

Profile and Plan Essentials

School		AUN/Branch
Ambridge Area High School		655
Address 1		
909 Duss Avenue		
Address 2		
City	State	Zip Code
Ambridge	PA	15003
Chief School Administrator		Chief School Administrator Email
Dr Joseph W Pasquerilla		jpasquerilla@ambridge.k12.pa.us
Principal Name		
Janice L. Zupsic		
Principal Email		
jzupsic@ambridge.k12.pa.us		
Principal Phone Number		Principal Extension
4125804049		2287
School Improvement Facilitator Name		School Improvement Facilitator Email
Michelle McKinley		michelle.mckinley@BVIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Janice L. Zupsic	High School Principal	Ambridge	jzupsic@ambridge.k12.pa.us
Mrs. Casey Neel	Teacher	Ambidge	cneel@ambridge.k12.pa.us
Bonnie Deangelis	Special Education Teacher/Transition	Ambridge	Bdeangelis@ambridge.k12.pa.us
Ms. Sue Otto	Community	Center for Hope	sotto@thecenterforhope.com
Mrs. Jane Stadnik	Parent	Parent	jstadnik@pealcenter.org
Mrs. Cathy Fischer	Parent	Board Member	CFischer@ambridge.k12.pa.us
Dr. Amy Filipowski	District Level Leaders	Ambridge Director of Special Education	afilipowski@ambridge.k12.pa.us
Amiracle Emerson-Harmon	Student	Ambridge High School	25amemersonharmon64@ambridgearea.org
Mr. Barry King	District Level Leaders	Assistant to the Superintendent	bking@ambridge.k12.pa.us
Ms. Michelle McKinley	Other	School Improvement Facilitator	michelle.mckinley@BVIU.org
Dr. Joseph Pasquerilla	Chief School Administrator	Superintendent	jpasquerilla@ambridge.k12pa.us
Carrie Richard	Parent	Parent	Car.626@hotmail.com
Keyona Walker	Parent	Parent	Myona25@comcast.net
Joseph Lamenza	Principal	Ambridge High School	joseph.lamenza@ambridge.k12.pa.us
Lillian Ruckert	Student	Ambridge High School	25liruckert08@ambridgearea.org

Vision for Learning

Vision for Learning

The vision for learning for students at Ambridge Area High School is for all students to leave high school with the skills to acquire meaningful employment and/or enter into post-secondary programs as well as be a productive citizen in the community. We believe all students can achieve and use growth mindset to recognize all students' growth and achievement.

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 Proficient/Advanced	The all student group did show an increase from 55.3% to 64.0% from the previous year even though it did not meet the target we had growth. The white subgroup increased from 64.4% the previous year to 73.6% which is a significant growth.
PVAAS ELA	The all student group did meet the target. Meeting the target is a celebration, but we will need to look to move ahead.
4 Year Graduation Rate	Although all students showed a decline, Black students showed an increase (93.3%) and met the statewide goal.

Challenges

Indicator	Comments/Notable Observations
Proficient/Advanced in ELA	The all student group is 64.0% which is below the interim goal.
PVAAS Growth in ELA	The all student group declined to 70% from the prior year. Additionally, the black subgroup (56%), economically disadvantaged subgroup (50%) all met the target, and the students with disabilities (50%).
PVAAS Growth in Math	All student growth has remained unchanged for five years at 50% growth.
Science/Biology prof/adv	All students remained the same at 30.5% Blacks students (10%, White students (34.1%), ED students (15.8%), and SWD (9.7%) all remained the same.
PVAAS Science/Bio	The all student group did not meet the target and remained at 50% growth. The white and economically disadvantaged groups are both 50% growth. SWD declined but still met the Interim growth.
Career Standards	The black subgroup (87.5%), economically disadvantaged subgroup (91.3%) and the student with disabilities subgroup (92.6) are behind the interim targets and did not show progress from the prior year.
4 year graduation cohort	All student group showed a decline from 89% to 85.4%, The white subgroup declined to 85.5% from 91.3%. The ED students did not meet the target and declined to 80.8%.
Proficient/Advanced Math	All student group declined to 21%
Attendance	All student group declined to 76.8%

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

Strengths

<p>Indicator ELA Prof/Adv ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations There was a significant increase in the white subgroup to 73.6, exceeding the state target. Economically disadvantaged increased to 47.4 % and students with disabilities increased to 29%.</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator 4 Year Grad Cohort ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Black students showed an increase (93.3%) and met the statewide goal. Students with disabilities are at 85.4% which exceeds the state interim target. The economically disadvantaged group are at 80.8% which is a decline, however, they exceed the state interim target.</p>

Challenges

<p>Indicator ELA Proficient/Advanced Academic Achievement ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The black subgroup declined to 30%. The economically disadvantaged group is still below the state-wide average at 47.4 % Students with disabilities are at 29 % these are below the state-wide average.</p>
<p>Indicator PVAAS ELA ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Students with disabilities are at 50% growth which is below the statewide growth score. This subgroup of black (56%) and economically disadvantaged (50%) declined from the previous year.</p>
<p>Indicator Math Advanced /Proficient ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The white subgroup did not make progress and is at 22.7%. The economically disadvantaged subgroup did not make progress and is at 13.2%. Students with disabilities declined to 9.7% and black subgroup declined to 10.5 %</p>
<p>Indicator Attendance ESSA Student Subgroups</p>	<p>Comments/Notable Observations All students and all subgroups showed a decline in attendance. All- 76.8% Black-65.2% White 80.5% ED-68.8 % SWD-66.2% Multi-Racial remained unchanged at 56.8%</p>

