

West Chester Henderson HS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
West Chester Henderson HS		124159002
Address 1		
400 Montgomery Ave		
Address 2		
City	State	Zip Code
West Chester	PA	19380
Chief School Administrator		Chief School Administrator Email
Dr David Christopher		dchristopher@wcasd.net
Principal Name		
Dr. Jason Sherlock		
Principal Email		
jsherlock@wcasd.net		
Principal Phone Number		Principal Extension
4842663301		3301
School Improvement Facilitator Name		School Improvement Facilitator Email
Mr. Jim Ronayne		jronayne1@wcasd.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Jason Sherlock	Principal	B. Reed Henderson High School	jsherlock@wcasd.net
Elisha Ozer	Principal	B. Reed Henderson High School	eozer@wcasd.net
Andy Grear	Principal	B. Reed Henderson High School	agrear@wcasd.net
John Lunardi	Principal	B. Reed Henderson High School	jlunardi@wcasd.net
Janelle Hoole	Teacher	B. Reed Henderson High School	jhoole@wcad.net
Ashley Sullivan	Teacher	B. Reed Henderson High School	asullivan@wcasd.net
Sarah Shappard	Teacher	B. Reed Henderson High School	sshappard@wcasd.net
Laura Fredd-Maxwell	Teacher	B. Reed Henderson High School	lmaxwell@wcasd.net
Kevin Orlando	Teacher	B. Reed Henderson High School	korlando@wcasd.net
Joan Hohwald	Teacher	B. Reed Henderson High School	jhohwald@wcasd.net
Michele Murtaugh	Parent	Parent	mmurtaugh@tvsd.org
Charlie Ball	Student	Student	27ballc@wcasd.net
Dr. David Christopher	Chief School Administrator	West Chester Area School District	dchristopher@wcasd.net
Dan Dudrick	Community Member	Community Member	danieldudrick@gmail.com

Vision for Learning

Vision for Learning

The mission of the West Chester Area School District is to educate and inspire our students to achieve their personal best.

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	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator	Comments/Notable Observations

ESSA Student Subgroups	
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Based on the data provided, Henderson High School's priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over

time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania's 2033 performance goals.

Based on the data provided, Henderson High School's priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania's 2033 performance goals.

Based on the data provided, Henderson High School's priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania's 2033 performance goals.

+7.7% between 23/24 and 24/25

PVAAS Growth exceeding expectations

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Based on the data provided, Henderson High School's priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement,

attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania's 2033 performance goals.

Based on the data provided, Henderson High School's priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania's 2033 performance goals.

PVAAS Growth not meeting expectations

All subgroups are trending downward

All student group is not meeting state standards

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Common Lit	Given Quarterly
IXL	Given Quarterly

English Language Arts Summary

Strengths

We seem to be on target with the district
Combined Ethnicity 10th grade showed a marginal increase from Fall to Winter
Black - Compared to other district school fewer students at HHS are below proficient in all grades except 11

Challenges

-Buy in for the exam -Inaccurate data
$\frac{3}{4}$ grade levels dropped in proficiency from Fall to Winter.

Mathematics

Data	Comments/Notable Observations
IXL	Given Quarterly

Mathematics Summary

Strengths

-New IXL tool in place -Students are growing in comfort with the resource as we are using it.
-Numbers and Operations - ELs were 3% both BOY and MOY

Challenges

Only HHS “neediest” students are taking this -As students make progress and meet proficiency and move up in course level, they are no longer tracked in this group. - students are not buying into the exam - not putting their best effort forward
Numbers and operations and algebraic thinking went down from beginning to middle of the year
-Have not demonstrated growth overall and in the other categories

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
-------------	--------------------------------------

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Only 10% of students met the college and career benchmarks	Has been addressed in the 2025-2026 school year

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.

Collaboration
Data Analysis

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.

Does not meet state standards in some areas
Attendance

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.

On benchmark assessments, all student groups are consistent in performance with District averages

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 with disabilities, ELL, and Hispanic student are performing below expectations on benchmarks.



Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	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	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	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	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Foster a culture of high expectations for success for all students, educators, families, and community members *
Collectively shape the vision for continuous improvement of teaching and learning *

Challenges

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

>

Use multiple professional learning designs to support the learning needs of staff *
Monitor and evaluate the impact of professional learning on staff practices and student learning *

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>	True
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>	True
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and</p>	True

<p>behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>	
<p>+7.7% between 23/24 and 24/25</p>	<p>False</p>
<p>PVAAS Growth exceeding expectations</p>	<p>False</p>
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>	<p>False</p>
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>	<p>False</p>
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and</p>	<p>False</p>

consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.	
+7.7% between 23/24 and 24/25	False
PVAAS Growth exceeding expectations	False
We seem to be on target with the district	False
Combined Ethnicity 10th grade showed a marginal increase from Fall to Winter	False
Black - Compared to other district school fewer students at HHS are below proficient in all grades except 11	False
-New IXL tool in place -Students are growing in comfort with the resource as we are using it.	False
-Numbers and Operations - ELs were 3% both BOY and MOY	False
Collaboration	False
Data Analysis	False
Foster a culture of high expectations for success for all students, educators, families, and community members *	False
Collectively shape the vision for continuous improvement of teaching and learning *	False
On benchmark assessments, all student groups are consistent in performance with District averages	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
Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.	True
Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although	True

multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.	
PVAAS Growth not meeting expectations	False
All subgroups are trending downward	False
All student group is not meeting state standards	False
Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.	False
Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.	True
PVAAS Growth not meeting expectations	False
All subgroups are trending downward	False
All student group is not meeting state standards	False

-Buy in for the exam -Inaccurate data	False
¾ grade levels dropped in proficiency from Fall to Winter.	False
Only HHS “neediest” students are taking this -As students make progress and meet proficiency and move up in course level, they are no longer tracked in this group. - students are not buying into the exam - not putting their best effort forward	False
Numbers and operations and algebraic thinking went down from beginning to middle of the year	False
-Have not demonstrated growth overall and in the other categories	False
Does not meet state standards in some areas	False
Attendance	False
Use multiple professional learning designs to support the learning needs of staff *	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	False
Student with disabilities, ELL, and Hispanic student are performing below expectations on benchmarks.	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.

All of the above

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>		True
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>		True
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition,</p>		True

<p>Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>		
---	--	--

Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>	
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.</p>	
<p>Based on the data provided, Henderson High School’s priority is to improve overall student proficiency across Mathematics, English Language Arts, and Science while sustaining positive trends in student growth. Although multiple student groups demonstrate encouraging growth patterns and performance that remains above state averages in several areas, proficiency rates have declined over time across content areas and subgroups, particularly among historically underperforming populations. The school will prioritize strengthening instructional alignment, collaborative planning, differentiated instruction, and systems of academic and behavioral support to ensure rigorous learning experiences for all students. In addition, Henderson High School will focus on improving student engagement, attendance, assessment</p>	

participation and effort, and consistent implementation of MTSS and schoolwide practices in order to increase achievement outcomes, close subgroup gaps, and support progress toward Pennsylvania’s 2033 performance goals.	
---	--

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we make a change to our attendance/late policy and build a greater connection between students and the school environment, then our students will have more responsibility, see value in school and develop intrinsic ownership of their education.
	Our priority is to develop a ninth-grade interdisciplinary PLC framework that proactively identifies and supports at-risk students through collaborative problem solving, targeted interventions, executive functioning strategies, and relationship-centered practices to improve student achievement, engagement, and transition success.
	Our priority is to ensure ninth grade students have equitable access to timely, targeted academic supports through a school-wide tiered intervention system and the Ninth Grade Learning Center. By strengthening foundational skills in Algebra and Biology, using data to guide instruction and interventions, and providing structured academic support through MTSS, we aim to improve student achievement and ensure a successful transition into high school.

