

Profile and Plan Essentials

School		AUN/Branch
Pleasant Valley HS		120455203
Address 1		
1671 Route 209		
Address 2		
City	State	Zip Code
Brodheadsville	PA	18322
Chief School Administrator		Chief School Administrator Email
Dr. James R Konrad		konrad.james@pvbears.org
Principal Name		
Brian Boylan		
Principal Email		
boylan.brian@pvbears.org		
Principal Phone Number		Principal Extension
570-402-1000		4004
School Improvement Facilitator Name		School Improvement Facilitator Email
Amber Chiafulio		chiafulio.amber@pvbears.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
James Konrad	Chief School Administrator	Pleasant Valley School District	konrad.james@pvbears.org
Rae Lin Howard	Chief School Administrator	Pleasant Valley School District	howard.rae@pvbears.org
Jonathan Ayre	District Level Leaders	Pleasant Valley School District	ayre.jonathan@pvbears.org
Bernadette Fierro	District Level Leaders	Pleasant Valley School District	fierro.bernadette@pvbears.org
Christine Deutsch	District Level Leaders	Pleasant Valley School District	deutsch.christine@pvbears.org
James Korcienski	District Level Leaders	Pleasant Valley School District	korcienski.james@pvbears.org
Bron Leupold	District Level Leaders	Pleasant Valley School District	leupold.bron@pvbears.org
Amber Chiafulio	Other	Pleasant Valley School District	chiafulio.amber@pvbears.org
Zachary McMichael	Other	Pleasant Valley School District	mcmichael.zachary@pvbears.org
Payton Gregory	Other	Pleasant Valley School District	gregory.payton@pvbears.org
Kerry Freeman	Education Specialist	Pleasant Valley School District	freeman.kerry@pvbears.org
Lauren Nelson	Parent	Community	nelson.lauren@pvbears.org
Tim McCutchan	Parent	Community	mccutchan.tim@pvbears.org
Jenna Wernett	Teacher	Pleasant Valley School District	wernett.jenna@pvbears.org
Vanessa Fego	Teacher	Pleasant Valley School District	fego.vanessa@pvbears.org
Nicholas McCutchan	Student	Pleasant Valley School District	110673@pvbears.org
Kylie Nelson	Student	Pleasant Valley School District	109339@pvbears.org

Vision for Learning

Vision for Learning

Pleasant Valley High School will provide a safe, efficient, and student-centered learning environment that promotes academic excellence for all learners. We aim to equip students with the skills necessary to be informed, healthy, productive, and responsible citizens in a progressive society.

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

P/A ELA 24-25: 67.4% of the all Student Group were proficient or advanced, which is 17.5% higher than the statewide average

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	P/A ELA: The black student subgroup showed 76.2% proficient/advanced, which is an increase from last year's subgroup performance, and higher than both the all student group and statewide average.
White	P/A ELA: The white student subgroup showed 69.5% proficient/advanced, which is an increase from the previous year.
Hispanic	P/A ELA: The Hispanic student subgroup showed 57.7% proficient/advanced, which is an increase from the previous year.
Students with Disabilities	P/A ELA: The SWD student subgroup showed 24.6% proficient/advanced, which is a 10% increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	P/A ELA: The SWD student subgroup showed 24.6% proficient/advanced, which is below the cut score of 35.7%.
Hispanic	P/A ELA: The Hispanic student subgroup showed 57.7% proficient/advanced, which did not meet statewide goal.
White	P/A ELA: The white student subgroup showed 69.5% proficient/advanced, which did not meet statewide goal.
Economically Disadvantaged	P/A ELA: The ED student subgroup showed 60.9% proficient/advanced, which did not meet statewide goal

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

P/A ALG 24-25: 39.6% of the all Student Group were proficient or advanced, which below the statewide average and statewide goal, and also an increase from 33.6% last year. Each subgroup also showed an increase from the previous year (whereas 23-24 had 2 subgroups with decreased performance compared to the prior year).

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	P/A ALG: The Hispanic student subgroup showed 42.3% proficient/advanced, which is above our all group student performance and the statewide average. In addition, this percent increased significantly from 18.2% last year.

White	P/A ALG: The white student subgroup showed 40.0% proficient/advanced, which is above our all group student performance.
Economically Disadvantaged	P/A ALG: The ED student subgroup showed 31.8% proficient/advanced, which increased from 20.8% last year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	P/A ALG: The black student subgroup showed 28.6%, which is below all student group performance and statewide goal.
Economically Disadvantaged	P/A ALG: The ED student subgroup showed 31.8%, which is below all student group performance and statewide goal.
Students with Disabilities	P/A ALG: The SWD group showed 11.5%, which is far below the 21.4% overall statewide average achievement rate.

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

ELA GROWTH 24-25: All student group had a 95.0 academic growth score, which is an increase from last year's 83.0 and far exceeds the statewide average growth of 75.0, and average standard of 70.0

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	ELA GROWTH: Hispanic student subgroup showed 92.0, which exceeded statewide growth, and increased significantly from 77.0 last year.
Combined Ethnicity	ELA GROWTH: The combined ethnicity subgroup showed 100.0, which exceeded statewide growth, and increased significantly from 80.0 last year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	ELA GROWTH: The SWD subgroup showed 55.0, which is a decrease from 64.0 last year, and is below the statewide growth standard.
African-American/Black	ELA GROWTH: The black subgroup had an insufficient sample, so we are unable determine direction and magnitude of growth from last year's growth score of 82.