African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	
Indicator Career Benchmark ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All students and subgroups below are still not meeting the statewide average. All- 91.1% Black-75% White 93.2% ED-85.2% SWD-90.9%
Indicator 4 year Graduation ESSA Student Subgroups White	Comments/Notable Observations the white subgroup, did not meet the target, did show a decline to 85.5%
Indicator Math PVAAS ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged	Comments/Notable Observations Although there was an increase to 58% for the black subgroup, they remain below the statewide growth standard. The white and economically disadvantaged subgroups stayed at 50%.

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.

There was a significant increase in the white subgroup to 73.6, exceeding the state target. Economically disadvantaged increased to 47.4 % and students with disabilities increased to 29%.
Black students showed an increase (93.3%) and met the statewide goal. Students with disabilities are at 85.4% which exceeds the state interim target. The economically disadvantaged group are at 80.8% which is a decline, however, they exceed the state interim target.

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.

All students and all subgroups showed a decline in attendance. All- 76.8% Black-65.2% White 80.5% ED-68.8 % SWD-66.2% Multi-Racial remained unchanged at 56.8%
The black subgroup declined to 30%. The economically disadvantaged group is still below the state-wide average at 47.4 % Students with disabilities are at 29 % these are below the state-wide average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Aimsweb ELA: Students with disabilities take the Aimsweb benchmark and are progress monitored on a quarterly basis. Data is as follows for the 2023-2024 school year: -9th grade went from 0% Basic to 33% Basic and 67% Proficient from Fall 23 to Spring 24. 10 th grade went from 25% Basic to 0 Basic and 100% Proficient from Fall 23 to Spring 24.	2023-24 9th grade and 10th grade cohorts are making gains in Aimsweb.
Once a month, ELA teachers meet to review, compare and change common assessments to align to PA Standards	Staff will continue to monitor an align skills taught with skills assessed.

English Language Arts Summary

Strengths

In ELA Learning Support classrooms. we have implemented a new reading intervention replacement curriculum Read to Achieve beginning in 2020-21. In addition, we have given all students in these classes access to a Tier 3 Reading Intervention called Reading Horizon for grades 9 and 10.
All students are now taking Common Assessments beginning in 22-23. Teachers now have real-time formative and summative assessment data to look at and compare to Keystone Literature expectations. School data teams meet monthly to review new data and central admin meets with school data teams each quarter.

Challenges

Teachers with students who have disabilities continue to struggle with common assessments from various content areas to assess progress. Aimsweb and other classroom data sources continue to be refined.
AimsWeb data shows we are on track for the 2023-24 9th grade cohort growth, but are not yet 100% proficient however, we are showing 10th graders are 100 % proficient in AimsWeb for the 23-24 school year . We will analyze new data by individual student and pinpoint the issues. We will continue to work on implementing the interventions with fidelity and supporting teachers.

Mathematics

Data	Comments/Notable Observations
Aimsweb MATH: Students with disabilities take the Aimsweb benchmark and are progress monitored on a quarterly basis. Data is as follows for the 2022-2023 school year: -9th grade MATH went from 52% to 58% in Tier 3 from Fall 22 to Spring 23. Tier 1 grew from 19% to 78% increasing 29% into Proficiency. -10th grade MATH went from 60% to 58% in Tier 3 from Fall 22 to Spring 23.. Tier 1 decreased from 15% to 32%. There was positive growth in both Tiers. - 11th grade MATH went from 50% in Tier 3 and decreased to 44% of students in Tier 3 from Fall 22 to Spring 23. Tier 1 increased from 28% to 56%. There was positive growth in both Tiers.	Although the 9th grade Tier 3 increased by two students, the Tier 1 Proficient students also grew by two students. 10th and 11th grades showed an improvement in both Tier 1 and Tier 3.

Once a month, Math teachers meet to review, compare and change common assessments to align to PA Standards	Staff will continue to monitor an align skills taught with skills assessed.
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Mathematics Summary

Strengths

Teachers hold monthly data meetings after each Common Assessment administration to review data and align instruction based on test results.
We have created new courses, Algebra 1A (2022-23 SY) and 1B (2023-24 SY) where students will receive a Tier 3 intervention called Transmath. It will take three years to see the results of this intervention as Students will have intervention for two years and then take the trigger course.

