Wyoming Area Sec Ctr

ATSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Secondary Center		000006390
Address 1		
252 Memorial Street		
Address 2		
City	**State**	**Zip Code**
Exeter	Pennsylvania	18643
Chief School Administrator		**Chief School Administrator Email**
Jon Pollard		jpollard@wyomingarea.org
Principal Name		
Greg Riley		
Principal Email		
griley@wyomingarea.org		
Principal Phone Number		**Principal Extension**
5706552836		2336
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Deanna Mennig		dmennig@liu18.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Jon Pollard	Chief School Administrator	Secondary Center	jpollard@wyomingarea.org
David Pacchioni	District Level Leaders	Secondary Center	dpacchioni@wyomingarea.org
Greg Riley	Principal	Secondary Center	griley@wyomingarea.org
Douglas Piazza	Principal	Secondary Center	dpiazza@wyomingarea.org
Stephanie Anuszewski	District Level Leaders	District Office	sanuszewski@wyomingarea.org
Kirby Kunkle	Board Member	WASD	kunkle@wyomingarea.org
Victoria Ziegler	Teacher	Algebra I Teacher	vziegler@wyomingarea.org
Marc Gfeller	Teacher	Mathematics Teacher	mgfeller@wyomingarea.org
Kristen Lemoncelli	Community Member	Stakeholder	klemoncelli@gmail.com
Trustin Johnson	Student	WA Class of 2026	tjohnson.2026@wyomingarea.org

Vision for Learning

Vision for Learning

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge. Learn skills that will support them, as life-long learners. We strive to provide college career-ready opportunities to our students. We want our students to participate in and contribute to the global world. The core values of our district are: respect, tolerance and inclusion. We ask that they practice these core values. We will provide equitable instructional practices to all learners.

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	**True** 9	**True** 10	**True** 11	**True** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All Student Group Exceeds the Standard Demonstrating Growth for English Language Arts/Literature (2023-24)	Academic Growth Score 87.3 Statewide Average Growth Score 75.0
All Student Group Exceeds the Standard Demonstrating Growth for Mathematics/Algebra (2023-24)	Academic Growth Score 79.7 Statewide Average Growth Score 75.3
All Student Group Exceeds the Standard Demonstrating Growth for Science/Biology (2023-24)	Academic Growth Score 70 Meeting Statewide Growth Standard 70
5-Year Cohort All Student Group exceeds Statewide Average	Percent Graduation 5-Year Cohort 95.6% Statewide Average 90%
All student group meets 2033 Statewide Goal for Four-Year Cohort	All student Group Percent Graduation 4-year cohort percentage 94.6%
Rigorous Courses of Study exceeded the statewide average.	All student group percent Rigorous Courses of Study 58.7% Statewide Average 56.4%
Post Secondary Transition: All Student Group Exceeds Statewide Average	Percent Graduates: 82.9% Statewide Average: 76.4%

Challenges

Indicator	Comments/Notable Observations
In ELA, 52.1% of the All Student Group scored proficient or advanced in the PA State Assessments. The statewide average is 53.9%	Score was 47.9% (2022-23). Increase 4.2%.
In Math, 22.5% of the All-Student Group scored proficient or advanced in the PA State Assessments. The statewide average is 38.3%	Score was 10.6% (2022-23). Increased 11.9%.
In Science/Biology, the All Student Group did not meet the statewide average of percent advanced.	Score was 14.2% Statewide Average was 25.8%
Career Standards Benchmark All Student Group Did Not Meet Performance Standard.	Score was 70.3% Statewide Average was 91.4%
In ELA, the All Student Group did not meet the statewide average of percent advanced.	Score was 7.2% Statewide Average was 12.4%

In Math, the All Student group did not meet the statewide average of percent advanced.	Score was 4.8% The statewide average was 15%.
In Science/Biology, the All Student group did not meet the statewide average of percent advanced.	Score was 46.3% The statewide average was 59.2%
In Regular attendance, the All Student group did not meet the statewide average of 78.1%.	Score was 42.4% (2021-22) Score was 52.6% (2022-23). Increase 10.2%