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

ALG GROWTH 24-25: The all student group showed a growth score of 50, which is far below the statewide average and the growth standard. This is the exact same score as last year, indicating that as a whole, our school showed no improvement in growth measures.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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White	ALG GROWTH: The white student subgroup showed a growth score of 64.0. While below the statewide average and growth standard, it is an increase from last year's growth score of 55.0.
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Challenges

ESSA Student Subgroups	Indicator
Hispanic	ALG GROWTH: The Hispanic subgroup continues to decrease score. The 23-24 value was 55.0, a decrease from the previous year. Now the 24-25 value was 5.04, which is a decrease from 55.0 the previous year.
Students with Disabilities	ALG GROWTH: The SWD student subgroup remains low with a growth score of 56.0, not far from last year's 52.0.
Economically Disadvantaged	ALG GROWTH: The ED student subgroup remains low with a growth score of 59.0, not far from last year's 57.0

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

ATTENDANCE 23-24: The all student group had a regular attendance rate of 86.7%, which is above the statewide average AND is 18.1% higher than last year. This is above the cut score of 74.87.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	ATTENDANCE: The black student subgroup at 83.8% is above the statewide average and 11.3% higher than last year. This is above the cut score of 74.87.
Hispanic	ATTENDANCE: The Hispanic student subgroup at 80.4% has increased from 63.8% last year. This is above the cut score of 74.87.
White	ATTENDANCE: The white student subgroup at 88.9% has increased from 69.4% last year. This is above the cut score of 74.87.
Multi-Racial (not Hispanic)	ATTENDANCE: The 2 or more races student subgroup at 82.0% has increased from 64.3% last year. This is above the cut score of 74.87.
Economically Disadvantaged	ATTENDANCE: The ED student subgroup at 79.9% has increased from 62.0% last year. This is above the cut score of 74.87.

Students with Disabilities	ATTENDANCE: The SWD student subgroup at 79.4% has increased from 60.7% last year. This is above the cut score of 74.87%.
Combined Ethnicity	ATTENDANCE: The combined ethnicity student subgroup at 81.6% has increased from 66.3% last year. This is above the cut score of 74.87.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	ATTENDANCE: The SWD student subgroup attendance was 79.4%, which is below the statewide average and the statewide goal.

Career Standards Benchmark

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

Comments/Notable Observations

24-25: The all student group met the performance standard with 95.4% of students reaching their career standard benchmark. This is higher than the statewide average but lower than last year and lower than the statewide goal.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	CAREER STANDARDS: The black student subgroup increased from 92% to 100%, exceeding the target.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	CAREER STANDARDS: The SWD group decreased from last year's 100% to 91.2%, which is below the statewide average and goal.
Hispanic	CAREER STANDARDS: The Hispanic student subgroup decreased from last year's 100% to 93.4%, while still staying above the statewide average.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

23-24: The all student group met the target with 90.2% graduation rate. This is higher than the statewide average, but lower than the statewide goal.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	GRADUATION RATE: The black student subgroup showed an increase in rate from 90.3% last year to 96.9% this year.
White	GRADUATION RATE: The white student subgroup showed an increase in rate from 87.2% last year to 90.0% this year, which is now meeting expectations.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	GRADUATION RATE: The Hispanic student subgroup showed a significant decrease in rate from 97.3% last year to 87.9% this year
Students with Disabilities	GRADUATION RATE: The SWD student subgroup continues to show a decrease in rate from 73.8% last year to 72.0% this year, which is significantly below the 85.8% cut score.

Summary

Strengths

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

Challenges

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

P/A ELA: The SWD student subgroup showed 24.6% proficient/advanced, which is below the cut score of 35.7%.
P/A ELA: The Hispanic student subgroup showed 57.7% proficient/advanced, which did not meet statewide goal.
P/A ELA: The white student subgroup showed 69.5% proficient/advanced, which did not meet statewide goal.
P/A ELA: The ED student subgroup showed 60.9% proficient/advanced, which did not meet statewide goal

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Test	ALL STUDENT: Of 913 students who tested, the median for the Spring Achievement in Reading was the 71st percentile, which is in the green indicating the average student is ready to receive core instruction at the appropriate level.
NWEA MAP Test	ALL STUDENT: Of 776 students who tested in fall and spring, the growth in Reading had a median of 66th percentile, which indicates the average student is growing appropriately to continue receiving core instruction at the appropriate level.
NWEA MAP Test	ALL STUDENT: Of 153 Grade 11 students, the median growth in Reading was 53rd percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.
NWEA MAP Test	Of the SWD student subgroup, the median achievement Eng9-Eng11 was in the 40th percentile, indicating the average subgroup student would be in need of targeted interventions in order to access core instruction. In addition, the SWD student group was in the 62nd percentile for growth (84% met or exceed the projected growth goal)
NWEA MAP Test	In the white, black and Hispanic student subgroups, the median achievement was between the 65th and 72nd percentiles, indicating the average student in the subgroup is ready for core instruction.

