

Vision for Learning
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MASH community of students and staff will be united and strive daily to be models of excellence by being kind, compassionate, respectful, and demonstrate integrity in both academic and non-academic endeavors.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA -Keystone	61% of students were Proficient or Advanced, surpassing the state average of 53.9%.
ELA-Keystone Growth	72% of students showed growth.
Biology-Keystone	65.6% of students were Proficient or Advanced close to the state average of 59.2%.
Biology - Keystone	100% of students showed growth. 81% of students with disabilities showed growth.
College and Career Performance	100% of students met the career standards benchmark, including 100% of students will disabilities.
Algebra Keystone	74% of students with disabilities met the growth measure.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	71% of students met the regular attendance. 57% of students with disabilities met regular attendance.
Algebra -Keystone	33% of students were proficient or advanced. 3.4% of students with disabilities.
English -Keystone	61% of students were proficient or advanced. 13% of students with disabilities met the growth standard
Graduation Rate	4 year Graduation rate is 87.1% and the 5 year Graduation rate is 86%.

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

Strengths

Indicator	Comments/Notable Observations
Growth on Biology Keystone ESSA Student Subgroups Students with Disabilities	94% of students with disabilities met the growth standard in Biology.
Indicator Career Standards ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 100% of students with disabilities met the career standards benchmark.

Indicator Growth Algebra 1 ESSA Student Subgroups	Comments/Notable Observations Students with disabilities growth increased from 57% to 74% Combined ethnicity increased to 72% of students making growth.
Indicator 4 year Graduation Rate ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 4 Year graduation rate for students with disabilities increased from 75% to 85.7%

Challenges

Indicator Proficiency and Growth in ELA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 13% of students with disabilities have shown proficiency on the Keystone Exam with 52% of the students meeting the growth standard.
Indicator Proficiency and Growth in Algebra ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 3.4% of students with disabilities have shown proficiency on the Keystone Exam.
Indicator Combined 4 and 5 Year Graduation Rate ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The four year graduation rate for students with disabilities was 85.7% The 5 Year rate for students with disabilities is 86%.
Indicator Regular Attendance Rate ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The regular attendance rate for students with disabilities was 57%

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.

Students with disabilities growth increased from 57% to 74% Combined ethnicity increased to 72% of students making growth.
4 Year graduation rate for students with disabilities increased from 75% to 85.7%
94% of students with disabilities met the growth standard in Biology.
100% of students with disabilities met the career standards benchmark.

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.

Algebra 1 Keystone 3.4% of students with disabilities have shown proficiency on the Keystone Exam.
ELA Keystone 13% of students with disabilities have shown proficiency on the Keystone Exam with 52% of the students meeting the growth standard.
The regular attendance rate for students with disabilities was 57%
Graduation Rate-Combined 4 and 5 year cohorts for students with disabilities was 75% The 5 Year rate for students with disabilities is 81%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT Data	Students performed better in Craft/Structure and Integration of knowledge/ideas-Lit than any other section.
CDT Data	All but two students with IEP in the ELA CDT were in the Red overall
CDT Data	No significant growth was made from assessment to assessment.

English Language Arts Summary

Strengths

Students performed better in Craft/Structure and Integration of knowledge/ideas-Lit than any other section.

Challenges

All but two students with IEP in the ELA CDT were in the Red overall
No significant growth was made from assessment to assessment.

Mathematics

Data	Comments/Notable Observations
CDT Data	All students in grade 10 with an IEP performed in the Red overall
CDT Data	All but two students in grade 9 with an IEP performed in the Red overall
CDT Data	Baseline data had students in the low red, and even though students were still in the Red significant growth was shown.

Mathematics Summary

Strengths

Baseline data had students in the low red, and even though students were still in the Red significant growth was shown.

Challenges

All students in grade 10 with an IEP performed in the Red overall
All but two students in grade 9 with an IEP performed in the Red overall

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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CDT Data	Baseline Data has all students in the Red performance area
CDT Data	All students made significant growth in Biology CDT.

Science, Technology, and Engineering Education Summary

Strengths

100% of Students showed growth in Biology
All students made significant growth in Biology CDT.

Challenges

Baseline Data has all students in the Red performance area

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness	100% of all 11th grade students have required artifacts. 100% of all students with disabilities have required artifacts.
Workforce	42% of students entered the workforce.
Industry-Based Learning	27% of students passed participated in industry-based learning

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Career Readiness- 100% of students completed career readiness activities.
9.9% of Students Enlisted in the Military
42% of Students Entered the workforce

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.

16% of students with disabilities participated in rigorous courses of study.
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23% of students with disabilities participated in Industry-Based learning

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
CDT	Growth in Math and Biology was significant
CDT	ELA growth was not significant
Keystone Achievement Data	Students with disabilities are well below the target goals for achievement in all three assessments.
Local Grades	15% of students were not on pace to meet the credit requirements. A 10% reduction from last year.

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.

Students have been able to show growth in Biology and Algebra CDT

Increase in 4 year Graduation rate of students with disabilities by 10% in one year.

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.

Students with disabilities are well below the target goals for achievement in all three assessments.
15% of students with disabilities were credit deficient.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous Improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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	Emerging
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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Collectively shape the vision for continuous improvement of teaching and learning.
Align curricular materials and lesson plans to the PA Standards.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school .