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

Strengths

Indicator In ELA/Literature, Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity met or exceeded the statewide growth standard. **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Hispanic 86.7 White 83.3 Economically Disadvantaged 89.3 Student with Disabilities 71.3 Combined Ethnicity 88.3
Indicator In Math/Algebra 1, Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity met or exceeded the statewide growth standard. **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Hispanic 84.0 White 77.0 Economically Disadvantaged 74.3 Student with Disabilities 77.0 Combined Ethnicity 82.7
Indicator In Science/Biology, Hispanic, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity met or exceeded the statewide growth standard. **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Hispanic 23.3 White 48.6 Economically Disadvantaged 34.1 Student with Disabilities 13.8 Combined Ethnicity 29.8
Indicator In the Four-Year Cohort, White and Economically Disadvantaged met the statewide average. **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** White: 95.9 Economically Disadvantaged: 88.7

Challenges

Indicator	Comments/Notable Observations

In ELA/Literature, the Hispanic, Economically Disadvantaged and Students with Disabilities group did not meet the statewide average for advanced and proficient. **ESSA Student Subgroups** Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	Hispanic 31.1% Economically Disadvantaged 39.9% Students with Disabilities 11.7% Combined Ethnicity 34.2% The Statewide Average was 54.5%
Indicator In Math/Algebra I, the Hispanic, White, Economically Disadvantaged and Students with Disabilities group did not meet the statewide average for advanced and proficient. **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Hispanic 18.6% White 23.5% Economically Disadvantaged 14.3% Students with Disabilities 1.8% Combined Ethnicity 29.8% The Statewide Average was 40.2%
Indicator In Biology/Science, the Hispanic, White, Economically Disadvantaged, Combined Ethnicity and Students with Disabilities group did not meet the statewide average for advanced and proficient. **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The statewide average was 25.8%
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations**
Indicator The Hispanic, White, Economically Disadvantaged, Combined Ethnicity and Students with disabilities did not meet the advanced on the ELA PA state Assessments. **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Statewide average for advance was 12.4%
Indicator	**Comments/Notable Observations** Statewide average for advance was 15%

The Hispanic, White, Economically Disadvantaged, Combined Ethnicity and Students with disabilities did not meet the advanced on the Math/Algebra PA state Assessments. **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	
Indicator The White, Economically Disadvantaged, and Students with disabilities did not meet the advanced on the Science/Biology PA state Assessments. **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Statewide average for advance was 23.8%
Indicator The Black, Hispanic, White, Economically Disadvantaged Combined Ethnicity, and Students with disabilities did not meet the regular attendance performance standard. **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Statewide average was 78.1%
Indicator **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations**
Indicator The Hispanic, White, Economically Disadvantaged, Combined Ethnicity and Students with disabilities did not meet the Career Standards Benchmark. **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Statewide Average was 91.4%

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.

All Student Group Exceeds the Standard Demonstrating Growth for English Language Arts/Literature (2023-24)
All Student Group Exceeds the Standard Demonstrating Growth for Mathematics/Algebra (2023-24)
All Student Group Exceeds the Standard Demonstrating Growth for Science/Biology (2023-24)
5-Year Cohort All Student Group exceeds Statewide Average
All student group meets 2033 Statewide Goal for Four-Year Cohort

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.

In ELA/Literature, the Hispanic, Economically Disadvantaged and Students with Disabilities group did not meet the statewide average for advanced and proficient.
In Math/Algebra I, the Hispanic, White, Economically Disadvantaged and Students with Disabilities group did not meet the statewide average for advanced and proficient.
In Biology/Science, the Hispanic, White, Economically Disadvantaged, Combined Ethnicity and Students with Disabilities group did not meet the statewide average for advanced and proficient.
In Regular attendance, the All Student group did not meet the statewide average of 78.1%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Diagnostic assessment data from CDT's allows us to remediate students based on immediate need.	CDTs will be performed at the beginning, middle, and end of the year to determine growth in ELA.
Diagnostic assessment data from CDT's allows us to remediate students based on immediate need.	CDTs will be performed at the beginning, middle, and end of the year to determine growth in ELA.
Diagnostic pilot with FireFly will allows us to remediate students based on immediate need.	FireFly will be performed at the beginning, middle, and end of the year to determine growth in ELA.