English Language Arts Summary

Strengths

ALL STUDENT: Of 913 students who tested, the median for the Spring Achievement in Reading was the 71st percentile, which is in the green indicating the average student is ready to receive core instruction at the appropriate level. Of 776 students who tested in fall and spring, the growth in Reading had a median of the 66th percentile, which indicates the average student is growing appropriately to continue receiving core instruction at the appropriate level.
In the white, black, and Hispanic student subgroups, the median achievement was between the 65th and 72nd percentiles, indicating the average student in the subgroup is ready for core instruction.
ALL STUDENT: Of 153 Grade 11 students, the median growth in Reading was the 53rd percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.

Challenges

ALL STUDENT: Of 153 Grade 11 students, the median growth in Reading was the 53rd percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.
Of the SWD student subgroup, the median achievement Eng9-Eng11 was in the 40th percentile, indicating the average subgroup student would be in need of targeted interventions in order to access core instruction. In addition, the SWD student group was in the 62nd percentile for growth (84% met or exceed the projected growth goal)

Mathematics

Data	Comments/Notable Observations
NWEA MAP Test	ALL STUDENT: Of 262 students who tested, the median for the Spring Achievement in Algebra 1 was the 37th percentile, which is in orange/red indicating the average student is in need of interventions (unable to access grade level instruction)
NWEA MAP Test	ALL STUDENT: Of 232 students who tested in fall and spring, the growth in Algebra 1 had a median of 34th percentile, which indicates the average student's growth is not at a rate allowing them to access grade-level instruction (need for intervention). All 4 grades showed Low Achievement and Low Growth. cursory overview of data shows many students demonstrating negative growth.

NWEA MAP Test	ALL STUDENT: Grade 9 Algebra 1 Growth landed a median of 50%, indicating the average 9th grader, 170 of our 262 completers, would be able to access core instruction with appropriate supporting scaffolds in order to be successful.
NWEA MAP Test	The SWD subgroup for Alg1/Alg2 courses had a median achievement at 30th percentile, indicating the average subgroup student is in need of targeted interventions. The subgroup had a median growth in the 55th percentile.
NWEA MAP Test	In the white, black, Hispanic and ED student subgroups, the median achievement was between the 37th and 44th percentiles, indicating the average student in these subgroups need targeted interventions.

Mathematics Summary

Strengths

ALL STUDENT: Grade 9 Algebra 1 Growth landed a median of 50%, indicating the average 9th grader, 170 of our 262 completers, would be able to access core instruction with appropriate supporting scaffolds in order to be successful.

Challenges

ALL STUDENT: Of 262 students who tested, the median for the Spring Achievement in Algebra 1 was the 37th percentile, which is in orange/red indicating the average student is in need of interventions (unable to access grade level instruction)
ALL STUDENT: Of 232 students who tested in fall and spring, the growth in Algebra 1 had a median of 34th, which indicates the average student's growth is not at a rate allowing them to access grade- level instruction (need for intervention). All 4 grades showed Low Achievement and Low Growth. cursory overview of data shows many students demonstrating negative growth.
The SWD subgroup for Alg1/Alg2 courses had a median achievement at 30th percentile, indicating the average subgroup student is in need of targeted interventions. The subgroup had a median growth in the 55th percentile.
In the white, black, Hispanic and ED student subgroups, the median achievement was between the 37th and 44th percentiles, indicating the average student in these subgroups need targeted interventions.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NWEA MAP Test	ALL STUDENT: Of 268 students who tested, the median for the Spring Achievement in Life Science was the 41st percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.
NWEA MAP Test	ALL STUDENT: Of 256 students who tested in fall and spring, the growth in Life Science had a median of the 55th percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.
NWEA MAP Test	ALL STUDENT: Grade 9 Life Science Growth landed a median of 50%, indicating the average 9th grader, 209 of our 256 completers, would be able to access core instruction with appropriate supporting scaffolds in order to be successful. Grade 9 showed Low Achievement but High Growth.

Science, Technology, and Engineering Education Summary

Strengths

ALL STUDENT: Of 256 students who tested in fall and spring, the growth in Life Science had a median of the 55th percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.
ALL STUDENT: Grade 9 Life Science Growth landed a median of 50%, indicating the average 9th grader, 209 of our 256 completers, would be able to access core instruction with appropriate supporting scaffolds in order to be successful. Grade 9 showed Low Achievement but High Growth.

Challenges

ALL STUDENT: Of 268 students who tested, the median for the Spring Achievement in Life Science was the 41st percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready	All student group at 95.4%, which meets the performance standard for Career Readiness Benchmarks.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Future Ready	Our All Student Group had 23.5% advanced NOCTI rate, which far exceeds the state average of 6.8%.

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.

Our All Student Group had 23.5% advanced NOCTI rate, which far exceeds the state average of 6.8%.
All student group at 95.4%, which meets the performance standard for Career Readiness Benchmarks.

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.