Challenges

Many students do not come prepared for Algebra, therefore we are adding a Tier 3 Math intervention in all grades 6-8 in Middle School for Learning Support. We are implementing an intervention but it takes three years to see an impact on scores.
As teachers refine common assessments, there are inconsistencies and we are continuing to align data points to measure student progress.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Common Assessments have helped to identify challenges for our students and have provided data to identify areas of need. We had a decrease in the scores related to cellular respiration from an average score of 15 on the 2nd common assessment to an average score of 9. We were able to identify a deficit in the understanding of Cellular respiration and offer remediation.	Common Assessments are given 3 times a year. Since Common assessments were created, we have realigned and revamped the order of our content instruction. This has given data to focus on remediations that have been created and applied in the 23-24 school year,

Science, Technology, and Engineering Education Summary

Strengths

We implemented Common Assessments for Biology and held regular data team meetings.
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Challenges

Students with disabilities struggle with the Biology content. We do give them Life Science as a pre-requisite course to try to build content.

Related Academics

Career Readiness

Data	Comments/Notable Observations
OVR makes monthly visits into the classrooms to present on careers. 100% of our students in 9th and 10th participate.	The visits expose students to various career, they do interest surveys and work on resume buildings
Students in grades 9-12 work daily in Everfi and we have 90% completion rate	We look to increase this percentage rate for 2023-24.

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.

Preparing students for careers and academic interests beyond graduation is a focus. We have monthly admin and staff meetings to review progress and then teachers check in at least monthly to ensure students are progressing in meeting the career readiness standards.

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.

Obtaining students evidence and tracking for career portfolios is often a challenge for those who struggle to attend or have plans for their futures beyond high school. We continue to work with counselors and teachers to encourage and motivate students with these conversations.

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

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.

We added TransMath intervention in 2022-23 for High school. We will continue to implement and hope to see improvement in scores in 2024-25 when all students take the Keystone.
We have addressed our LRE for students with disabilities and continue to increase the amount of co-teaching opportunities in ELA, Algebra, and Biology courses. We have also made co-teaching a district initiative to include students with disabilities in the general education classrooms as research shows they grow and perform better when included in the general education setting.
We implemented a new curriculum (Teachtown) in the 2023-24 school year for our Low Incidence classrooms. We will continue this curriculum for 24-25

As a district, we are focused on Social and Emotional Learning in 2023-24. We will be providing ongoing training through the 24-25 school year by a trauma-informed specialist. We will continue working on a Kindness curriculum.

The high school has started training and implementation on PBIS and will continue implementation in 2024-25 school 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.

Student attendance continues to be an issue for Students with Disabilities and Black student groups. Students who do not attend tend to have poor grades and perform lower on State Assessments.

Teachers struggle to find time to prepare with differentiated instruction that meets the grade level standards and expectations for students with disabilities and black students.

Students are often unmotivated in classrooms especially when they have been identified with learning challenges.

Having students meet grade-level academic standards and expectations when state-level and LEA assessments show some are many grade levels behind with their progress.

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	Operational
Identify and address individual student learning needs	Operational
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
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	Exemplary
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	Operational

Summary

Strengths

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

We have implemented common assessments for Algebra, Biology, and Literature. Teachers meet monthly to review new data and inform instructional practices. We also implemented Aimsweb for students with disabilities to monitor growth in math and reading skills.
We have developed clubs and activities that are student-driven. The staff has been an active part in selecting the intervention curriculum for Math and ELA. Staff and students will lead and own PBIS this upcoming 2024-25 school year.
We have a clear professional learning portfolio annually. We utilize our partnership with the BVIU to implement regular and continuous professional learning sessions.
We have purchased reading and math interventions to address skill gaps. We purchased Transmath and created Algebra 1A and 1B courses to assist students with Math. We purchased Reading Horizons and Read to Achieve Interventions in Reading courses to assist with fluency and comprehension proficiency. Addressing gaps allows students to gain skills needed to access the general education curriculum and achieve academic standards.

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?

SWPBIS began in 2022-23. Teachers will continue to be trained in 2024-25. New student and staff incentives will also be introduced in August 2024. T Shirts were sold to raise money for incentives and bring awareness to the PBIS expectation acronym PRIDE.
MTSS is being developed in the high school but we have more work to do. We have introduced Tier 2 and Tier 3 interventions for Reading and Math, but we have to implement Social/Emotional interventions at a higher level. This will continue to be a focus for 2024-25 school year.
We are engaging families through Title I activities and Sporting Events, however, we are working on increasing family engagement through Implementing evidence-based strategies to support learning. We hope to engage families in more academic and cross-curricular events. We are hosting a family supports day in August of 2024 as an event to support our students and families.
ATSI status continues with students with disabilities. Teachers have challenges getting students who have disabilities or students who have lost instruction due to attendance or other issues such as mental health needs to perform on grade level and therefore they do not achieve proficiency on the academic standards. Teachers are learning how to differentiate and make accommodation/modifications but there is room to grow. We will continue to provide professional development and provide observational feedback.
There is an additional TSI subgroup identified with our black students. We will need to monitor and address deficits in ELA and Math Growth and Achievement. Additionally, there is opportunity for improvement in Attendance and Career benchmarks.