English Language Arts Summary

Strengths

Assessment data from FireFly and CDT's allows us to remediate students based on immediate need.

Challenges

Cumbersome in testing students multiple times a year. Will implement incentive programs to get students excited to do well.

Mathematics

Data	Comments/Notable Observations
Diagnostic assessment data from CDT's allows us to remediate students based on immediate need.	CDTs will be given in the beginning, middle and end of the year.
Diagnostic assessment data from FireFly allows us to remediate students based on immediate need.	FireFly will be given in the beginning, middle and end of the year.

Mathematics Summary

Strengths

Access to FireFly and CDT's allow teachers instant access to their performance data.

Challenges

Cumbersome in testing students multiple times a year. Will implement incentive programs to get students excited to do well.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Diagnostic assessment data from FireFly allows us to remediate students based on immediate need.	FireFly will be given in the beginning, middle and end of the year.

Diagnostic assessment data from CDT's allows us to remediate students based on immediate need.	Biology CDTs will be given in the beginning, middle and end of the year.

Science, Technology, and Engineering Education Summary

Strengths

CDT testing is accessible and allows instructors immediate access to their data.

Challenges

Cumbersome in testing students multiple times a year. Will implement incentive programs to get students excited to do well.

Related Academics

Career Readiness

Data	Comments/Notable Observations
70.3% of the all student group met the career standards benchmark.	Below the statewide average of 91.4%
61.6% of the Economically Disadvantaged population met the Career Standards Benchmark.	Below the statewide average of 91.4%
54.8% of the Students with Disabilities met the Career Standards Benchmark.	Below the statewide average of 91.4%

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.

None
None

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.

70.3% of the all student group met the career standards benchmark.
61.6% of the Economically Disadvantaged population met the Career Standards Benchmark.
54.8% of the Students with Disabilities met the Career Standards Benchmark.

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
13.8% of students with disabilities scored advanced or proficient in Math state assessments.	Co teachers has continued to be implemented in the most needed classrooms. 1.2% in 2022-23 13.8% in 2024-24 (Increase of 12.6%)
Students with disabilities met the statewide average growth score in ELA, Mathematics, and Science.	77.0 in Math 71.3 in ELA 74.0 in Biology/Science Meeting Statewide Growth Standard 70.0

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
The Economically Disadvantaged met the statewide average growth score in ELA, Mathematics, and Science.	The district has continued to implement coteaching into classrooms needing most remediation. ELA 89.3 Math 74.3 Science/Biology 73.0
The group of economically disadvantaged did not meet the performance standard for regular attendance	Professional Development in attendance strategies will be rolled out to teachers. ED 46.3 Statewide average 78.1

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 with disabilities met the statewide average growth score in ELA, Mathematics, and Science.
The district is working on aligning curriculum with the standards throughout all grade bands.
The Economically Disadvantaged met the statewide average growth score in ELA, Mathematics, and Science.
The district is working on strategies to combat the attendance issue.

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.

13.8% of students with disabilities scored advanced or proficient in Math state assessments, but it is up 12.6% from the previous school year.
The group of economically disadvantaged did not meet the performance standard for regular attendance

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	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Partnering with local businesses, community and Parent organizations, and other agencies to meet the needs of the school *
Use of CDT data and Math 180 has provided a positive impact to instructional practices and data analysis
Addition of new textbook resources in many of our Secondary Center Content areas.

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?