Goal Setting

Priority: If we make a change to our attendance/late policy and build a greater connection between students and the school environment, then our students will have more responsibility, see value in school and develop intrinsic ownership of their education.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 88% of students will have regular attendance and we will have 14,609 (15,061 in previous year) events of tardiness.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2026, 89% (86 % in previous year) of students will have regular attendance and we will have 3047 events (3142 last year) of tardiness.	By December 30, 2026, 91% (88 % in previous year) of students will have regular attendance and we will have 6507 (6708 in previous year) events of tardiness.	By March 30, 2027, 90% (87 % in previous year) of students will have regular attendance and we will have 10, 732 (11,064 in previous year) events of tardiness.	By June 30, 2027, 88% of students will have regular attendance and we will have 14,609 (15,061 in previous year) events of tardiness.

Priority: Our priority is to develop a ninth-grade interdisciplinary PLC framework that proactively identifies and supports at-risk students through collaborative problem solving, targeted interventions, executive functioning strategies, and relationship-centered practices to improve student achievement, engagement, and transition success.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 91% % (91% last year) of 9th grade students have passed all of their core academic classes (Math, ELA, Science, SS).			
Measurable Goal Nickname (35 Character Max)			
Core Subject Grades			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
. By September 30, 2026, 93 % (93% last year) of 9th grade students will be on track to pass all of their core academic classes (Math, ELA, Science, SS).	By December 31, 2026, 87 % (84% last year) of 9th grade students will be on track to pass all of their core academic classes (Math, ELA, Science, SS).	By March 30, 2027, 93% % (93% last year) of 9th grade students will be on track to pass all of their core academic classes (Math, ELA, Science, SS).	By June 30, 2027, 91% % (91% last year) of 9th grade students have passed all of their core academic classes (Math, ELA, Science, SS).

Priority: Our priority is to ensure ninth grade students have equitable access to timely, targeted academic supports through a school-wide tiered intervention system and the Ninth Grade Learning Center. By strengthening foundational skills in Algebra and Biology, using data to guide instruction and interventions, and providing structured academic support through MTSS, we aim to improve student achievement and ensure a successful transition into high school.

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 62.8% (59.8 % last year) of students will score at least proficiency on the Biology Keystone By June 30, 2027, 14.3 % (11.3 % last year) of students will score at least proficiency on the Algebra 1 Keystone			
Measurable Goal Nickname (35 Character Max)			
Algebra and Biology Keystone			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish the Ninth Grade Learning Center with Algebra and Biology teacher coverage during all instructional periods. Implement referral procedures through teachers and counselors, identify targeted students using baseline benchmark and classroom data, and begin MTSS progress monitoring and parent communication	By December 30, 2026, 37% (34 % last year) of students will be Prepared according to the Biology Firefly assessment	By March 30, 2027, 42% (39% last year) of students will be Prepared according to the Biology Firefly assessment	By June 30, 2027, 62.8% (59.8 % last year) of students will score at least proficiency on the Biology Keystone

Action Plan

Measurable Goals

Attendance	Core Subject Grades
Algebra and Biology Keystone	

Action Plan For: Attendance MTSS System

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027, 88% of students will have regular attendance and we will have 14,609 (15,061 in previous year) events of tardiness.

Action Step		Anticipated Start Date	Anticipated Completion Date
Collect and analyze three years of attendance and tardiness data to identify trends, patterns, and priority student groups (EL, Hispanic, Special Ed, etc.)		2026-04-01	2026-05-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
John Lunardi	Powerschool	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Present attendance and tardiness data to administration and school leadership to build a shared understanding		2026-05-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, Department Chairs	Presentation materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a clear, consistent tardiness policy with progressive interventions, including connections to parking privileges		2026-06-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Admin/ Teacher Committee/Counseling department /Reg Ed teacher/Sp Ed teacher, attendance secretary	Committee Time, blue card / District policy on tardiness	No	
--	--	----	--

