Algebra and showed an increase.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.
The Hispanic and Combined Ethnicity subgroups did not meet the interim goal/target for the 4-year graduation cohort.
The SWD subgroup did not meet the performance standard for the Career Standards Benchmark, and decreased.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDTS for 9th Grade	The indicator shows that students met the growth expectations for 9th grade.
CDTS for 10th Grade	The indicator shows that students exceeded the growth expectations for 10th grade.

English Language Arts Summary

Strengths

Students in 9th and 10th grade are meeting or exceeding the growth expectations. This includes the students within the IEP sub groups

Challenges

Student achievement on the Keystone Literature is still low for Students with Disabilities
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Mathematics

Data	Comments/Notable Observations
CDTs	Evidence shows that students in Algebra I are well above the growth standard for Algebra.
CDTs	Students in the IEP subgroup meet the growth standard based on CDT scores.

Mathematics Summary

Strengths

There is significant evidence that students with disabilities are growing in Algebra.

Challenges

Some students in all subgroups are passing the course, but it is not reflected in their achievement score on the Keystone Algebra

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDTs	The All Student group who took the CDT for Biology exceeded the expected growth standard.

Science, Technology, and Engineering Education Summary

Strengths

Predictive projections show students are exceeding the growth target.

Challenges

Students are passing the course with a high success rate, but it is not reflected in the achievement of the whole school
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Related Academics

Career Readiness

Data	Comments/Notable Observations
SmartFutures	DAHS is improving in this area and has implemented a plan to get to 100%
Cohort Graduation Rates	Graduation rates for students with disabilities is comparative to their regular ed peers

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Enrollment	Enrollment numbers have increased, as well as students competing programs to earn industry credentials.
Advanced on Industry-Based Competency Exams	School-wide percent advanced is 7.5%, Students with disabilities is 5%
Industry-Based Learning	All student group is 48.5%, Student with Disabilities is 63.2%

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 enrolled in CTE programs earning industry credentials.
CTE Program director is doing early intervention at MS to promote career readiness. CTE staff are engaging with students with disabilities as they reach transition age as they being to plan for career readiness.

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.

Parents of students with disabilities are not always completing paperwork in a timely manner.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Percent Proficient/Advanced Keystone Literature	The SWD subgroup did not meet the interim goal/target for Literature achievement, but the percentage increased in 2025.
Percent Proficient/Advanced Keystone Algebra	The SWD subgroup did not meet the interim goal/target for Algebra achievement, but the percentage increased in 2025.
Growth Standard Keystone Literature	The SWD subgroup met the growth standard for Literature, but the growth decreased since 2024.
Growth Standard Keystone Algebra	The SWD subgroup exceeded the growth standard for Literature, and the growth increased.
Regular Attendance	The SWD subgroup met the performance standard for regular attendance, and the percentage increased.
4-year cohort HS Graduation Rate	The SWD subgroup met the interim goal/improvement target for the 4-year cohort graduation rate, and increased.
Career Standards Benchmark	The SWD subgroup did not meet the performance standard for the Career Standards benchmark, and decreased in 2025.

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.

The white subgroup met the interim goal/target and increased the Literature achievement percentage. The SWD and ED subgroups also showed an increase.
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.
The Hispanic, SWD, ED, and Combined Ethnicity subgroups met the growth standard for Literature. The Hispanic and the Combined Ethnicity subgroups showed an increase.
The all-student group and all subgroups exceeded the standard for demonstrating growth in Algebra, and growth increased.
The all-student group and all subgroups met the performance standard for regular attendance and showed an increase.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Emerging
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	Operational
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	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
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	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?

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Collectively shape the vision for continuous improvement of teaching and learning

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement an evidence-based system of schoolwide positive behavior interventions and supports

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?