It is difficult to fit remediation in for CTE students who did not pass Keystone Exams the first time.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready	Our English Learner population is so small that Future Ready considers it an insufficient sample.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Our English Learner population is so small that Future Ready considers it an insufficient sample.

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.

Our English Learner population is so small that Future Ready considers it an insufficient sample.

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Not Yet Evident

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Not Yet Evident
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	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	Operational
Implement an evidence-based system of school-wide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

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We excel at providing sustained, just-in time professional learning through whole group trainings with outside providers, as well as time for smaller targeted teacher groups to focus on implementation of an instructional initiative. Upper administration uses needs assessment surveys to plan professional learning opportunities for the year in alignment with district goals.
Though emerging, we are working with IU 20 to develop an MTSS program, starting with the rollout of a positive behavior rewards system for both students and staff.

Systems are in place to ensure school safety, allowing students to feel comfortable in their learning environment.
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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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Teachers do not regularly employ formative assessment data to inform future instruction and to differentiate learning group tasks.
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Currently, there is a lack of teacher volunteers for leadership roles, resulting in consistent difficulties when filling advisor positions and forming committees. To address this and build leadership capacity, administration will continue to collaborate with staff to cultivate a more supportive and engaging school culture.
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Administration needs to be more intentional about frequent and actionable feedback to provide data that can be used to build relationships and set goals for continual improvement.

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
P/A ELA: The black student subgroup showed 76.2% proficient/advanced, which is an increase from last year's subgroup performance, and higher than both the all student group and statewide average.	False
P/A ELA: The white student subgroup showed 69.5% proficient/advanced, which is an increase from the previous year.	False
P/A ELA: The Hispanic student subgroup showed 57.7% proficient/advanced, which is an increase from the previous year.	False
P/A ELA: The SWD student subgroup showed 24.6% proficient/advanced, which is a 10% increase from the previous year.	False
P/A ALG: The Hispanic student subgroup showed 42.3% proficient/advanced, which is above our all group student performance and the statewide average. In addition, this percent increased significantly from 18.2% last year.	True
P/A ALG: The white student subgroup showed 40.0% proficient/advanced, which is above our all group student performance.	True
P/A ALG: The ED student subgroup showed 31.8% proficient/advanced, which increased from 20.8% last year.	False
ELA GROWTH: Hispanic student subgroup showed 92.0, which exceeded statewide growth, and increased significantly from 77.0 last year.	True
ELA GROWTH: The combined ethnicity subgroup showed 100.0, which exceeded statewide growth, and increased significantly from 80.0 last year.	True
ALG GROWTH: The white student subgroup showed a growth score of 64.0. While below the statewide average and growth standard, it is an increase from last year's growth score of 55.0.	False
ATTENDANCE: The black student subgroup at 83.8% is above the statewide average and 11.3% higher than last year. This is above the cut score of 74.87.	False
ATTENDANCE: The Hispanic student subgroup at 80.4% has increased from 63.8% last year. This is above the cut score of 74.87.	True
ATTENDANCE: The white student subgroup at 88.9% has increased from 69.4% last year. This is above the cut score of 74.87.	True
ATTENDANCE: The 2 or more races student subgroup at 82.0% has increased from 64.3% last year. This is above the cut score of 74.87.	True
ATTENDANCE: The ED student subgroup at 79.9% has increased from 62.0% last year. This is above the cut score of 74.87.	True
ATTENDANCE: The SWD student subgroup at 79.4% has increased from 60.7% last year. This is above the cut score of 74.87%.	True
ATTENDANCE: The combined ethnicity student subgroup at 81.6% has increased from 66.3% last year. This is above the cut score of 74.87.	True
CAREER STANDARDS: The black student subgroup increased from 92% to 100%, exceeding the target.	False
GRADUATION RATE: The black student subgroup showed an increase in rate from 90.3% last year to 96.9% this year.	True

GRADUATION RATE: The white student subgroup showed an increase in rate from 87.2% last year to 90.0% this year, which is now meeting expectations.	True
We excel at providing sustained, just-in time professional learning through whole group trainings with outside providers, as well as time for smaller targeted teacher groups to focus on implementation of an instructional initiative. Upper administration uses needs assessment surveys to plan professional learning opportunities for the year in alignment with district goals.	True
Though emerging, we are working with IU 20 to develop an MTSS program, starting with the rollout of a positive behavior rewards system for both students and staff.	True
Systems are in place to ensure school safety, allowing students to feel comfortable tin their learning environment.	False
ALL STUDENT: Of 913 students who tested, the median for the Spring Achievement in Reading was the 71st percentile, which is in the green indicating the average student is ready to receive core instruction at the appropriate level. Of 776 students who tested in fall and spring, the growth in Reading had a median of the 66th percentile, which indicates the average student is growing appropriately to continue receiving core instruction at the appropriate level.	False
Our All Student Group had 23.5% advanced NOCTI rate, which far exceeds the state average of 6.8%.	False
All student group at 95.4%, which meets the performance standard for Career Readiness Benchmarks.	False
ALL STUDENT: Of 256 students who tested in fall and spring, the growth in Life Sci had a median of the 55th percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.	False
ALL STUDENT: Grade 9 Life Science Growth landed a median of 50%, indicating the average 9th grader, 209 of our 256 completers, would be able to access core instruction with appropriate supporting scaffolds in order to be successful. Grade 9 showed Low Achievement but High Growth.	False
In the white, black, and Hispanic student subgroups, the median achievement was between the 65th and 72nd percentiles, indicating the average student in the subgroup is ready for core instruction.	True
ALL STUDENT: Of 153 Grade 11 students, the median growth in Reading was the 53rd percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.	False
ALL STUDENT: Grade 9 Algebra 1 Growth landed a median of 50%, indicating the average 9th grader, 170 of our 262 completers, would be able to access core instruction with appropriate supporting scaffolds in order to be successful.	False
Our English Learner population is so small that Future Ready considers it an insufficient sample.	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
P/A ELA: The SWD student subgroup showed 24.6% proficient/advanced, which is below the cut score of 35.7%.	True
P/A ELA: The Hispanic student subgroup showed 57.7% proficient/advanced, which did not meet statewide goal.	True