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
There was a significant increase in the white subgroup to 73.6, exceeding the state target. Economically disadvantaged increased to 47.4 % and students with disabilities increased to 29%.	False
Black students showed an increase (93.3%) and met the statewide goal. Students with disabilities are at 85.4% which exceeds the state interim target. The economically disadvantaged group are at 80.8% which is a decline, however, they exceed the state interim target.	False
In ELA Learning Support classrooms. we have implemented a new reading intervention replacement curriculum Read to Achieve beginning in 2020-21. In addition, we have given all students in these classes access to a Tier 3 Reading Intervention called Reading Horizon for grades 9 and 10.	False
All students are now taking Common Assessments beginning in 22-23. Teachers now have real-time formative and summative assessment data to look at and compare to Keystone Literature expectations. School data teams meet monthly to review new data and central admin meets with school data teams each quarter.	True
Teachers hold monthly data meetings after each Common Assessment administration to review data and align instruction based on test results.	True
We implemented Common Assessments for Biology and held regular data team meetings.	False
	False
We have addressed our LRE for students with disabilities and continue to increase the amount of co-teaching opportunities in ELA, Algebra, and Biology courses. We have also made co-teaching a district initiative to include students with disabilities in the general education classrooms as research shows they grow and perform better when included in the general education setting.	False
We implemented a new curriculum (Teachtown) in the 2023-24 school year for our Low Incidence classrooms. We will continue this curriculum for 24-25	False
We added TransMath intervention in 2022-23 for High school. We will continue to implement and hope to see improvement in scores in 2024-25 when all students take the Keystone.	True
As a district, we are focused on Social and Emotional Learning in 2023-24. We will be providing ongoing training through the 24-25 school year by a trauma-informed specialist. We will continue working on a Kindness curriculum.	False
The high school has started training and implementation on PBIS and will continue implementation in 2024-25 school year.	False
We have implemented common assessments for Algebra, Biology, and Literature. Teachers meet monthly to review new data and inform instructional practices. We also implemented Aimsweb for students with disabilities to monitor growth in math and reading skills.	True

We have developed clubs and activities that are student-driven. The staff has been an active part in selecting the intervention curriculum for Math and ELA. Staff and students will lead and own PBIS this upcoming 2024-25 school year.	False
Preparing students for careers and academic interests beyond graduation is a focus. We have monthly admin and staff meetings to review progress and then teachers check in at least monthly to ensure students are progressing in meeting the career readiness standards.	True
We have purchased reading and math interventions to address skill gaps. We purchased Transmath and created Algebra 1A and 1B courses to assist students with Math. We purchased Reading Horizons and Read to Achieve Interventions in Reading courses to assist with fluency and comprehension proficiency. Addressing gaps allows students to gain skills needed to access the general education curriculum and achieve academic standards.	True
We have created new courses, Algebra 1A (2022-23 SY) and 1B (2023-24 SY) where students will receive a Tier 3 intervention called Transmath. It will take three years to see the results of this intervention as Students will have intervention for two years and then take the trigger course.	True
We have a clear professional learning portfolio annually. We utilize our partnership with the BVIU to implement regular and continuous professional learning sessions.	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
All students and all subgroups showed a decline in attendance. All- 76.8% Black-65.2% White 80.5% ED-68.8 % SWD-66.2% Multi-Racial remained unchanged at 56.8%	True
The black subgroup declined to 30%. The economically disadvantaged group is still below the state-wide average at 47.4 % Students with disabilities are at 29 % these are below the state-wide average.	True
Many students do not come prepared for Algebra, therefore we are adding a Tier 3 Math intervention in all grades 6-8 in Middle School for Learning Support. We are implementing an intervention but it takes three years to see an impact on scores.	True
As teachers refine common assessments, there are inconsistencies and we are continuing to align data points to measure student progress.	True
AimsWeb data shows we are on track for the 2023-24 9th grade cohort growth, but are not yet 100% proficient however, we are showing 10th graders are 100 % proficient in AimsWeb for the 23-24 school year . We will analyze new data by individual student and pinpoint the issues. We will continue to work on implementing the interventions with fidelity and supporting teachers.	True
Teachers with students who have disabilities continue to struggle with common assessments from various content areas to assess progress. Aimsweb and other classroom data sources continue to be refined.	True
Obtaining students evidence and tracking for career portfolios is often a challenge for those who struggle to attend or have plans for their futures beyond high school. We continue to work with counselors and teachers to encourage and motivate students with these conversations.	True

Students are often unmotivated in classrooms especially when they have been identified with learning challenges.	False
Teachers struggle to find time to prepare with differentiated instruction that meets the grade level standards and expectations for students with disabilities and black students.	True
Student attendance continues to be an issue for Students with Disabilities and Black student groups. Students who do not attend tend to have poor grades and perform lower on State Assessments.	True
SWPBIS began in 2022-23. Teachers will continue to be trained in 2024-25. New student and staff incentives will also be introduced in August 2024. T Shirts were sold to raise money for incentives and bring awareness to the PBIS expectation acronym PRIDE.	False
MTSS is being developed in the high school but we have more work to do. We have introduced Tier 2 and Tier 3 interventions for Reading and Math, but we have to implement Social/Emotional interventions at a higher level. This will continue to be a focus for 2024-25 school year.	False
We are engaging families through Title I activities and Sporting Events, however, we are working on increasing family engagement through Implementing evidence-based strategies to support learning. We hope to engage families in more academic and cross-curricular events. We are hosting a family supports day in August of 2024 as an event to support our students and families.	False
Students with disabilities struggle with the Biology content. We do give them Life Science as a pre-requisite course to try to build content.	False
Having students meet grade-level academic standards and expectations when state-level and LEA assessments show some are many grade levels behind with their progress.	True
ATSI status continues with students with disabilities. Teachers have challenges getting students who have disabilities or students who have lost instruction due to attendance or other issues such as mental health needs to perform on grade level and therefore they do not achieve proficiency on the academic standards. Teachers are learning how to differentiate and make accommodation/modifications but there is room to grow. We will continue to provide professional development and provide observational feedback.	True
There is an additional TSI subgroup identified with our black students. We will need to monitor and address deficits in ELA and Math Growth and Achievement. Additionally, there is opportunity for improvement in Attendance and Career benchmarks.	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.