>
Align curricular materials and lesson plans to the PA Standards
Identify and address individual student learning needs
Implement a multi-tiered system of supports for academics and behavior
Use multiple professional learning designs to support the learning needs of staff
Monitor and evaluate the impact of professional learning on staff practices and student learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The white subgroup met the interim goal/target for Literature, and the percentage of students who scored proficient/advanced increased. The SWD and ED subgroups also showed an increase.	True
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.	True
The Hispanic, SWD, ED, and Combined Ethnicity subgroups met the growth standard for Literature. The Hispanic and the Combined Ethnicity subgroups showed an increase.	False
The all-student group and all subgroups exceeded the growth standard in Algebra and showed an increase.	True
The all-student group and all subgroups met the performance standard for regular attendance and showed an increase.	False
The all-student group and SWD subgroups met the interim goal/target for the 4-year graduation rate, and increased. The ED subgroup met the interim goal/target. The white subgroup exceeded the interim goal/target.	False
The all-student group and the white subgroup met the performance standard for Career Standards Benchmark, and increased. The Hispanic, ED, and Combined Ethnicity subgroups exceeded the performance standard and increased.	False
The all-student group met the performance standard and increased.	False
Students in 9th and 10th grade are meeting or exceeding the growth expectations. This includes the students within the IEP sub groups	False
There is significant evidence that students with disabilities are growing in Algebra.	False
Predictive projections show students are exceeding the growth target.	False
Students enrolled in CTE programs earning industry credentials.	False
CTE Program director is doing early intervention at MS to promote career readiness. CTE staff are engaging with students with disabilities as they reach transition age as they being to plan for career readiness.	False
The white subgroup met the interim goal/target and increased the Literature achievement percentage. The SWD and ED subgroups also showed an increase.	False
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.	False
The Hispanic, SWD, ED, and Combined Ethnicity subgroups met the growth standard for Literature. The Hispanic and the Combined Ethnicity subgroups showed an increase.	False
The all-student group and all subgroups exceeded the standard for demonstrating growth in Algebra, and growth increased.	False
The all-student group and all subgroups met the performance standard for regular attendance and showed an increase.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Collectively shape the vision for continuous improvement of teaching and learning	False

