

Lehighton Area HS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Lehigh Area HS		121135503
Address 1		
1 Indian Lane		
Address 2		
City	State	Zip Code
Lehigh	PA	18235
Chief School Administrator		Chief School Administrator Email
Mr Jason Moser		jmoser@lehigh.org
Principal Name		
Suzanne Howland		
Principal Email		
showland@lehigh.org		
Principal Phone Number		Principal Extension
610-377-6180		2413
School Improvement Facilitator Name		School Improvement Facilitator Email
Tonya Swavely		swavelyt@cliu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Suzanne Howland	Principal	LAHS	showland@lehighnton.org
Sandy Michalik	District Level Leaders	LASD Director of Student Services	smichalik@lehighnton.org
Floyd Brown	Principal	LAHS	fbrown@lehighnton.org
James Gurka	Teacher	LAHS Emotional Support teacher	jgurka@lehighnton.org
Jessica Lawrence	Teacher	LAHS Learning Support teacher	jlawrence@lehighnton.org
Kelli Costenbader	Other	LAHS Guidance Counselor	kcostenbader@lehighnton.org
Kathy Martin	Other	LAHS Guidance Counselor	kmartin@lehighnton.org
Laura Goldfeder	Teacher	LAHS Math teacher	lgoldfeder@lehighnton.org
Gretchen Laviolette	District Level Leaders	Director of Instructional Technology and Curriculum	glaviolette@lehighnton.org
Jason Moser	Chief School Administrator	Superintendent	jmoser@lehighnton.org
Timothy Tkach	Board Member	Board Member	ttkach1@lehighnton.org
Addyson Wieder	Student	student	57896@students.lehighnton.org
Amy Wieder	Parent	Parent	weedz81@hotmail.com
Hailey Haldeman	Student	Student	57856@students.lehighnton.org
Steph Haldeman	Parent	Parent	mygirls18209@gmail.com
Brad Haupt	Teacher	Teacher	bhaupt@lehighnton.org
Lauren Cortright	Community Member	Community Member	cortrightlk@gmail.com
Maureen Leupold	Community Member	Community Member/Parent	maureenleupold@gmail.com

Vision for Learning

Vision for Learning

The Lehigh Area School District's vision statement is to embody a community that shares in : 1) Meaningful collaboration; 2) A commitment of rigorous instruction and high expectations for 21st century learning; 3) Data driven decision making; 4) A commitment to the physical and mental well-being of all; 5) Developing partnerships and resources to enrich and strengthen civic engagement and community involvement; A safe and supportive environment through equity and inclusion. By 2026 90% of students in grades 9-11 will be on-track for post-secondary training or employment. By 2030, 90% of graduates will be connected to post-secondary training or employment by the Fall immediately following graduation.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