Responding to the recent climate survey to develop measures to improve the culture and climate for students, educators, staff members, and stakeholders.
School Wide Positive Behavior Supports at the Elementary Level are embedded, still working on implementation at the Secondary Center.
Our current curriculum offerings are fairly well aligned, there is a need to review and revise curriculum to ensure alignment with eligible content
Provide supports and mechanisms to improve student attendance

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
All Student Group Exceeds the Standard Demonstrating Growth for Science/Biology (2023-24)	True
5-Year Cohort All Student Group exceeds Statewide Average	False
The All-Student Group exceeded the Statewide Average of 89.6% in Career Standards Benchmark.	False
All Student group showed growth in Mathematics/Algebra I	False
All Student Group Exceeds the Standard Demonstrating Growth for Mathematics/Algebra (2023-24)	True
Use of CDT data and Math 180 has provided a positive impact to instructional practices and data analysis	False
None	False
All Student Group Exceeds the Standard Demonstrating Growth for English Language Arts/Literature (2023-24)	True
CDT testing is accessible and allows instructors immediate access to their data.	False
Students with disabilities met the statewide average growth score in ELA, Mathematics, and Science.	True
Access to FireFly and CDT's allow teachers instant access to their performance data.	False
All student group meets 2033 Statewide Goal for Four-Year Cohort	False
Assessment data from FireFly and CDT's allows us to remediate students based on immediate need.	False
The district is working on aligning curriculum with the standards throughout all grade bands.	False
None	False
Partnering with local businesses, community and Parent organizations, and other agencies to meet the needs of the school *	False
Use of CDT data and Math 180 has provided a positive impact to instructional practices and data analysis	False
Addition of new textbook resources in many of our Secondary Center Content areas.	False
The Economically Disadvantaged met the statewide average growth score in ELA, Mathematics, and Science.	False
The district is working on strategies to combat the attendance issue.	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
In Regular attendance, the All Student group did not meet the statewide average of 78.1%.	True
	False

In Biology/Science, the Hispanic, White, Economically Disadvantaged and Students with Disabilities group did not meet the statewide average for advanced and proficient.	False
The Black, Hispanic, White, Economically Disadvantaged, and Students with disabilities did not meet the regular attendance performance standard.	False
In Biology/Science, the Hispanic, White, Economically Disadvantaged, Combined Ethnicity and Students with Disabilities group did not meet the statewide average for advanced and proficient.	False
In Math/Algebra I, the Hispanic, White, Economically Disadvantaged and Students with Disabilities group did not meet the statewide average for advanced and proficient.	True
Cumbersome in testing students multiple times a year. Will implement incentive programs to get students excited to do well.	False
13.8% of students with disabilities scored advanced or proficient in Math state assessments, but it is up 12.6% from the previous school year.	True
13.8% of students with disabilities scored advanced or proficient in Math state assessments, but it is up 12.6% from the previous school year.	False
Cumbersome in testing students multiple times a year. Will implement incentive programs to get students excited to do well.	False
61.6% of the Economically Disadvantaged population met the Career Standards Benchmark.	False
70.3% of the all student group met the career standards benchmark.	False
In ELA/Literature, the Hispanic, Economically Disadvantaged and Students with Disabilities group did not meet the statewide average for advanced and proficient.	False
54.8% of the Students with Disabilities met the Career Standards Benchmark.	False
Cumbersome in testing students multiple times a year. Will implement incentive programs to get students excited to do well.	False
Responding to the recent climate survey to develop measures to improve the culture and climate for students, educators, staff members, and stakeholders.	True
Provide supports and mechanisms to improve student attendance	False
School Wide Positive Behavior Supports at the Elementary Level are embedded, still working on implementation at the Secondary Center.	False
The group of economically disadvantaged did not meet the performance standard for regular attendance	False
Our current curriculum offerings are fairly well aligned, there is a need to review and revise curriculum to ensure alignment with eligible content	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.