Attendance impacts all academics.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Many students do not come prepared for Algebra, therefore we are adding a Tier 3 Math intervention in all grades 6-8 in Middle School for Learning Support. We are implementing an intervention but it takes three years to see an impact on scores.		False
As teachers refine common assessments, there are inconsistencies and we are continuing to align data points to measure student progress.		True
Obtaining students evidence and tracking for career portfolios is often a challenge for those who struggle to attend or have plans for their futures beyond high school. We continue to work with counselors and teachers to encourage and motivate students with these conversations.		True
ATSI status continues with students with disabilities. Teachers have challenges getting students who have disabilities or students who have lost instruction due to attendance or other issues such as mental health needs to perform on grade level and therefore they do not achieve proficiency on the academic standards. Teacher are learning how to differentiate and make accommodation/modifications but there is room to grow. We will continue to provide professional development and provide observational feedback.		False
Teachers with students who have disabilities continue to struggle with common assessments from various content areas to assess progress. Aimsweb and other classroom data sources continue to be refined.		False
AimsWeb data shows we are on track for the 2023-24 9th grade cohort growth, but are not yet 100% proficient however, we are showing 10th graders are 100 % proficient in AimsWeb for the 23-24 school year . We will analyze new data by individual student and pinpoint the issues. We will continue to work on implementing the interventions with fidelity and supporting teachers.		False
Student attendance continues to be an issue for Students with Disabilities and Black student groups. Students who do not attend tend to have poor grades and perform lower on State Assessments.		True
Teachers struggle to find time to prepare with differentiated instruction that meets the grade level standards and expectations for students with disabilities and black students.		False
Having students meet grade-level academic standards and expectations when state-level and LEA assessments show some are many grade levels behind with their progress.		False
All students and all subgroups showed a decline in attendance. All- 76.8% Black-65.2% White 80.5% ED-68.8 % SWD-66.2% Multi-Racial remained unchanged at 56.8%		False
The black subgroup declined to 30%. The economically disadvantaged group is still below the state-wide average at 47.4 % Students with disabilities are at 29 % these are below the state-wide average.		False
There is an additional TSI subgroup identified with our black students. We will need to monitor and address deficits in ELA and Math Growth and Achievement. Additionally, there is opportunity for improvement in Attendance and Career benchmarks.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All students are now taking Common Assessments beginning in 22-23. Teachers now have real-time formative and summative assessment data to look at and compare to Keystone Literature expectations. School data teams meet monthly to review new data and central admin meets with school data teams each quarter.	
We added TransMath intervention in 2022-23 for High school. We will continue to implement and hope to see improvement in scores in 2024-25 when all students take the Keystone.	
Teachers hold monthly data meetings after each Common Assessment administration to review data and align instruction based on test results.	
We have implemented common assessments for Algebra, Biology, and Literature. Teachers meet monthly to review new data and inform instructional practices. We also implemented Aimsweb for students with disabilities to monitor growth in math and reading skills.	
Preparing students for careers and academic interests beyond graduation is a focus. We have monthly admin and staff meetings to review progress and then teachers check in at least monthly to ensure students are progressing in meeting the career readiness standards.	
We have purchased reading and math interventions to address skill gaps. We purchased Transmath and created Algebra 1A and 1B courses to assist students with Math. We purchased Reading Horizons and Read to Achieve Interventions in Reading courses to assist with fluency and comprehension proficiency. Addressing gaps allows students to gain skills needed to access the general education curriculum and achieve academic standards.	
We have created new courses, Algebra 1A (2022-23 SY) and 1B (2023-24 SY) where students will receive a Tier 3 intervention called Transmath. It will take three years to see the results of this intervention as Students will have intervention for two years and then take the trigger course.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance. Celebrate achievements and reflect on areas for continued improvement.
	Achieve 95 % completion of career benchmarks by the end of the academic year, with measurable quarterly targets to ensure consistent progress.
	Increase the overall student attendance rate from the current to 95% by the end of the academic year.
	Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance. Celebrate achievements and reflect on areas for continued improvement.

