

Vision for Learning
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Discover What is Possible We are committed to creating a student-centered environment based on high standards, expectations, and goals that nurtures each child's social, emotional, physical, and academic development.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark	98.4% of Students completed Career Benchmarks
Meeting Annual Academic Growth Expectations (PVAAS) Science	Science exceeded the Academic Growth Score at 100. It was above the state average of 74.7 and the standard of 70.
Meeting Annual Academic Growth Expectations (PVAAS) Math Students with Disabilities	Students with Disabilities Growth score in Math increased from 78 in 22-23. to 93% in 23-24
Proficient or Advanced on PSSA ELA	ELA slightly exceeded the state average of 53.9% with 54.5% of students scoring Proficient or Advanced.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on PSSA ELA	48% of Students classified Economically Disadvantaged scored proficient or advanced.
Proficient or Advanced on PSSA Math	14% of Students classified Economically Disadvantaged scored proficient or advanced.
Attendance	Students not Chronically Absent was 73.7% which did not meet the state performance.
Meeting Annual Academic Growth Expectations (PVAAS) ELA	ELA did not meet the standard at 66%. The state average was 75.4 and the PA growth standard was 70.
Meeting Annual Academic Growth Expectations (PVAAS) Math	Math did not meet the standard at 50. The state average was 74.9 and the PA growth standard was 70.

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

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark ESSA Student Subgroups	98% of students met career benchmark. 97% of ED, 94% of students with disabilities, 100% of 2 or More races.

Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Science ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Economically Disadvantaged 87%, Students with Disabilities 88%, Combined Ethnicity 92%. Growth in Science.
Indicator Meeting Annual Academic Growth Expectations of Students with Disabilities Growth score in ELA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities Growth score in ELA increased from 72 in 21-22 to 78 in 22-23.
Indicator Meeting Annual Academic Growth Expectations of Students with Disabilities Growth Score in (PVAAS) Math ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with disabilities showed 93% growth in math.

Challenges

Indicator Proficient or Advanced on PSSA ELA ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations ELA- White, Multi-Racial, EcD, and IEP did not meet the PA interim goal/improvement target.
Indicator Proficient or Advanced on PSSA Math ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Math- White, Multi-Racial, EcD, and IEP did not meet the PA interim goal/improvement target.
Indicator Regular Attendance ESSA Student Subgroups Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All subgroups were below the state average of regular attendance.
Indicator Meeting the Growth Standard Demonstrating Growth ELA ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged	Comments/Notable Observations ELA did not meet the standard of growth at 66. White, Multi-Racial and EcD did not meet the Standard.
Indicator	Comments/Notable Observations

Meeting the Growth Standard Demonstrating Growth Math ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged	Math did not meet the standard of growth at 50.0. White, Multi-Racial and EcD did not meet the Standard.
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Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Economically Disadvantaged 87%, Students with Disabilities 88%, Combined Ethnicity 92%. Growth in Science.
Students with disabilities showed 93% growth in math.
98% of students met career benchmark. 97% of ED, 94% of students with disabilities, 100% of 2 or More races.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Math did not meet the standard of growth at 50.0. White, Multi-Racial and EcD did not meet the Standard.
ELA did not meet the standard of growth at 66. White, Multi-Racial and EcD did not meet the Standard.
All subgroups were below the state average of regular attendance.
Math- White, Multi-Racial, EcD, and IEP did not meet the PA interim goal/improvement target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Achievement Projections	8th Grade NWEA Achievement Projection 43%
NWEA MAP Achievement Projections	7th Grade NWEA Achievement Projection 50%
NWEA MAP Growth - Student Growth Summary Report Fall 2024 to Spring 2025	Reading Grade 7 - 47th percentile for growth.
NWEA MAP Growth - Student Growth Summary Report Fall 2024 to Spring 2025	Reading Grade 8 - 39th percentile for growth.

English Language Arts Summary

Strengths

Reading Grade 7 - 47th percentile for growth.

Challenges

8th Grade NWEA Achievement Projection 43%
Reading Grade 8 - 39th percentile for growth.
Reading Grade 7 - 47th percentile for growth.
7th Grade NWEA Achievement Projection 50%

Mathematics

Data	Comments/Notable Observations
NWEA MAP Achievement Projections	7th Grade NWEA Achievement Projection 60%
NWEA MAP Growth- Student Growth Summary Report Fall 2024 to 2025	Math Grade 7 - 67th Percentile for Growth
NWEA MAP Growth-Student Growth Summary Report Fall 2024 to Spring 2025	Math Grade 8 - 46th Percentile for Growth
NWEA MAP Achievement Projections	7th Grade NWEA Achievement Projection 50%

Mathematics Summary

Strengths

Math Grade 7 - 67th Percentile for Growth

Challenges

Math Grade 8 - 46th Percentile for Growth
7th Grade NWEA Achievement Projection 50%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	2% of students performing in the Blue, 49% of students performing in the green, and 50% of students performing in the red.
CDT	7th grade had 53% of students performing in the Green
CDT	8th grade had 52% of students performing in the Red