P/A ELA: The white student subgroup showed 69.5% proficient/advanced, which did not meet statewide goal.	True
P/A ELA: The ED student subgroup showed 60.9% proficient/advanced, which did not meet statewide goal	True
P/A ALG: The black student subgroup showed 28.6%, which is below all student group performance and statewide goal.	True
P/A ALG: The ED student subgroup showed 31.8%, which is below all student group performance and statewide goal.	True
P/A ALG: The SWD group showed 11.5%, which is far below the 21.4% overall statewide average achievement rate.	True
ELA GROWTH: The SWD subgroup showed 55.0, which is a decrease from 64.0 last year, and is below the statewide growth standard.	True
ELA GROWTH: The black subgroup had an insufficient sample, so we are unable determine direction and magnitude of growth from last year's growth score of 82.	False
ALG GROWTH: The Hispanic subgroup continues to decrease score. The 23-24 value was 55.0, a decrease from the previous year. Now the 24-25 value was 5.04, which is a decrease from 55.0 the previous year.	True
ALG GROWTH: The SWD student subgroup remains low with a growth score of 56.0, not far from last year's 52.0.	False
ALG GROWTH: The ED student subgroup remains low with a growth score of 59.0, not far from last year's 57.0	False
ATTENDANCE: The SWD student subgroup attendance was 79.4%, which is below the statewide average and the statewide goal.	False
CAREER STANDARDS: The SWD group decreased from last year's 100% to 91.2%, which is below the statewide average and goal.	False
CAREER STANDARDS: The Hispanic student subgroup decreased from last year's 100% to 93.4%, while still staying above the statewide average.	False
GRADUATION RATE: The Hispanic student subgroup showed a significant decrease in rate from 97.3% last year to 87.9% this year	False
GRADUATION RATE: The SWD student subgroup continues to show a decrease in rate from 73.8% last year to 72.0% this year, which is significantly below the 85.8% cut score.	True
ALL STUDENT: Of 153 Grade 11 students, the median growth in Reading was the 53rd percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.	False
Teachers do not regularly employ formative assessment data to inform future instruction and to differentiate learning group tasks.	True
Currently, there is a lack of teacher volunteers for leadership roles, resulting in consistent difficulties when filling advisor positions and forming committees. To address this and build leadership capacity, administration will continue to collaborate with staff to cultivate a more supportive and engaging school culture.	False
Administration needs to be more intentional about frequent and actionable feedback to provide data that can be used to build relationships and set goals for continual improvement.	True
Of the SWD student subgroup, the median achievement Eng9-Eng11 was in the 40th percentile, indicating the average subgroup student would be in need of targeted interventions in order to access core instruction. In addition, the SWD student group was in the 62nd percentile for growth (84% met or exceed the projected growth goal)	True
ALL STUDENT: Of 262 students who tested, the median for the Spring Achievement in Algebra 1 was the 37th percentile, which is in orange/red indicating the average student is in need of interventions (unable to access grade level instruction)	False
ALL STUDENT: Of 232 students who tested in fall and spring, the growth in Algebra 1 had a median of 34th, which indicates the average student's growth is not at a rate allowing them	False

to access grade- level instruction (need for intervention). All 4 grades showed Low Achievement and Low Growth. cursory overview of data shows many students demonstrating negative growth.	
It is difficult to fit remediation in for CTE students who did not pass Keystone Exams the first time.	False
Our English Learner population is so small that Future Ready considers it an insufficient sample.	False
ALL STUDENT: Of 268 students who tested, the median for the Spring Achievement in Life Science was the 41st percentile, indicating the average student would be able to access core instruction with appropriate supporting scaffolds in order to be successful.	False
The SWD subgroup for Alg1/Alg2 courses had a median achievement at 30th percentile, indicating the average subgroup student is in need of targeted interventions. The subgroup had a median growth in the 55th percentile.	True
In the white, black, Hispanic and ED student subgroups, the median achievement was between the 37th and 44th percentiles, indicating the average student in these subgroups need targeted interventions.	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.