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.	False
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.	False
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.	False
Student achievement on the Keystone Literature is still low for Students with Disabilities	False
Some students in all subgroups are passing the course, but it is not reflected in their achievement score on the Keystone Algebra	False
Students are passing the course with a high success rate, but it is not reflected in the achievement of the whole school	False
Parents of students with disabilities are not always completing paperwork in a timely manner.	False
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.	True
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.	True
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.	True
The Hispanic and Combined Ethnicity subgroups did not meet the interim goal/target for the 4-year graduation cohort.	False
The SWD subgroup did not meet the performance standard for the Career Standards Benchmark, and decreased.	False
Align curricular materials and lesson plans to the PA Standards	True
Identify and address individual student learning needs	True
Implement a multi-tiered system of supports for academics and behavior	False
Use multiple professional learning designs to support the learning needs of staff	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The data analysis in the needs assessment showed that the all-student group and subgroups are meeting or exceeding the growth standard in Algebra; however, the achievement percentage is low and has decreased. The all-student group and subgroups are not meeting the growth standard in Literature, and the achievement percentage is low and has decreased. The steering committee identified the need for ELA/English and Math teachers in grades 6-12 to meet and vertically articulate standards, break them down into skills, and determine gaps in the skill progressions. Determining how to mitigate skill gaps earlier, providing HS teachers with strategies to meet individual student needs, and supporting data-informed instruction could increase achievement percentages.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Literature achievement; the Hispanic and Combined Ethnicity subgroups showed a decrease.	Root cause analysis discussions revealed that English teachers may struggle to identify the prerequisite skills to master Keystone Literature content. Without a clear understanding of skill progressions or instructional strategies to meet student needs, the achievement percentage will continue to decrease.	True
The all-student group and the Hispanic, ED, SWD, and Combined Ethnicity subgroups did not meet the interim goal/target for Algebra achievement; the Hispanic and ED subgroups showed a decrease.	Root cause analysis discussions revealed that Algebra teachers may struggle to find instructional strategies or know how to scaffold instruction so students can master Keystone Algebra content. Without a clear understanding of skill progressions or instructional strategies to meet student needs, the achievement percentage will continue to decrease.	True
The all-student group and the white subgroup did not meet the growth standard for Literature, and decreased. The ED subgroup also decreased.		False
Align curricular materials and lesson plans to the PA Standards		False
Identify and address individual student learning needs	Root cause analysis discussions revealed that the English and Math teachers were often struggling to understand skill progressions, could not identify how to provide access to on-grade-level material while trying to scaffold instruction, and were unclear about the resources/knowledge to address individual student learning needs.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	Root cause analysis discussions revealed there is no process to monitor and evaluate the impact of professional learning on instructional practice or student learning. The administrators want to provide support for Keystone content teachers and ensure the impact is measured.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The white subgroup met the interim goal/target for Literature, and the percentage of students who scored proficient/advanced increased. The SWD and ED subgroups also showed an increase.	Some subgroups are performing better than others
The white subgroup met the interim goal/target and increased the Algebra achievement percentage. The SWD and combined ethnicity subgroups also showed an increase.	Some subgroups are performing better than others
The all-student group and all subgroups exceeded the growth standard in Algebra and showed an increase.	Growth is important, but if achievement is not increasing, we are still stuck
Foster a culture of high expectations for success for all students, educators, families, and community members	Some stakeholder groups believe there are high expectations, but how does this filter down to everyone?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	The committee wondered if the same people who feel empowered and develop into leadership positions are then chosen to support various initiatives. Maybe there are too many initiatives, and we need to consolidate.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Dover Area High School will develop a systematic approach to English instruction that includes consistent implementation of priority standards, evidence-based resources/materials, common assessment & rubrics, data analysis protocols, and targeted Tier 2 and Tier 3 interventions to improve achievement for all students and accelerate growth among Hispanic, Economically Disadvantaged, Students with Disabilities, and other underperforming student groups.
	Dover Area High School will develop a systematic approach to mathematics instruction that includes consistent implementation of priority standards, common formative assessments, data analysis protocols, and targeted Tier 2 and Tier 3 interventions to improve achievement for all students and accelerate growth among Hispanic, Economically Disadvantaged, Students with Disabilities, and other underperforming student groups.
	Dover Area High School will develop a systematic approach to monitor and evaluate the impact of professional learning opportunities on instructional practice to increase student learning, knowledge, and achievement. Teams will use a collaborative approach to identify and address student learning needs based on the analysis of common assessment data to adjust instructional practices.

Goal Setting

Priority: Dover Area High School will develop a systematic approach to mathematics instruction that includes consistent implementation of priority standards, common formative assessments, data analysis protocols, and targeted Tier 2 and Tier 3 interventions to improve achievement for all students and accelerate growth among Hispanic, Economically Disadvantaged, Students with Disabilities, and other underperforming student groups.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
Keystone Algebra Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, Algebra I teachers will have administered a baseline assessment and collected/analyzed the data to create instructional groups based on student need. Teachers of 6-12 math will have met in a vertical teaming session to unwrap the standards and identify steps to address gaps in foundational skills.	By December 31, 2026, Algebra I teachers will have gathered diagnostic data and attended at least one data consultation with the IU to plan for instructional adjustments. All Algebra teachers will attend professional learning and be able to identify prerequisite skills in a learning progression to support skill acquisition and use evidence-based strategies to meet students' instructional needs.	By March 31, 2027, teachers of 6-12 math will have met in a follow-up vertical teaming session to continue planning to address the gaps in foundational skill acquisition. Algebra I teachers will have administered a second benchmark assessment, collected/analyzed data, attended at least a second data consultation with the IU to plan for instructional adjustments before Keystone administration.	By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment.