Goal Setting

Priority: Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance. Celebrate achievements and reflect on areas for continued improvement.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Improve understanding of math core concepts to prepare for next level-level mathematics course work. Aim to increase math common assessment scores by 10% each quarter. Utilize available resources such as tutoring, online practice tools, and teacher resources to remediate areas of need. Improving math skills is essential for success in future academic endeavors, particularly in STEM-related courses and careers. Achieve these goals by the end of the academic year, with measurable progress each quarter. Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance. Celebrate achievements and reflect on areas for continued improvement. Final test scores, assignment grades, and common assessment results.			
Measurable Goal Nickname (35 Character Max)			
Math Growth and Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
- Baseline: Establish current math proficiency through initial assessments. - Goal: Improve test scores by 10% from the baseline. - Actions: Attend weekly tutoring sessions, complete an additional 10 practice problems each week. - Measurement: Compare test scores from the start and end of Q1.	Baseline: Use Q1 test scores as the new starting point. - Goal: Increase test scores by another 10% and maintain at least a B average on assignments. - Actions: Continue weekly tutoring, increase practice problems to 15 per week, and participate in a study group. - Measurement: Track test scores and assignment grades, review progress with a teacher.	Baseline: Use Q2 test scores and grades. - Goal: Improve test scores by an additional 10% and maintain or exceed a B average. - Actions: Attend additional review sessions before exams, practice 20 problems per week, and start working on advanced topics. - Measurement: Compare test scores and assignment grades, adjust study plan as needed.	- Baseline: Use Q3 test scores and grades. - Goal: Achieve a final test score improvement of 10% and maintain or exceed a B average. - Actions: Review cumulative material, focus on weaker areas, practice 25 problems per week, and complete a mock final exam.

Priority: Achieve 95 % completion of career benchmarks by the end of the academic year, with measurable quarterly targets to ensure consistent progress.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
Improve students' career readiness by ensuring that 95% of students complete key career benchmarks by the end of the academic year. Key benchmarks include creating a resume, completing a job shadowing experience, attending a career fair, and participating in a mock interview Acquiring a work permit and participating in the PAES Lab. Track the completion of each career benchmark quarterly, aiming for 30% completion by the end of Q1, 60% by the end of Q2, 90% by the end of Q3, and 95% by the end of Q4. Provide resources such as Everfi and PAES Lab and collaboration with community partners. This goal aligns			

with the school's mission to prepare students for post-secondary success by equipping them with essential career skills and experiences. Achieve 95% completion of career benchmarks by the end of the academic year, with measurable quarterly targets to ensure consistent progress.			
Measurable Goal Nickname (35 Character Max)			
Career Benchmarks			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
30% completion by the end of Q1	60% by the end of Q2	90% by the end of Q3,	95% by the end of Q4.

Priority: Increase the overall student attendance rate from the current to 95% by the end of the academic year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increase the overall student attendance rate to 95% by the end of the academic year. Track and report attendance data on a quarterly basis. Implement attendance improvement strategies such as: - Regular parent communication to discuss the importance of attendance. - Incentive programs for students with perfect attendance. - Early intervention for students with frequent absences. Improving attendance is crucial for student success, as it is strongly correlated with better academic performance and higher graduation rates. The goal is to be achieved by the end of the academic year, with progress monitored and measured at the end of each quarter.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Q1 (End of Quarter 1): Achieve an attendance rate of 89%	Q2 (End of Quarter 2): Achieve an attendance rate of 91%	Q3 (End of Quarter 3): Achieve an attendance rate of 93%	Q4 (End of Quarter 4): Achieve an attendance rate of 95%

Priority: Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance.

Celebrate achievements and reflect on areas for continued improvement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Improve understanding of ELA core concepts to prepare for next level-level course work. Aim to increase common assessment scores by 10% each quarter. Utilize available resources such as tutoring, online practice tools, and teacher resources to remediate areas of need. Improving math skills is essential for success in future academic endeavors, particularly in STEM-related courses and careers. Achieve these goals by the end of the academic year, with measurable progress each quarter. Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance. Celebrate achievements and reflect on areas for continued improvement. Final test scores, assignment grades, and common assessment results.			
Measurable Goal Nickname (35 Character Max)			
ELA Growth and Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Baseline: Establish current proficiency through initial assessments. - Goal: Improve test scores by 10% from the baseline.	Baseline: Use Q1 test scores as the new starting point. - Goal: Increase test scores by another 10% .	Baseline: Use Q2 test scores as the new starting point. - Goal: Increase test scores by another 10% .	Baseline: Use Q3 test scores as the new starting point. - Goal: Increase test scores by another 10% .
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Action Plan

Measurable Goals

Math Growth and Proficiency	ELA Growth and Proficiency
Career Benchmarks	Attendance