Science, Technology, and Engineering Education Summary

Strengths

Based on the CDT -2% of students performing in the Blue, 49% of students performing in the green
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Challenges

Results of the CDT showed 8th grade had 52% of students performing in the Red

Related Academics

Career Readiness

Data	Comments/Notable Observations
Local Data	98% of 7th grade students have all of the required artifacts
Local Data	97% of 8th grade students have all of the required artifacts.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
PAYS	Grade 8 Risk Factors are 61.8% Low Commitment Towards School compared to 52.7 % state and 57.0% Perceived Risk of Drug Use and is higher than the state 43.2%
PAYS	Grade 8 Protective Factors 68.0% Opportunities for Prosocial Involvement (Family) same as state 68.0% and 63.1% Rewards for Prosocial Involvement (Family) and lower than state 67.4%

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.

PA Ready Index - 98% of students met the Career Readiness activities

PAYS- Grade 8 Protective Factors 68.0% Opportunities for Prosocial Involvement (Family) same as state 68.0% and 63.1% Rewards for Prosocial Involvement (Family) and lower than state 67.4%

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.

PAYS- Grade 8 Risk Factors are 61.8% Low Commitment Towards School compared to 52.7 % state and 57.0% Perceived Risk of Drug Use and is higher than the state 43.2%

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Curriculum Courses	100% of students have the same educational opportunity for social studies, math, ELA, and science content.
Peer mentoring	100% of students have the opportunity for a peer mentor in grade 7
Attendance	64% of ED met the attendance expectation.

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.

100% of students have the same educational opportunity for math, ELA, social studies, and science content.
100% of students have the opportunity for a peer mentor in grade 7

Science growth of students classified Economically disadvantaged was 87%.

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.

64% of ED met the attendance expectation.
The percentage of students proficient and advanced were below the state average.
There is a low percentage of grade 9 EcD students scheduled for advanced math courses. Algebra - 6% of the grade 9 EcD students were scheduled for Acc Algebra II and 0% for Academic Algebra II. 15% of grade 9 EcD students were scheduled for Algebra I . 72% of the students in Algebra I are EcD. 15% of EcD students are scheduled in Practical Algebra A

Conditions for Leadership, Teaching, and Learning

Focus on Continuous Improvement of Instruction

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	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?

Align curricular materials and lesson plans to the PA Standards.
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.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.
Use multiple professional learning designs to support the learning needs of staff.

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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Identify and address individual student learning needs.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Foster a culture of high expectations for success for all students, educators, families, and community members.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
98% of students met career benchmark. 97% of ED, 94% of students with disabilities, 100% of 2 or More races.	True
Economically Disadvantaged 87%, Students with Disabilities 88%, Combined Ethnicity 92%. Growth in Science.	True
	False
Reading Grade 7 - 47th percentile for growth.	False
Students with disabilities showed 93% growth in math.	False
PA Ready Index - 98% of students met the Career Readiness activities	False
Science growth of students classified Economically disadvantaged was 87%.	True
	False
Collectively shape the vision for continuous improvement of teaching and learning.	False
PAYS- Grade 8 Protective Factors 68.0% Opportunities for Prosocial Involvement (Family) same as state 68.0% and 63.1% Rewards for Prosocial Involvement (Family) and lower than state 67.4%	False
Math Grade 7 - 67th Percentile for Growth	False
Based on the CDT -2% of students performing in the Blue, 49% of students performing in the green	False
100% of students have the same educational opportunity for math, ELA, social studies, and science content.	False
100% of students have the opportunity for a peer mentor in grade 7	False
Align curricular materials and lesson plans to the PA Standards.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
Use multiple professional learning designs to support the learning needs of staff.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	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
Math- White, Multi-Racial, EcD, and IEP did not meet the PA interim goal/improvement target.	False
Math did not meet the standard of growth at 50.0. White, Multi-Racial and EcD did not meet the Standard.	True

ELA did not meet the standard of growth at 66. White, Multi-Racial and EcD did not meet the Standard.	True
All subgroups were below the state average of regular attendance.	False
8th Grade NWEA Achievement Projection 43%	False
PAYS- Grade 8 Risk Factors are 61.8% Low Commitment Towards School compared to 52.7 % state and 57.0% Perceived Risk of Drug Use and is higher than the state 43.2%	False
The percentage of students proficient and advanced were below the state average.	False
Reading Grade 8- 39th percentile for growth.	False
Math Grade 8 - 46th Percentile for Growth	False
7th Grade NWEA Achievement Projection 50%	False
Results of the CDT showed 8th grade had 52% of students performing in the Red	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Reading Grade 7- 47th percentile for growth.	False
7th Grade NWEA Achievement Projection 50%	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
Identify and address individual student learning needs.	False
There is a low percentage of grade 9 EcD students scheduled for advanced math courses. Algebra - 6% of the grade 9 EcD students were scheduled for Acc Algebra II and 0% for Academic Algebra II. 15% of grade 9 EcD students were scheduled for Algebra I . 72% of the students in Algebra I are EcD. 15% of EcD students are scheduled in Practical Algebra A	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	False
64% of ED met the attendance expectation.	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.