We note that our top priority is providing meaningful equitable instruction to all students. Realignment of our curriculum to all students will help support our group of Economically Disadvantaged and our student population as a whole. Moving ahead with co-teaching strategies will enable teachers in our classrooms to assist students who need the most notable remediation and attention.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
In Regular attendance, the All Student group did not meet the statewide average of 78.1%.	Regular attendance has been an issue for the past several years. Discussions between administration, teachers, school police, and county-level court to see what improvements/strategies can be put in place to improve school attendance.	True
In Math/Algebra I, the Hispanic, White, Economically Disadvantaged and Students with Disabilities group did not meet the statewide average for advanced and proficient.	With the implementation of co-teaching/co-teaching training and the introduction of Algebra 1A and 1B courses, we are optimistic about improvements in student achievement and academic growth.	True
Responding to the recent climate survey to develop measures to improve the culture and climate for students, educators, staff members, and stakeholders.		False
13.8% of students with disabilities scored advanced or proficient in Math state assessments, but it is up 12.6% from the previous school year.	Algebra I has been a top priority - math dept. working on creating a checklist of what needs to be covered beginning with 7-8 grades since 8th gr. honors for the Alg. I keystone exam	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Students with disabilities met the statewide average growth score in ELA, Mathematics, and Science.	On-going training will be provided to co-teachers. Administrators will closely monitor the output of the learning.
All Student Group Exceeds the Standard Demonstrating Growth for Science/Biology (2023-24)	
All Student Group Exceeds the Standard Demonstrating Growth for Mathematics/Algebra (2023-24)	
All Student Group Exceeds the Standard Demonstrating Growth for English Language Arts/Literature (2023-24)	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Improving student attendance requires a multi-faceted approach that addresses both academic and non-academic factors. Building strong relationships between students, teachers, and staff fosters a sense of belonging and encourages regular attendance. Engaging families through consistent communication and offering support services helps address barriers such as transportation or childcare. Creating a

	positive and welcoming school climate, recognizing good attendance through incentives and celebrations, and making learning engaging all contribute to student motivation. Monitoring attendance data closely allows for early intervention and targeted support for at-risk students. Clearly communicating attendance policies and expectations helps students and families understand the importance of regular attendance. Additionally, collaborating with community partners to provide wraparound services.
	With the implementation of co-teaching and targeted co-teaching training, along with the introduction of Algebra 1A and 1B courses, we are optimistic about meaningful improvements in student achievement and academic growth. The co-teaching model allows for greater differentiation, more individualized support, and increased student engagement by pairing two educators who collaboratively plan and deliver instruction. This approach creates more opportunities to meet diverse learning needs within the general education setting. Additionally, the restructuring of the Algebra curriculum into Algebra 1A and 1B provides a more accessible and paced approach for students who may need additional time to master foundational concepts. By allowing students to build their skills gradually over two years, this model reduces cognitive overload and promotes deeper understanding. Together, these initiatives aim to close achievement gaps, increase student confidence in mathematics, and support all learners in reaching their full academic potential.

Goal Setting

Priority: Improving student attendance requires a multi-faceted approach that addresses both academic and non-academic factors. Building strong relationships between students, teachers, and staff fosters a sense of belonging and encourages regular attendance. Engaging families through consistent communication and offering support services helps address barriers such as transportation or childcare. Creating a positive and welcoming school climate, recognizing good attendance through incentives and celebrations, and making learning engaging all contribute to student motivation. Monitoring attendance data closely allows for early intervention and targeted support for at-risk students. Clearly communicating attendance policies and expectations helps students and families understand the importance of regular attendance. Additionally, collaborating with community partners to provide wraparound services.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increase overall student attendance by 8% throughout the 2025-26 school year from the previous school year (2024-25). Student Regular Attendance increase from from 42.4 (21-22) to 52.6% (22-23) in the Future Ready Index.			
Measurable Goal Nickname (35 Character Max)			
Secondary Center Attendance Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Have informal presentations for students and families highlighting the importance of regular school attendance and its impact on academic success.	Monitor student attendance on a weekly basis, send attendance notification letters as needed, and hold Student Attendance Improvement Plan (SAIP) meetings when appropriate.	Monitor student attendance on a weekly basis, continue sending attendance letters, conduct SAIP meetings as needed, hold truancy hearings when required, and regularly track student progress to ensure ongoing support and intervention.	By the end of the 4th marking period, increase overall student attendance by 8% during the 2025–26 school year from the previous school year (2024-25).