Action Step		Anticipated Start Date	Anticipated Completion Date
Ensure legal and equity considerations are reviewed in the development of the tardiness/parking policy		2026-08-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building and District Admin	District guidance, policy review	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ensure all tardiness and attendance procedures are reviewed for legal compliance and equity considerations		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin/ Teacher Committee/Counseling department	Intervention Doc	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Gather student voice through structured APT student meetings to identify barriers to attendance and engagement Gather student voice through Warrior Council to identify factors that increase student connection and attendance		2026-09-01	2026-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
"Sherlock/Ozer/Shappard/Corr "	Meeting protocols, facilitation questions	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish a structured intervention system for students with cumulative absences, involving administrators, counselors, HSV, and case managers		2026-09-01	2026-06-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin	Intervention Doc	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate expectations and the importance of attendance to families through multiple channels (email, meetings, newsletters)		2026-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin	Communication platforms	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
"Provide staff training on the new attendance/tardy procedures to ensure consistency in implementation "		2026-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin	Faculty meeting time	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Meet regularly with MTSS, HSV, and counseling teams to align attendance interventions, supports, and communication		2026-09-01	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Ozer/MTSS Team	Mtss, Counselor meetings, dept chairs	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor early impact by comparing current attendance data to first semester of prior year		2027-01-01	2027-01-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin and TSI team	PS Reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share attendance trends, expectations, and early outcomes with department chairs to build awareness and consistency in quarterly meetings with TSI team and department chairs		2026-11-01	2027-01-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Sherlock and TSI team	PS Reports	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct end-of-year comparison of attendance and tardiness data to evaluate overall impact of changes		2027-06-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin	PS Reports	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2027, 88% of students will have regular attendance and we will have 14,609 (15,061 in previous year) events of tardiness.	Admin, MTTs, teachers - All Year - Data Analysis

Action Plan For: Interdisciplinary PLC

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027, 91% % (91% last year) of 9th grade students have passed all of their core academic classes (Math, ELA, Science, SS).

Action Step		Anticipated Start Date	Anticipated Completion Date
Design the master schedule to establish interdisciplinary PLC teams that include Special Education, ELL, Reading Specialists, and APT teachers in order to support collaborative planning, aligned instructional practices, and targeted student support.		2026-05-01	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Master Scheduler, Department Chairs, Math, Science, Social Studies, English teachers, and Specialists	Power School	No	
---	--------------	----	--

Action Step		Anticipated Start Date	Anticipated Completion Date
Interdisciplinary teams will meet during the May in-service to establish team purpose, define collaborative goals, and identify priorities for supporting student achievement and well-being.		2026-05-01	2026-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Master Scheduler, Department Chairs, Math, Science, Social Studies, English teachers, and Specialists	Meeting Notes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Meet with middle school administrative teams to gather information and best practices regarding the structure, operation, and effectiveness of their interdisciplinary team models.		2026-06-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, MTSS members, Department Chairs	Committee in summer	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collect and analyze attendance, tardiness, and academic performance data for ninth-grade students during summer meetings to identify trends, student needs, and areas for targeted support.		2026-06-01	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Instructional Coach, Head Counselor, Math, Science, English, Social Studies, ELL, Special Ed Dept Members	Power School	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a mission and vision statement for 9th Grade Interdisciplinary Professional Learning Community (PLC)		2026-06-01	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Instructional Coach, Head Counselor, Math, Science, English, Social Studies, ELL, Special Ed Dept Members	Committee in summer	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a meeting protocols and documentation for the 9th Grade Interdisciplinary Professional Learning Community.		2026-06-01	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Instructional Coach and Department Chairs	Committee in Summer	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a universal early warning system and common criteria for identifying at-risk ninth-grade students.		2026-06-01	2026-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Counselors, MTSS Team, Instructional Coach	Committee Work	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a voluntary peer observation model for all 9th-grade teachers, with a targeted focus on student engagement strategies, testing strategies, and effective pedagogy.		2026-06-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Administration, Instructional Coach and Department Chairs	Committee	No	
---	-----------	----	--