Challenges

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Implement a multi-tiered system of supports for academics and behavior
Foster a culture of high expectations for success for all students, educators, families, and community members

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
Students with disabilities growth increased from 57% to 74% Combined ethnicity increased to 72% of students making growth.	True
4 Year graduation rate for students with disabilities increased from 75% to 85.7%	True
Students performed better in Craft/Structure and Integration of knowledge/ideas-Lit than any other section.	False
94% of students with disabilities met the growth standard in Biology.	True
Baseline data had students in the low red, and even though students were still in the Red significant growth was shown.	False
All students made significant growth in Biology CDT.	False
Align curricular materials and lesson plans to the PA Standards.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school .	False
Students have been able to show growth in Biology and Algebra CDT	False
42% of Students Entered the workforce	False
Career Readiness- 100% of students completed career readiness activities.	False
100% of Students showed growth in Biology	False
100% of students with disabilities met the career standards benchmark.	False
9.9% of Students Enlisted in the Military	False
Increase in 4 year Graduation rate of students with disabilities by 10% in one year.	False
Collectively shape the vision for continuous improvement of teaching and learning.	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
Algebra 1 Keystone 3.4% of students with disabilities have shown proficiency on the Keystone Exam.	True
ELA Keystone 13% of students with disabilities have shown proficiency on the Keystone Exam with 52% of the students meeting the growth standard.	True
The regular attendance rate for students with disabilities was 57%	True
Graduation Rate-Combined 4 and 5 year cohorts for students with disabilities was 75% The 5 Year rate for students with disabilities is 81%.	False

Attendance-The regular attendance rate for students with disabilities was 62%	False
Baseline Data has all students in the Red performance area	False
	False
	False
	False
	False
All but two students in grade 9 with an IEP performed in the Red overall	False
	False
23% of students with disabilities participated in Industry-Based learning	False
All students in grade 10 with an IEP performed in the Red overall	False
No significant growth was made from assessment to assessment.	False
All but two students with IEP in the ELA CDT were in the Red overall	False
Students with disabilities are well below the target goals for achievement in all three assessments.	False
16% of students with disabilities participated in rigorous courses of study.	False
15% of students with disabilities were credit deficient.	False
Implement a multi-tiered system of supports for academics and behavior	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False

Most Notable Observations/Patterns

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

Students with disabilities are not showing adequate growth or achievement in the areas of English and Algebra. That that same group of students is also not reaching the 4 year graduation rate, and has low attendance.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Algebra 1 Keystone 3.4% of students with disabilities have shown proficiency on the Keystone Exam.	Understanding of Local and state data, and how that data can be used to make decisions to instructional practice, and learning progressions.	True
ELA Keystone 13% of students with disabilities have shown proficiency on the Keystone Exam with 52% of the students meeting the growth standard.	Understanding of Local and state data, and how that data can be used to make decisions to instructional practice, and learning progressions.	True
The regular attendance rate for students with disabilities was 57%		False
Foster a culture of high expectations for success for all students, educators, families, and community members	That all students should be exposed to rigorous materials and instruction;	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Students with disabilities growth increased from 57% to 74% Combined ethnicity increased to 72% of students making growth.	An increase in support for students, use of data analyzing students needs and adjusting instruction to meet those needs.
4 Year graduation rate for students with disabilities increased from 75% to 85.7%	Development of in school credit recovery, as well as focus study hall.
94% of students with disabilities met the growth standard in Biology.	All students can grow!

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Math department members will develop and teach standards-aligned units, while utilizing CDT data to drive instruction and supports for students. Focus on using rigorous resources.
	English department members will develop and teach standards-aligned units, while utilizing CDT data to drive instruction and supports for students.
	Demonstration when holding students, educators, families, and staff to high expectations, positive results occur.

Goal Setting

Priority: Math department members will develop and teach standards-aligned units, while utilizing CDT data to drive instruction and supports for students. Focus on using rigorous resources.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Teachers will utilize CDT and locally developed assessments to make informed instructional decisions, and develop a system of supports to increase students with disabilities achievement.			
Measurable Goal Nickname (35 Character Max)			
Math Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data Collection	40 point increase in each category from baseline assessment	40 point increase in each category from most recent assessment.	40 point increase in each category from most recent assessment.

Priority: English department members will develop and teach standards-aligned units, while utilizing CDT data to drive instruction and supports for students.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Teachers will utilize CDT and locally developed assessments to make informed instructional decisions, and develop a system of supports to increase students with disabilities achievement.			
Measurable Goal Nickname (35 Character Max)			
ELA Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data Collection	40 point increase in each category from baseline assessment	40 point increase in each category from most recent assessment.	40 point increase in each category from most recent assessment.

Priority: Demonstration when holding students, educators, families, and staff to high expectations, positive results occur.

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			
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

Math Achievement	ELA Achievement
Student Attendance	

Action Plan For: Small Group Instruction

Measurable Goals:
- Teachers will utilize CDT and locally developed assessments to make informed instructional decisions, and develop a system of supports to increase students with disabilities achievement. - Teachers will utilize CDT and locally developed assessments to make informed instructional decisions, and develop a system of supports to increase students with disabilities achievement.

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	PD Step?
Building Administration	CDT Data/PLC Time	Yes

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

Action Plan For: Student Attendance Team

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	PD Step?
Building Assistant Principals	No
PLC Time/ Attendance Data/ Community resources	

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

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	Anticipated Completion
Director of Curriculum		2025-08-25	2026-06-05

Learning Format

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