Priority: Dover Area High School will develop a systematic approach to English instruction that includes consistent implementation of priority standards, evidence-based resources/materials, common assessment & rubrics, data analysis protocols, and targeted Tier 2 and Tier 3 interventions to improve achievement for all students and accelerate growth among Hispanic, Economically Disadvantaged, Students with Disabilities, and other underperforming student groups.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment.			
Measurable Goal Nickname (35 Character Max)			
Keystone Literature Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, English II teachers will have administered a baseline assessment, collected/analyzed the data, and held conferences with students about goals. Teachers of 6-12 ELA/English will have met in a vertical teaming session to unwrap the standards, identify steps to address gaps in foundational skills, discuss evidence-based, relevant resources used to	By December 31, 2026, English II teachers will have gathered diagnostic data, attended at least one data consultation with the IU to plan instructional adjustments, and met with students to monitor progress on their goals. All English teachers will attend professional learning and be able to identify prerequisite skills in a learning progression to	By March 31, 2027, teachers of 6-12 ELA/English will have met in a follow-up vertical teaming session to continue planning to address the gaps in foundational skill acquisition. English II teachers will have administered a second benchmark assessment, collected/analyzed data, attended at least a second data consultation with the IU to plan for instructional	By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment.

support instruction, and establish common language & rubrics for grading writing tasks.	support skill acquisition and use evidence-based strategies to meet students' instructional needs.	adjustments, and met with students to discuss growth & progress toward goals before Keystone administration.	
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Priority: Dover Area High School will develop a systematic approach to monitor and evaluate the impact of professional learning opportunities on instructional practice to increase student learning, knowledge, and achievement. Teams will use a collaborative approach to identify and address student learning needs based on the analysis of common assessment data to adjust instructional practices.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.			
Measurable Goal Nickname (35 Character Max)			
Data-Informed Instruction & Practice			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, Keystone teachers will establish a process to analyze common assessment data to adjust instruction and provide just-in-time support for content mastery. Administrators will establish a process to measure teacher efficacy, create a walkthrough form with look-fors to measure efficacy, and schedule non-evaluative learning walks with Keystone content teachers. The admin will establish a common feedback tool with consistent language and a process for the debrief sessions with teachers. The school will establish additional support available for teachers (if needed) to gain knowledge on evidence-based instructional practices beyond the currently scheduled PD sessions.	By December 31, 2026, Keystone teachers will have met at least once in their content teams to analyze common assessment data and document plans for changes in instructional practice. Administrators will facilitate at least one round of learning walks and debrief sessions with teachers using the established forms. Additional support will be offered to teachers based on real-time feedback on instructional practices as needed.	By March 31, 2027, Keystone teachers will have met at least twice in their content teams to analyze common assessment data and document plans for changes in instructional practice. Administrators will facilitate a second round of learning walks and debrief sessions with teachers using the established forms. Additional support will be offered to teachers based on real-time feedback on instructional practices as needed.	By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.

Action Plan

Measurable Goals

Keystone Algebra Achievement	Keystone Literature Growth
Data-Informed Instruction & Practice	

Action Plan For: Priority Standards

Measurable Goals:	
- By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment. - By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment. - By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Map priority standards in a facilitated vertical teaming session for grades 6-12 Math & English teachers. Identify the skills for mastery of Keystone Algebra & Literature content, align standards to specific skills at each grade level, and eliminate "orphaned" standards.		2026-08-12	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal Dawn Strickland/Assistant Principal Brian Deal/Assistant Principal Emily Miller/Teacher	Standards Unit Maps	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Math & English teachers in grades 6–12 will collaboratively develop and implement a vertical alignment document that includes power standards, grade-level learning progressions, Keystone-aligned skills, and common expectations for instruction and assessment. The resulting curriculum framework will ensure consistent skill development across grade levels and improved readiness for proficiency on Keystone Algebra & Keystone Literature.	This step will be monitored every quarter by Jennifer Fasick (Principal), Dawn Strickland (AP), and Brian Deal (AP) through quarterly reviews of the identified priority standards for each department. The administrators will debrief with the departments after each quarterly review and develop action steps to be completed in the following quarter.

Action Plan For: Standards Review

Measurable Goals:	
- By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment. - By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment. - By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Unwrap the English 9/10 standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.		2026-08-24	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal Angie Blevins/English Teacher	English Curriculum	Yes	

Rachel Reachard/English Teacher			
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Action Step		Anticipated Start Date	Anticipated Completion Date
Unwrap the Algebra I standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.		2026-08-24	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal	Math Curriculum	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A Keystone-aligned skills framework for Algebra & English 9/10 that clearly defines the knowledge, prerequisite skills, learning targets, and mastery criteria associated with each prioritized standard, ensuring consistent instruction and assessment across courses.	This step will be monitored quarterly by Jennifer Fasick (Principal) through reviewing the progress of the Algebra & English I and II teachers and developing action steps to be completed in the following quarter.