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish a 9th Grade Interdisciplinary Professional Learning Community (PLC) that meets monthly with a focus on student achievement, alignment of practices, and transition support.		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Instructional Coach and Department Chairs	Meetings	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a voluntary peer observation model for all 9th-grade teachers, with a targeted focus on student engagement strategies, testing strategies, and effective pedagogy.		2026-09-01	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Instructional Coach and Department Chairs	Provide substitutes for teacher to conduct peer observations	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct quarterly PLC reviews to evaluate intervention effectiveness, student progress, and needed adjustments to supports.		2026-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, PLC Members, MTSS Team	Meetings and Notes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Compare ninth-grade attendance data from the 2025–2026 school year to the 2026–2027 school year to measure the impact of interdisciplinary PLC supports and identify areas of improvement.		2027-05-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Administration, Counselors, MTSS Team, Instructional Coach	Power School	No	
--	--------------	----	--

Action Step		Anticipated Start Date	Anticipated Completion Date
Compare ninth-grade tardiness data from the 2025–2026 school year to the 2026–2027 school year to evaluate changes in student engagement, routines, and school connectedness.		2027-05-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Attendance Office, MTSS Team	Power School	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Compare ninth-grade academic performance indicators, including course failures and grades, from the 2025–2026 school year to the 2026–2027 school year to assess the effectiveness of PLC collaboration and targeted interventions.		2027-05-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Instructional Coach, PLC Members, Counselors	Power School	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze subgroup data, including Special Education, ELL, and economically disadvantaged students, to determine the effectiveness of interdisciplinary supports and identify areas for continued growth.		2027-05-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, MTSS Team, Specialists, Counselors	Power School	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct an end-of-year review of the 9th Grade Interdisciplinary PLC model, including staff feedback, student outcome data, and recommendations for refinement and sustainability for the following school year.		2027-05-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, MTSS Team, Specialists, Counselors	Meetings and Notes	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2027, 91% % (91% last year) of 9th grade students have passed all of their core academic classes (Math, ELA, Science, SS).	Admin, MTSS, Core Department Teachers All Year - Data Analysis

Action Plan For: Algebra and Biology Learning

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027, 62.8% (59.8 % last year) of students will score at least proficiency on the Biology Keystone By June 30, 2027, 14.3 % (11.3 % last year) of students will score at least proficiency on the Algebra 1 Keystone

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify Biology and Algebra teachers and ensure coverage is available during every period while developing the master schedule.		2026-05-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Master Scheduler, Department Chairs	Power School	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Engage Math and Science department chairs in developing a shared understanding of the purpose and need for a Biology and Algebra Learning Center to support improved classroom achievement and Keystone performance.		2026-05-01	2026-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Department Chairs	Meetings and Notes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish a Ninth Grade Learning Center to provide targeted academic support and intervention services for students in Algebra and Biology.		2026-08-15	2026-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Ninth Grade Administrator, MTSS Team	Room Utilization	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a referral process for students to access the Learning Center through teacher and counselor recommendations based on academic performance, benchmark data, and classroom concerns.		2026-07-01	2026-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Counselors, Teachers, MTSS Team, Math and Science Teachers	Committee Meetings	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish procedures for collecting and monitoring student data, including attendance, grades, benchmark performance, and intervention participation.		2026-07-01	2026-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Counselors, Teachers, MTSS Team, Math and Science Teachers	Committee Meetings	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
--------------------	--	-------------------------------	------------------------------------