While our TSI designation is focused on the SWD subgroup, it is clear that across multiple subgroups, we need to focus on high quality instruction for all learners. We are getting comfortable with collecting/reporting benchmarking data, but now need to take the next step to using it as well as classroom assessments to differentiate instruction.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
P/A ELA: The SWD student subgroup showed 24.6% proficient/advanced, which is below the cut score of 35.7%.	Students need to be explicitly taught literacy strategies across all content areas. Our use of SPM with a focus on developing literacy will assist with that.	True
P/A ELA: The Hispanic student subgroup showed 57.7% proficient/advanced, which did not meet statewide goal.		False
P/A ELA: The white student subgroup showed 69.5% proficient/advanced, which did not meet statewide goal.		False
P/A ELA: The ED student subgroup showed 60.9% proficient/advanced, which did not meet statewide goal		False
P/A ALG: The black student subgroup showed 28.6%, which is below all student group performance and statewide goal.		False
P/A ALG: The ED student subgroup showed 31.8%, which is below all student group performance and statewide goal.		False
P/A ALG: The SWD group showed 11.5%, which is far below the 21.4% overall statewide average achievement rate.		False
ELA GROWTH: The SWD subgroup showed 55.0, which is a decrease from 64.0 last year, and is below the statewide growth standard.		False
ALG GROWTH: The Hispanic subgroup continues to decrease score. The 23-24 value was 55.0, a decrease from the previous year. Now the 24-25 value was 5.04, which is a decrease from 55.0 the previous year.		False
GRAD RATE: The SWD student subgroup continues to show a decrease in rate from 73.8% last year to 72.0% this year, which is significantly below the 85.8% cut score.		False
Teachers do not regularly employ formative assessment data to inform future instruction and to differentiate learning group tasks.		True
Administration needs to be more intentional about frequent and actionable feedback to provide data that can be used to build relationships and set goals for continual improvement.		False
Of the SWD student subgroup, the median achievement Eng9-Eng11 was in the 40th percentile, indicating the average subgroup student would be in need of targeted interventions in order to access core instruction. In addition, the SWD student group was in the 62nd		False

percentile for growth (84% met or exceed the projected growth goal)		
The SWD subgroup for Alg1/Alg2 courses had a median achievement at 30th percentile, indicating the average subgroup student is in need of targeted interventions. The subgroup had a median growth in the 55th percentile.	All Pre-Algebra and Alg1 sections with IEP students have a Special Ed support teacher in the room. Observations point to a potential need for training thee individuals to lead small group instruction, thus providing the necessary scaffolds/targeted interventions identified in the data dig.	True
In the white, black, Hispanic and ED student subgroups, the median achievement was between the 37th and 44th percentiles, indicating the average student in these subgroups need targeted interventions.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
P/A ALG: The Hispanic student subgroup showed 42.3% proficient/advanced, which is above our all group student performance and the statewide average. In addition, this percent increased significantly from 18.2% last year.	
P/A ALG: The white student subgroup showed 40.0% proficient/advanced, which is above our all group student performance.	
ELA GROWTH: Hispanic student subgroup showed 92.0, which exceeded statewide growth, and increased significantly from 77.0 last year.	
ELA GROWTH: The combined ethnicity subgroup showed 100.0, which exceeded statewide growth, and increased significantly from 80.0 last year.	
ATTENDANCE: The Hispanic student subgroup at 80.4% has increased from 63.8% last year. This is above the cut score of 74.87.	
ATTENDANCE: The white student subgroup at 88.9% has increased from 69.4% last year. This is above the cut score of 74.87.	
ATTENDANCE: The 2 or more races student subgroup at 82.0% has increased from 64.3% last year. This is above the cut score of 74.87.	
ATTENDANCE: The ED student subgroup at 79.9% has increased from 62.0% last year. This is above the cut score of 74.87.	
ATTENDANCE: The SWD student subgroup at 79.4% has increased from 60.7% last year. This is above the cut score of 74.87%.	
ATTENDANCE: The combined ethnicity student subgroup at 81.6% has increased from 66.3% last year. This is above the cut score of 74.87.	
GRADUATION RATE: The black student subgroup showed an increase in rate from 90.3% last year to 96.9% this year.	
GRADUATION RATE: The white student subgroup showed an increase in rate from 87.2% last year to 90.0% this year, which is now meeting expectations.	
We excel at providing sustained, just-in time professional learning through whole group trainings with outside providers, as well as time for smaller targeted teacher groups to focus on implementation of an instructional initiative. Upper administration uses needs assessment surveys to plan professional learning opportunities for the year in alignment with district goals.	
Though emerging, we are working with IU 20 to develop an MTSS program, starting with the rollout of a positive behavior rewards system for both students and staff.	
In the white, black, and Hispanic student subgroups, the median achievement was between the 65th and 72nd percentiles, indicating the average student in the subgroup is ready for core instruction.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers across all content areas need to explicitly teach and practice literacy skills on a daily basis using common language and consistent strategies that can be applied to any instructional content. Students need to read and write regularly as part of the instructional cycle.
	Teachers need to assess student progress toward learning goals frequently in order to identify individual needs for future steps in instruction. Administration needs to provide additional support, in the form of exemplars and other guidance, and set clear expectations for using formative assessment data to break students into appropriately differentiated learning groups, allowing teachers to meet students where they are and grow them more effectively.
	Special education and high school administrations will collaborate to focus on strategies designed specifically for these Tier 2 and 3 needs. One area of development will be aimed at strengthening the role of the learning support teacher and empowering their ability to form small instructional groups while providing scaffolded and/or targeted support to allow these students to access the grade level content.