Action Plan For: MTSS

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Improve understanding of math core concepts to prepare for next level-level mathematics course work. Aim to increase math common assessment scores by 10% each quarter. Utilize available resources such as tutoring, online practice tools, and teacher resources to remediate areas of need. Improving math skills is essential for success in future academic endeavors, particularly in STEM-related courses and careers. Achieve these goals by the end of the academic year, with measurable progress each quarter. Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance. Celebrate achievements and reflect on areas for continued improvement. Final test scores, assignment grades, and common assessment results. Improve understanding of ELA core concepts to prepare for next level-level course work. Aim to increase common assessment scores by 10% each quarter. Utilize available resources such as tutoring, online practice tools, and teacher resources to remediate areas of need. Improving math skills is essential for success in future academic endeavors, particularly in STEM-related courses and careers. Achieve these goals by the end of the academic year, with measurable progress each quarter. Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance. Celebrate achievements and reflect on areas for continued improvement. Final test scores, assignment grades, and common assessment results.
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Action Step		Anticipated Start/Completion Date	
Teachers will meet bi-monthly to review common assessments around ELA and Math to refine and look at data with the goal of 10% quarterly progress in both subject areas. Teachers will look specifically at subgroups of students to provide interventions and support based on the data review within PLCs.		2024-09-03	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Janice Zupsic; ELA and Math teachers	PA Core Standards for ELA and Math; Common assessments Local common assessment data AIMs Web data MTSS frameworks	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
ELA and Math proficiency will increase and common assessments will align to PA Core Standards; Subgroups of Black and Students with disabilities will increase in quarterly monitoring sessions of AimsWeb data as well as focus on differentiations of common assessment data review.	ELA and Math Teachers; quarterly deep dive review; use of Google sheets to track data

Action Plan For: Career Benchmarks

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Improve students' career readiness by ensuring that 95% of students complete key career benchmarks by the end of the academic year. Key benchmarks include creating a resume, completing a job shadowing experience, attending a career fair, and participating in a mock interview. Acquiring a work permit and participating in the PAES Lab. Track the completion of each career benchmark quarterly, aiming for 30% completion by the end of Q1, 60% by the end of Q2, 90% by the end of Q3, and 95% by the end of Q4. Provide resources such as Everfi and PAES Lab and collaboration with community partners. This goal aligns with the school's mission to prepare students for post-secondary success by equipping them with essential career skills and experiences. Achieve 95% completion of career benchmarks by the end of the academic year, with measurable quarterly targets to ensure consistent progress.

Action Step		Anticipated Start/Completion Date	
School counselors will focus intentionally on supporting students and gathering career benchmark evidence for all students. Students will use the EverFi courses for career exploration and evidence of career exposure in social studies classes. Quarterly data review by school counselors will occur to ensure all students are completing what is needed. The social worker will assist by following up with students who struggle with attending and completing evidence in this area to provide additional support services.		2024-09-02	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Janice Zupsic; Counselors; Social Worker	EverFi use by students in Soc Studies courses; Counselors review data collected through career portfolios	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase to 95% of all students submitting necessary evidence for career portfolios. Students will have exposure to career paths to explore and learn of career interests.	School counselors; social worker, school principal; support staff to do a monthly check in via data review and team meetings

Action Plan For: Truancy Intervention Prevention Support program

<p>Measurable Goals:</p> <ul style="list-style-type: none"> Increase the overall student attendance rate to 95% by the end of the academic year. Track and report attendance data on a quarterly basis. Implement attendance improvement strategies such as: - Regular parent communication to discuss the importance of attendance. - Incentive programs for students with perfect attendance. - Early intervention for students with frequent absences. Improving attendance is crucial for student success, as it is strongly correlated with better academic performance and higher graduation rates. The goal is to be achieved by the end of the academic year, with progress monitored and measured at the end of each quarter.
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Action Step		Anticipated Start/Completion Date	
Student attendance monitoring is reviewed starting the first week of school to alert parents for truant and late students. Weekly attendance review, parent meetings and school support services will occur. This early warning monitoring system connects students with attendance issues to CYS counselors, social workers, prevention specialists and school personnel to develop plans of support for individual students and truancy intervention. The social worker will review data weekly, and provide an analysis on the progress of student attendance as well as the effectiveness of strategies to intervene with students and families. Through PBIS methods such as incentives for attendance and improvement in attendance, students are encouraged to come to school. The recognition of improvement is the focus and customized per student based on trend data.		2024-08-27	2025-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Janice Zupsic, Attendance secretary, social worker	Attendance data; local agency support and personnel; letters and communication methods for parent involvement	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in parental involvement; increase in student attendance and engagement in the school setting for increased academic progress and growth. The result of increased parent meetings, contact and student support with in the school day with counselors will aid in an increase in student attendance. Teachers will provide encouragement and support for students who struggle to attend due to awareness of data review and PBIS methods.	CYS counselors; School counselors and personnel; social worker; prevention specialist will do a weekly monitoring of student data and communications via school information system. Use of email, phone calls and letters home will be the method.

Action Plan For: Increase overall Math and ELA achievement through Project-Based Learning in STEAM classes

Measurable Goals:
<ul style="list-style-type: none"> Improve understanding of math core concepts to prepare for next level-level mathematics course work. Aim to increase math common assessment scores by 10% each quarter. Utilize available resources such as tutoring, online practice tools, and teacher resources to remediate areas of need. Improving math skills is essential for success in future academic endeavors, particularly in STEM-related courses and careers. Achieve these goals by the end of the academic year, with measurable progress each quarter. Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance. Celebrate achievements and reflect on areas for continued improvement. Final test scores, assignment grades, and common assessment results. Improve understanding of ELA core concepts to prepare for next level-level course work. Aim to increase common assessment scores by 10% each quarter. Utilize available resources such as tutoring, online practice tools, and teacher resources to remediate areas of need. Improving math skills is essential for success in future academic endeavors, particularly in STEM-related courses and careers. Achieve these goals by the end of the academic

year, with measurable progress each quarter. Track progress through regular assessments, compare quarterly results, and adjust the plan based on feedback and performance. Celebrate achievements and reflect on areas for continued improvement. Final test scores, assignment grades, and common assessment results.