Lack of student attendance has as well as the high level of risk factors form the PAYS survey have a direct correlation to student achievement and growth. The ability to support those students needs will in turn provide more time for frequent, timely systematic feedback on instructional practices which leads to improved academic success.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math did not meet the standard of growth at 50.0. White, Multi-Racial and EcD did not meet the Standard.	Curriculum mapping is required to be updated and adhered to with resources. Understanding of local and state data and correlation to results.	True
ELA did not meet the standard of growth at 66. White, Multi-Racial and EcD did not meet the Standard.	Curriculum mapping is required to be updated and adhered to with resources. Understanding of local and state data and correlation to results	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Implementation of PBIS, Handbook and Policy updates	False
64% of ED met the attendance expectation.	Attendance team to support students who regularly miss.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Science growth of students classified Economically disadvantaged was 87%.	Growth was higher in this area then others, showing that all students can make academic growth.
98% of students met career benchmark. 97% of ED, 94% of students with disabilities, 100% of 2 or More races.	All students are actively engaged in career exploration
Economically Disadvantaged 87%, Students with Disabilities 88%, Combined Ethnicity 92%. Growth in Science.	Growth was higher in this area then others, showing that all students can make academic growth.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Teachers meet during PLC time weekly to meet on a school-based committee to improve climate and culture, and review data.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	ELA: instructional teams develop and teach standards-aligned units, while also utilizing CDT data to drive instruction decisions and supports.
	Math: instructional teams develop and teach standards-aligned units, while also utilizing CDT data to drive instruction decisions and supports.
	Create a team that will communicate with families of students that are considered habitually truant.

Goal Setting

Priority: ELA: instructional teams develop and teach standards-aligned units, while also utilizing CDT data to drive instruction decisions and supports.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Teachers will utilize the CDT and locally developed assessments to make informed instruction decisions, and develop a system of supports to increase students growth.			
Measurable Goal Nickname (35 Character Max)			
English Curriculum			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline CDT data collection	40 Point increase on each assessed category from baseline.	40 Point increase on each assessed category from previous assessment.	40 Point increase on each assessed category from previous assessment.

Priority: Math: instructional teams develop and teach standards-aligned units, while also utilizing CDT data to drive instruction decisions and supports.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Teachers will utilize the CDT and locally developed assessments to make informed instruction decisions, and develop a system of supports to increase students growth.			
Measurable Goal Nickname (35 Character Max)			
Math Curriculum			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline CDT data collection	40 Point increase on each assessed category from baseline.	40 Point increase on each assessed category from previous assessment.	40 Point increase on each assessed category from previous assessment.

Priority: Create a team that will communicate with families of students that are considered habitually truant.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Increase parent and family communication around student attendance, and grades.			
Measurable Goal Nickname (35 Character Max)			
Student Attendance Team			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

85% Attendance for students with disabilities.	90% Attendance for students with disabilities.	95% Attendance for students with disabilities.	95% Attendance for students with disabilities.
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Action Plan

Measurable Goals

English Curriculum	Math Curriculum
Student Attendance Team	

Action Plan For: Small Group Instruction

Measurable Goals:
- Teachers will utilize the CDT and locally developed assessments to make informed instruction decisions, and develop a system of supports to increase students growth. - Teachers will utilize the CDT and locally developed assessments to make informed instruction decisions, and develop a system of supports to increase students growth.

Action Step	Anticipated Start/Completion Date	
Staff will analyze student CDT data, and work with co-teachers to deliver small group instruction around students learning needs.	2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	
Building Administration	CDT Data/PLC Time	PD Step?
		Yes

Anticipated Output

Students will increase CDT scores 40 points per category each assessment period.	Monitoring/Evaluation (People, Frequency, and Method)
	Director of Curriculum/Building Administration-Quarterly-CDT Data review

Action Plan For: Student Attendance

Measurable Goals:
Increase parent and family communication around student attendance, and grades.

Action Step	Anticipated Start/Completion Date	
Create a team that will communicate with families of students that are considered habitually truant.	2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	
Building Assistant Principals	PLC Time/ Attendance Data/ Community resources	PD Step?
		No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student attendance through increased family engagement.	Director of Curriculum/Building Administration Monthly/Attendance Records

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Small Group Instruction	Staff will analyze student CDT data, and work with co-teachers to deliver small group instruction around students learning needs.
Professional Learning Communities	
Action Step	
• Staff will analyze student CDT data, and work with co-teachers to deliver small group instruction around students learning needs.	
Audience	
All Staff	
Topics to be Included	
Framework for PLC, understanding the purpose of CDT, how to interpret the data and instructionally plan around that data.	
Evidence of Learning	
Survey, data meetings, CDT growth.	
Lead Person/Position	Anticipated Start
Director of Curriculum	2025-08-25
	Anticipated Completion
	2026-06-05

Learning Format

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