Goal Setting

Priority: Teachers across all content areas need to explicitly teach and practice literacy skills on a daily basis using common language and consistent strategies that can be applied to any instructional content. Students need to read and write regularly as part of the instructional cycle.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, the implementation of targeted intervention groups and appropriate scaffolding will result in 100% of SWD reaching their projected growth on the Reading NWEA Map Test			
Measurable Goal Nickname (35 Character Max)			
Reading NWEA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide explicit teaching of literacy strategies. Report the BOY Reading NWEA benchmark scores for SWD.	Look at the MOY Reading NWEA data for SWD which aims to show at least 1 point of growth from BOY	Look at the EOY Reading NWEA data for SWD which aims to show at least 1 point of growth from MOY	Looking at the EOY Reading NWEA data for SWD, identify 100% of students reaching their projected growth goal.

Priority: Teachers need to assess student progress toward learning goals frequently in order to identify individual needs for future steps in instruction. Administration needs to provide additional support, in the form of exemplars and other guidance, and set clear expectations for using formative assessment data to break students into appropriately differentiated learning groups, allowing teachers to meet students where they are and grow them more effectively.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, 100% of teachers will provide evidence of flexible grouping based on data via the completion of their reflection form and/or walkthrough data submitted on PA-ETEP.			
Measurable Goal Nickname (35 Character Max)			
Data Usage Reflection			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of September, 70% of teachers will reflect on weekly use of formative data to drive instruction (flexible grouping)	By the end of December, 80% of teachers will reflect on weekly use of formative data to drive instruction (flexible grouping)	By the end of March, 90% of teachers will reflect on weekly use of formative data to drive instruction (flexible grouping)	By the end of the year, 100% of teachers will reflect on weekly use of formative data to drive instruction (flexible grouping)

Priority: Special education and high school administrations will collaborate to focus on strategies designed specifically for these Tier 2 and 3 needs. One area of development will be aimed at strengthening the role of the learning support teacher and empowering their ability to form small instructional groups while providing scaffolded and/or targeted support to allow these students to access the grade level content.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			

By the end of the 2026-2027 school year, the implementation of targeted intervention groups and appropriate scaffolding will result in 100% of SWD reaching their projected growth on either the Alg1 or Alg2 NWEA Map Test

Measurable Goal Nickname (35 Character Max)

Alg1/Alg2 NWEA

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide explicit teaching of forming small instructional groups. Report the BOY Alg1/Alg2 NWEA benchmark scores for SWD.	Look at the MOY Alg1/Alg2 NWEA data for SWD which aims to show at least 1 point of growth from BOY	Look at the EOY Alg1/Alg2 NWEA data for SWD which aims to show at least 1 point of growth from MOY	Looking at the EOY Alg1/Alg2 NWEA data for SWD, identify 100% of students reaching their projected growth goal.

Action Plan

Measurable Goals

Reading NWEA	Data Usage Reflection
Alg1/Alg2 NWEA	

Action Plan For: Literacy Across the Content Areas

Measurable Goals:
By the end of the 2026-2027 school year, the implementation of targeted intervention groups and appropriate scaffolding will result in 100% of SWD reaching their projected growth on the Reading NWEA Map Test

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers receive professional development that shares cross-content literacy strategies and provides clear expectations for integrating explicit literacy instruction	2026-08-25	2026-09-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Admin	none	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
Students take the BOY Reading NWEA MAP Test. Teachers work during departmental time to analyze the scores and use them to adjust instruction accordingly. Students own the data when teachers hold data discussions w/students and their families (parent conferences)	2026-09-18	2026-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dept Chairs	NWEA data	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Students take the MOY Reading NWEA MAP Test. Teachers work during departmental time to analyze student RIT scores, and meet with admin to review semiannual progress	2026-11-23	2027-01-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Admin, Department Chairs	NWEA data	No

Action Step	Anticipated Start Date	Anticipated Completion Date

Students take the EOY Reading NWEA MAP Test. Teacher work during departmental time and faculty time to reflect on what worked, and what changes need to be made to instructional delivery for greater impact.		2027-02-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin, Department Chairs	NWEA data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The effective use of benchmarking data will lead to higher NWEA Reading Achievement and Growth scores	Data analysis and reflection after each benchmark through collaborative core content meetings and 1:1 with evaluating administrator

Action Plan For: Flexible Grouping in Math

Measurable Goals:
By the end of the 2026-2027 school year, the implementation of targeted intervention groups and appropriate scaffolding will result in 100% of SWD reaching their projected growth on either the Alg1 or Alg2 NWEA Map Test