Priority: With the implementation of co-teaching and targeted co-teaching training, along with the introduction of Algebra 1A and 1B courses, we are optimistic about meaningful improvements in student achievement and academic growth. The co-teaching model allows for greater differentiation, more individualized support, and increased student engagement by pairing two educators who collaboratively plan and deliver instruction. This approach creates more opportunities to meet diverse learning needs within the general education setting. Additionally, the restructuring of the Algebra curriculum into Algebra 1A and 1B provides a more accessible and paced approach for students who may need additional time to master foundational concepts. By allowing students to build their skills gradually over two years, this model reduces cognitive overload and promotes deeper understanding. Together, these initiatives aim to close achievement gaps, increase student confidence in mathematics, and support all learners in reaching their full academic potential.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)			
Increase the overall percentage of Algebra 1 students that perform proficient or advanced on the Spring 2026 Keystone Algebra assessment by 5%.			
Measurable Goal Nickname (35 Character Max)			
Algebra 1 Keystone Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Get baseline data from beginning of the year CDT Algebra 1 Diagnostic.	The Mid-Year CDT Algebra 1 Diagnostic will be administered to assess student progress. Following the assessment, teachers will review the diagnostic data to identify areas of strength and weakness. This data will be used to inform instructional decisions and guide adjustments to curriculum, strategies, and classroom practices to better meet student needs.	The End-of-Year CDT Algebra 1 Diagnostic will be administered to evaluate overall student growth and mastery of key concepts. Teachers will analyze the diagnostic data to identify student strengths and areas for improvement. This information will be used to make informed decisions regarding curriculum planning and instructional strategies for future instruction and support.	The goal is to increase the percentage of Algebra 1 students scoring Proficient or Advanced on the Spring 2025 Keystone Algebra assessment by 5%. This will be achieved through targeted instruction, data-driven interventions, and ongoing analysis of student progress to address learning gaps and strengthen mastery of key concepts.

Action Plan

Measurable Goals

Secondary Center Attendance Goal	Algebra 1 Keystone Goal

Action Plan For: Coordinated Evidence-Based Student Supports for Learning

Measurable Goals:
• Increase overall student attendance by 8% throughout the 2025-26 school year from the previous school year (2024-25). Student Regular Attendance increase from from 42.4 (21-22) to 52.6% (22-23) in the Future Ready Index.

Action Step		**Anticipated Start/Completion Date**	
Develop and implement a coordinated, tiered support plan to ensure all students can access, engage in, and make meaningful progress within the school setting, while actively collaborating with families to support each child's academic and social-emotional needs.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principals, Truancy officer, Teachers, Guidance Counselors, Social Workers, Special Education Director, Crisis Counselor, School Nurse.	1. SWPBIS a. Child Study Team b. Social Worker(s) c. Positive Behavior instructional resources 2. Training in Trauma Informed Practices. 3. Community partners and related services.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
1. Increased student academic engagement. 2. Positive student perception of the school experience. 3. Reduced discipline referrals. 4. Improved student attendance.	The administrative team will review student attendance and discipline data weekly or bi-weekly to identify trends, inform decisions, and implement timely interventions that support student success and a positive school environment.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Coordinated Evidence-Based Student Supports for Learning	Develop and implement a coordinated, tiered support plan to ensure all students can access, engage in, and make meaningful progress within the school setting, while actively collaborating with families to support each child's academic and social-emotional needs.

Trauma Informed Care Training

Action Step		
• Develop and implement a coordinated, tiered support plan to ensure all students can access, engage in, and make meaningful progress within the school setting, while actively collaborating with families to support each child's academic and social-emotional needs.		
Audience		
All Faculty 7-12, Administration		
Topics to be Included		
The approach emphasizes the creation of safe, supportive, and empowering school environments to address the impact of trauma on students' social-emotional development, academic achievement, and overall well-being. Topics to be discussed include trauma-informed practices, strategies for building resilience, promoting positive relationships, supporting staff well-being, and implementing systems that foster a culture of safety and belonging for all students		
Evidence of Learning		
There would be an increase in student attendance with fewer cases of chronic absenteeism. Behaviorally, there would be a reductions in office discipline referrals. A more positive school climate is reflected in higher scores on climate surveys, and an increased student sense of belonging. Staff indicators include improved morale, greater retention, and increased use of trauma-sensitive practices.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
IU18 consultants/PD presenters	2025-08-25	2026-06-05

Learning Format

Type of Activities	Frequency
Inservice day	Based on availability of presenters, trainings could be monthly or quarterly.
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Approvals & Signatures

Uploaded Files

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