Action Step		Anticipated Start/Completion Date	
As additional support for students in core content areas, STEAM teachers will implement cross-curricular lessons to students using Project-Based learning and the new STEEL standards to increase student achievement in ELA and MATH with a cross-curricular focus on Science, Technology, ELA, Math, and the Arts.		2024-09-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Department Chairs in Science, ELA and Math	Continued learning with BVIU Consultant on STEEL Standards and Project-Based Learning; cross curricular material that focus on ELA and Math concepts within STEAM classrooms.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student achievement will increase in both Math and ELA by way of intentionally incorporating project-based learning, cross curricular lessons and the concepts of STEELS which connect to both ELA and Math curriculum within the STEAM classrooms.	ELA and Math Common Assessments should increase progress for students participating in STEAM classes. Quarterly review of data for ELA, Math, and STEAM teachers through PLC time will provide feedback on the progress of all students.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • MTSS • Career Benchmarks • Truancy Intervention Prevention Support program 	Salary for Steam Teacher	80585.00
Instruction	<ul style="list-style-type: none"> • MTSS • Career Benchmarks • Truancy Intervention Prevention Support program 	60% salary for Social Worker	35983.00
Instruction	<ul style="list-style-type: none"> • MTSS • Career Benchmarks • Truancy Intervention Prevention Support program 	Partial benefits for Social Worker	14394.00
Instruction	<ul style="list-style-type: none"> • MTSS • Career Benchmarks • Truancy Intervention Prevention Support program 	Partial Benefits for Steam Teacher	32234.00
Instruction	<ul style="list-style-type: none"> • MTSS • Career Benchmarks • Truancy Intervention Prevention Support program 	Partial Benefits for second Steam Teacher	23147.00

Total Expenditures

186343

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Teachers will meet bi-monthly to review common assessments around ELA and Math to refine and look at data with the goal of 10% quarterly progress in both subject areas. Teachers will look specifically at subgroups of students to provide interventions and support based on the data review within PLCs.
Increase overall Math and ELA achievement through Project-Based Learning in STEAM classes	As additional support for students in core content areas, STEAM teachers will implement cross-curricular lessons to students using Project-Based learning and the new STEEL standards to increase student achievement in ELA and MATH with a cross-curricular focus on Science, Technology, ELA, Math, and the Arts.

Use of instructional data and tools, including how to use PDE SAS portal to refine ELA and Math common assessments.

Action Step		
<ul style="list-style-type: none"> Teachers will meet bi-monthly to review common assessments around ELA and Math to refine and look at data with the goal of 10% quarterly progress in both subject areas. Teachers will look specifically at subgroups of students to provide interventions and support based on the data review within PLCs. 		
Audience		
ELA and Math teachers		
Topics to be Included		
Use of AI to create higher level assessments Use of AI tools to refine common assessments related to ELA and Math PDE SAS Portal assessment creator		
Evidence of Learning		
ELA and Math create a PA core standards calendar to evidence the plan for the students' learning plan. Monitoring of weekly lesson planning of teachers.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Janice Zupsic	2024-09-02	2025-06-02

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS connecting learning

Action Step

<ul style="list-style-type: none"> Teachers will meet bi-monthly to review common assessments around ELA and Math to refine and look at data with the goal of 10% quarterly progress in both subject areas. Teachers will look specifically at subgroups of students to provide interventions and support based on the data review within PLCs. 		
Audience		
All teachers		
Topics to be Included		
How positive behavior interventions connect to attendance; pro-social and anti-social behaviors that reduce classroom interruptions		
Evidence of Learning		
Decrease in truancy; increase in student motivation and participation in student pro-social behaviors		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Janice Zupsic	2024-09-02	2025-06-02

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2d: Managing Student Behavior 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

STEAM Initiative

Action Step		
<ul style="list-style-type: none"> As additional support for students in core content areas, STEAM teachers will implement cross-curricular lessons to students using Project-Based learning and the new STEEL standards to increase student achievement in ELA and MATH with a cross-curricular focus on Science, Technology, ELA, Math, and the Arts. 		
Audience		
Teachers		
Topics to be Included		
Annual large professional development session for all teachers on STEEL Standards and project-based learning and how it connects to improving content areas of Math and ELA.		
Evidence of Learning		
Increase in Student Achievement for ELA and Math		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal and BVIU Consultant	2024-09-01	2025-05-30

Learning Format

Type of Activities	Frequency
Inservice day	annual
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• ATSI.pdf• ATSI Aff (2)_jzupsic_2024-09-10-12-42-54.pdf• ATSI Aff (2)_jzupsic_2024-09-10-12-42-54_6d7b3851.pdf

Chief School Administrator	Date
Dr. Joseph Pasquerilla	2024-10-28
Building Principal Signature	Date
Janice L. Zupsic	2024-09-12
School Improvement Facilitator Signature	Date
Michelle McKinley	2024-09-09