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers receive professional development to explain how data can be used to inform instruction.	2026-08-25	2026-09-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Admin	none	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
Students take the BOY Alg1/Alg2 NWEA MAP Test. Teachers work during departmental time to analyze the scores and use them to adjust instruction accordingly. Students own the data when teachers hold data discussions w/students and their families (parent conferences)	2026-09-18	2026-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dept Chair	NWEA scores	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Students take the MOY Alg1/lg2 NWEA MAP Test. Teachers work during departmental time to analyze student RIT scores, and meet with admin to review semiannual progress	2026-11-23	2027-01-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Admin, Department Chairs	NWEA data	No

Action Step	Anticipated Start Date	Anticipated Completion Date
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Students take the EOY Reading NWEA MAP Test. Teacher work during departmental time and faculty time to reflect on what worked, and what changes need to be made to instructional delivery for greater impact.		2027-02-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin, Department Chairs	NWEA data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The effective use of benchmarking data will lead to higher NWEA Alg1/Alg2 Achievement and Growth scores	Data analysis and reflection after each benchmark through collaborative core content meetings and 1:1 with evaluating administrator

Action Plan For: Using Data to Drive Instruction

Measurable Goals:
By the end of the 2026-2027 school year, 100% of teachers will provide evidence of flexible grouping based on data via the completion of their reflection form and/or walkthrough data submitted on PA-ETEP.

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers receive professional development providing guidance on how to use data regularly to create flexible learning groups. Teachers are given clear expectations for filling out a weekly reflection form where they answer questions about what data was used, what instructional strategy changes were made, and how flexible grouping was employed.	2026-08-25	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Admin	none	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
Regular Ed teachers who work with learning support teachers embedded in their courses will receive professional development to foster the working relationship and empower the learning support teacher to lead small group instructional units.	2026-08-25	2026-08-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Special Ed Director	unknown	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
Analyze Reflection Form data. Track the number of teachers who utilize flexible grouping 6 out of 9 weeks each quarter. Meet 1:1 with teacher failing to reach the expectation for an informal conversation about expectations and any needs for support.	2026-08-31	2027-04-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Admin	Reflection form Submissions	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With monitoring of expectations and offering of supports, all push-in supported classrooms will report regular use of small group instruction for targeted interventions, or scaffolding as needed.	Admin will track reflection form submissions

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

School Wide Title 1 Funding Allocation

True School does not receive School Wide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Literacy Across the Content Areas	Teachers receive professional development that shares cross-content literacy strategies and provides clear expectations for integrating explicit literacy instruction
Flexible Grouping in Math	Teachers receive professional development to explain how data can be used to inform instruction.
Using Data to Drive Instruction	Teachers receive professional development providing guidance on how to use data regularly to create flexible learning groups. Teachers are given clear expectations for filling out a weekly reflection form where they answer questions about what data was used, what instructional strategy changes were made, and how flexible grouping was employed.
Using Data to Drive Instruction	Regular Ed teachers who work with learning support teachers embedded in their courses will receive professional development to foster the working relationship and empower the learning support teacher to lead small group instructional units.

Literacy Across the Content Areas

Action Step		
Teachers receive professional development that shares cross-content literacy strategies and provides clear expectations for integrating explicit literacy instruction		
Audience		
All teachers		
Topics to be Included		
Cross content literacy strategies.		
Evidence of Learning		
Implementation observed via classroom visits		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2026-10-01	2027-06-30

Learning Format

Type of Activities	Frequency
In-service day	once a year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Flexible Grouping in Math

Action Step		
Teachers receive professional development to explain how data can be used to inform instruction.		
Audience		
All teachers		
Topics to be Included		
Teachers receive professional development to explain how data can be used to inform instruction.		
Evidence of Learning		
Reflection form and classroom visit observations		
Lead Person/Position	Anticipated Start	Anticipated Completion

Administration	2026-10-01	2027-06-30
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Learning Format

Type of Activities	Frequency
In-service day	once a year, and frequently during other professional development days
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Using Data to Drive Instruction

Action Step		
Teachers receive professional development providing guidance on how to use data regularly to create flexible learning groups. Teachers are given clear expectations for filling out a weekly reflection form where they answer questions about what data was used, what instructional strategy changes were made, and how flexible grouping was employed.		
Audience		
All teachers		
Topics to be Included		
Teachers receive professional development providing guidance on how to use data regularly to create flexible learning groups. Teachers are given clear expectations for filling out a weekly reflection form where they answer questions about what data was used, what instructional strategy changes were made, and how flexible grouping was employed.		
Evidence of Learning		
Reflection sheet, classroom walk- throughs, and observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2026-10-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	professional development days, faculty meetings, department meetings, and administrative meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Using Data to Drive Instruction

Action Step		
Regular Ed teachers who work with learning support teachers embedded in their courses will receive professional development to foster the working relationship and empower the learning support teacher to lead small group instructional units.		
Audience		
All teachers		
Topics to be Included		
Regular Ed teachers who work with learning support teachers embedded in their courses will receive professional development to foster the working relationship and empower the learning support teacher to lead small group instructional units.		
Evidence of Learning		

Reflection sheets, classroom observations,		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration	2026-10-01	2027-06-30

Learning Format

Type of Activities	Frequency
In-service day	Professional development, faculty meeting, department meetings
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Brian Boylan	2026-08-10
School Improvement Facilitator Signature	Date
Amber Chiafulio	2026-08-10