Administer and analyze benchmark assessments in Biology and Algebra for the Class of 2029 and Class of 2030 to measure student growth and intervention effectiveness.		2026-09-15	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math and Science Teachers, Department Chairs, MTSS Team	IXL and Firefly Assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold regular MTSS and data review meetings to identify students in need of intervention, review progress monitoring data, and adjust supports as needed.		2026-08-30	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
MTSS Team, Ninth Grade Administrator, Counselors, Teachers	Power School	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct quarterly meetings with Algebra and Biology teachers, counselors, and administrators to review Learning Center effectiveness and student outcomes.		2026-08-30	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principals, Department Chairs	IXL and Firefly Assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing parent communication regarding student referrals, intervention supports, academic progress, Keystone preparation opportunities, and available resources through emails, phone calls, and conferences.		2026-08-30	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers, Counselors, Ninth Grade Administrator	Email and phone calls, Warrior Whistle	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement second semester Keystone review sessions and targeted intervention support for Algebra and Biology students identified through benchmark and classroom data.		2027-01-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra Teachers, Biology Teachers, MTSS Team, Counselors	Biology and Algebra review materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide after-school, Learning Center, and/or flex-period Keystone review opportunities focused on tested standards, practice assessments, and remediation strategies in Algebra and Biology.		2027-01-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Department, Science Department, Ninth Grade Administrator	Biology and Algebra review materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share benchmark data, intervention outcomes, Keystone readiness progress, and overall program effectiveness with faculty and stakeholders to support continuous improvement efforts.		2027-01-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, MTSS Team	Benchmark Data	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor progress toward the goal of improving Biology and Algebra benchmark performance by 3% for the Class of 2029 and Class of 2030.		2027-01-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, MTSS Team, Department Chairs	Power School Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
---------------------------	--

By June 30, 2027, 62.8% (59.8 % last year) of students will score at least proficiency on the Biology Keystone

School Counselors, Teachers, MTSS Team, Math and Science Teachers All throughout the Year - Weekly

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
Attendance MTSS System	"Provide staff training on the new attendance/tardy procedures to ensure consistency in implementation "
Attendance MTSS System	Share attendance trends, expectations, and early outcomes with department chairs to build awareness and consistency in quarterly meetings with TSI team and department chairs
Interdisciplinary PLC	Conduct an end-of-year review of the 9th Grade Interdisciplinary PLC model, including staff feedback, student outcome data, and recommendations for refinement and sustainability for the following school year.
Algebra and Biology Learning	Create a referral process for students to access the Learning Center through teacher and counselor recommendations based on academic performance, benchmark data, and classroom concerns.
Algebra and Biology Learning	Share benchmark data, intervention outcomes, Keystone readiness progress, and overall program effectiveness with faculty and stakeholders to support continuous improvement efforts.

Attendance and Academic Improvement

Action Step		
<ul style="list-style-type: none"> "Provide staff training on the new attendance/tardy procedures to ensure consistency in implementation " 		
Audience		
Teachers		
Topics to be Included		
Attendance and Tardiness		
Evidence of Learning		
By June 30, 2027, 88% of students will have regular attendance and we will have 14,609 (15,061 in previous year) events of tardiness.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal and MTSS	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	3-4 Meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Common Ground

Attendance - MTSS

Action Step		
<ul style="list-style-type: none"> Conduct an end-of-year review of the 9th Grade Interdisciplinary PLC model, including staff feedback, student outcome data, and recommendations for refinement and sustainability for the following school year. 		
Audience		
Teachers		
Topics to be Included		
Analyzing attendance and tardy data		
Evidence of Learning		
By June 30, 2027, 88% of students will have regular attendance and we will have 14,609 (15,061 in previous year) events of tardiness.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal and Admin	2026-11-15	2026-06-15

Learning Format

Type of Activities	Frequency
Other	Quarterly Meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Nontraditional (equity) Regional Workshops	

Interdisciplinary PLC

Action Step		
<ul style="list-style-type: none"> Conduct an end-of-year review of the 9th Grade Interdisciplinary PLC model, including staff feedback, student outcome data, and recommendations for refinement and sustainability for the following school year. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

--	--	--

Learning Format

Type of Activities	Frequency
Other	Quarterly Meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Nontraditional (equity) Regional Workshops	

Algebra and Biology Learning Center

Action Step		
<ul style="list-style-type: none"> Create a referral process for students to access the Learning Center through teacher and counselor recommendations based on academic performance, benchmark data, and classroom concerns. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Algebra and Science data analysis

Action Step

<ul style="list-style-type: none"> Share benchmark data, intervention outcomes, Keystone readiness progress, and overall program effectiveness with faculty and stakeholders to support continuous improvement efforts. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Action research	Weekly PLC and weekly MTSS meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Approvals & Signatures

Uploaded Files

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