Action Plan For: Student Centered Support

Measurable Goals:
- By June 30, 2027, students enrolled in Algebra I will demonstrate at least a 10% increase in their individual trajectories toward predicted proficiency, as measured by individual predictions across administrations of the same benchmark assessment. - By June 30, 2027, students enrolled in English II will demonstrate at least 3% individual growth, as measured by a change in scores on the same assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
MMA Restructuring		2026-08-03	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal Brian Deal/Assistant Principal	Meeting with IU Staff Building Schedule	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Initiative Inventory & Hexagon Tool		2026-07-17	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal Brian Deal/Assistant Principal	Scheduled Meetings with Admin Team and IU Staff	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Co-Teaching Strategies		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal	PD session facilitated by IU TaC Staff	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The Dover admin team will participate in a facilitated initiative inventory and use the hexagon tool to align systems within the district. The results of the system alignment will support MMA restructuring. Teachers will learn evidence-based strategies to support effective co-teaching partnerships and instructional strategies to increase student success.	Administrators will monitor this step during the first quarter through learning walks. Perceptual data will be discussed with the SIF during a quarterly monitoring meeting, and action steps will be developed to adjust as needed.

Action Plan For: Data-Informed Instruction

Measurable Goals:

- By June 30, 2027, the Keystone-tested subjects will use common assessment data to inform changes in instructional practices as measured by learning walks.

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Consultations		2026-08-31	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Fasick/Principal	Access to Firefly	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Keystone content teachers will participate in multiple consultations with IU12 staff throughout the year to discuss various data points. The multiple data points will be used to inform and change instructional practices.	Administrators will monitor this step through scheduled learning walks. Perceptual data will be discussed with the teachers, and action steps will be developed to adjust instruction as needed.

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
Priority Standards	Map priority standards in a facilitated vertical teaming session for grades 6-12 Math & English teachers. Identify the skills for mastery of Keystone Algebra & Literature content, align standards to specific skills at each grade level, and eliminate "orphaned" standards.
Standards Review	Unwrap the English 9/10 standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.
Standards Review	Unwrap the Algebra I standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.
Student Centered Support	Co-Teaching Strategies

Vertical Teaming & Alignment

Action Step		
- Map priority standards in a facilitated vertical teaming session for grades 6-12 Math & English teachers. Identify the skills for mastery of Keystone Algebra & Literature content, align standards to specific skills at each grade level, and eliminate "orphaned" standards. - Unwrap the English 9/10 standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery. - Unwrap the Algebra I standards into discrete skills and prerequisite knowledge, and identify exactly what students need to know, understand, and do to achieve Keystone content mastery.		
Audience		
Math & English teachers in grades 6-12		
Topics to be Included		
Mapping priority standards, identifying pre-requisite and foundational skill gaps, aligning standards with specific skills, and determining scaffolded support for students to achieve mastery of Keystone content		
Evidence of Learning		
Perceptual data from learning walks using a walkthrough protocol that measures the impact of learning on instructional practice		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jen Fasick/Principal	2026-08-17	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	Professional Learning sessions scheduled by IU12 in September & March; follow-up consultations scheduled between sessions to address needs based on the perceptual data gathered in learning walks
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Co-Teaching

Action Step		
Co-Teaching Strategies		
Audience		
Co-teachers		
Topics to be Included		
Evidence-based strategies that support effective co-teaching partnerships		
Evidence of Learning		
Change in instructional practices as evidenced in learning walks and student growth measures		
Lead Person/Position	Anticipated Start	Anticipated Completion

Jen Fasick/Principal	2026-08-24	2027-04-30
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Learning Format

Type of Activities	Frequency
Workshop(s)	IU12 staff will lead a professional learning workshop in September, and administrators will follow up with learning walks to measure the impact on instructional practice and monitor student growth.
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