A total of 68.6% of students exceeded the PA state average of 49.9%, and the growth rate was our highest in five years at 68.6 %. There was positive growth from the previous year, when the score was 58.3%. This figure then rose to 56.5% in 2022–23 and to 61.8% in 2023–24.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Our economically disadvantaged student subgroup has demonstrated consistent, positive growth in ELA proficiency, rising from 41% in 2021-22 to 43.3% in 2022-23 and 51.4% in 2023-24. Most recently, this subgroup achieved a proficiency rate of 64.8% for the 2024-2025 school year, reflecting a strong upward trend and successful implementation of our targeted instructional supports.
Combined Ethnicity	Due to insufficient sample sizes based on population figures, we have limited data. However, the combined ethnicity group achieved an average score of 67.9%, which is significantly higher than the overall average of 49.9%. The participation rate was 99.6%.
African-American/Black	Due to an insufficient sample size, the data for this student group does not provide a statistically significant representation of performance; therefore, it is marked as N/A.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	While 96.4% of our students with disabilities participate, we still struggle to achieve consistent growth. Due to insufficient subgroup data, there are breaks in our trends: in 2021–22, we had a growth rate of 10.0%; in 2022–23, there was insufficient data; in 2023–24, the growth rate was 24.2%; and in 2024–25, it was 22.2%.
Students with Disabilities	Literacy across content areas is important as our students with disabilities continue to demonstrate difficulty with reading comprehension, vocabulary acquisition and written responses across multiple content areas, impacting their performance in state assessments.
Students with Disabilities	Academic growth and proficiency continue to lag behind overall student performance. There is a lack of consistent specialised instruction and targeted interventions for our learning support students who struggle to read.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The Math all-student group outperformed the PA state average for the 2024–25 school year. Our students continue to show an upward trend, as evidenced by the following subgroup data points: 2020–21: 63.6%; 2021–22: 51.0%; 2022–23: 20.0%; 2023–24: 50.7%; 2024–25: 55.4%, compared to the state average of 41.7%. Lehigh Area High School had 100% participation.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The number of economically disadvantaged students has grown since the 2022–23 school year: from 13.2% in 2022–23, to 40.8% in 2023–24, and to 45.8% in the 2024–25 school year.
Students with Disabilities	The students increased from 6.1% proficient /advanced in the 2023-24 to 14.3 % in the 2024-25 school year.
White	The number of students in the white subgroup increased from 51.2 % proficient or advanced to 60.6% in the 2024-25 school year
Combined Ethnicity	In the 2024-25 school year, 34.5% of students in the combined ethnicity subgroup were proficient or advanced.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	While Algebra I proficiency for students with disabilities increased from 6.1% to 14.3% during the most recent reporting cycle, 2024-25 achievement remains well below state expectations. Ensuring consistent delivery of standards-aligned instruction, specially designed supports, and intervention fidelity continues to be a challenge impacting mathematics outcomes for this subgroup.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Lehigh Area High School exceeded the statewide growth standard in English Language Arts/Literature, achieving an Academic Growth Score of 100.0. This performance indicates that students made significant academic progress and suggests that current instructional strategies, literacy supports, and data-informed interventions are positively impacting student growth. The school will continue to build upon these successful practices while working to increase proficiency levels for all student groups.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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Students with Disabilities	The number of students with disabilities meeting annual academic growth expectations in English Language Arts (ELA) has continued to grow, increasing from 50% in 2022-23 to 78% in 2023-24 and reaching 86% in 2024-25.
Economically Disadvantaged	Economically disadvantaged students performed at 92 for the 2024–25 school year.
White	In the 2024-25 school year, white students performed at 100%.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	There is not a sufficient sample of students of color.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Lehighton Area High School met the PA, statewide , growth standard (70%) in mathematics/algebra. With an Academic Growth Score of 70%, this indicates that students maintained academic progress. The school will build on these successful practices while working to raise proficiency levels among all student groups.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The proportion of students with disabilities increased from 61% in the last sample size year (2022-2023) to 74.0%. The previous year, (2023-2024) there was an insufficient sample size.
White	In the 2024-25 school year, white students performed at 71%.
Economically Disadvantaged	In the 2024–25 school year, the performance of economically disadvantaged students was at 70%.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The proportion of the sample size in the combined ethnicity subgroup category dropped from 73% in 2022-2023 to 72% in 2024-2025.
White	The number of white students in our subgroup has declined as follows: 100% from 2021-2022, 92% from 2022-2023, 76% from 2023-2024, and 72% from 2024-2025.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The percentage of students who were not chronically absent (76.6%) fell below both the Pennsylvania statewide average (79.6%) and the state performance standard (94.1%). The district will continue implementing a comprehensive attendance improvement plan focused on early identification of at-risk students, increased family engagement, individualized attendance interventions, and collaboration with school counselors, social workers, and community agencies to reduce chronic absenteeism.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The proportion of students with disabilities increased from 62% to 67.7%. The Student with Disabilities subgroup demonstrated improvement in regular attendance compared to the previous reporting year, indicating that targeted attendance monitoring, family communication, and student support interventions are having a positive impact on reducing chronic absenteeism. The district will continue implementing these strategies to sustain and build upon this progress.
Combined Ethnicity	The proportion of combined ethnicity increased from 63.5% to 67.67%.
Students with Disabilities	Targeted attendance interventions resulted in measurable improvement for several student subgroups, including Students with Disabilities and the Combined Ethnicity subgroup. These gains demonstrate the effectiveness of individualized supports and ongoing attendance monitoring.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The proportion of Hispanic students has continued to decline over the past six years, falling from 89.5% to 59.3%.
Economically Disadvantaged	The proportion of economically disadvantaged students has continued to decline over the past six years, falling from 82.2% to 65.3%.
White	Although the White subgroup represents the majority of the student population, only 78.0% of students were not chronically absent. Continued efforts will focus on proactive attendance monitoring, early intervention, and strengthening family-school partnerships to improve regular attendance.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

College Career Standards continue to be a strength of LAHS. For the past two years, 100% of our students have met their career standards, compared to a statewide average of 91% in PA.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	For the past two years, 100% of our students with disabilities have met their career standards, compared to a statewide average of 91% in PA.
Hispanic	Compared to a statewide average of 91% in PA, 100% of our Hispanic subgroup have met their career standards.
White	For the past two years, 100% of our White student subgroup have met their career standards, compared to a statewide average of 91% in PA.
Combined Ethnicity	Compared to a statewide average of 91% in PA, 100% of our Combined Ethnicity subgroup have met their career standards.

Challenges

ESSA Student Subgroups	Indicator
White	While 100% of students met the Career Standards Benchmark, the district's challenge is to sustain this level of performance while ensuring that career readiness activities continue to provide meaningful, individualized experiences that align with students' postsecondary goals and evolving workforce needs.
Combined Ethnicity	Although all students in this subgroup met the Career Standards Benchmark, continued emphasis is needed to ensure career readiness experiences remain rigorous, personalized, and reflective of students' individual career and postsecondary aspirations.

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Lehigh Area High School exceeded the statewide average for the 4-year graduation rate (92.3% vs. 88.0%) and the 5-year graduation rate (93.6% vs. 90.5%). The subgroup data also shows White students at 92.9% and Economically Disadvantaged students improving to 87.7%, though the latter remains below the overall graduation rate.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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White	The White student subgroup achieved a 92.9% four-year graduation rate, exceeding the statewide average and demonstrating consistent graduation outcomes over multiple reporting years.
Economically Disadvantaged	The Economically Disadvantaged subgroup improved its four-year graduation rate from 83.6% in 2023-24 to 87.7% in 2024-25, reflecting positive growth as a result of continued academic, behavioral, and student support interventions.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Although the Economically Disadvantaged subgroup demonstrated improvement, the four-year graduation rate of 87.7% remains below the overall district graduation rate of 92.3%. Continued efforts are needed to address barriers related to attendance, academic performance, credit attainment, and student engagement to ensure equitable graduation outcomes for all students.
Students with Disabilities	While the district continues to exceed the statewide graduation rate, sustaining high levels of student achievement will require ongoing monitoring of at-risk students through early identification, targeted interventions, credit recovery opportunities, and enhanced family engagement to prevent future declines in graduation rates.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

All students group 68.6% exceeded the PA state average of 49.9%; with a 99.4% participation rate.
Our economically disadvantaged student subgroup has demonstrated consistent, positive growth in ELA proficiency, rising from 41% in 2021-22 to 43.3% in 2022-23 and 51.4% in 2023-24. Most recently, this subgroup achieved a proficiency rate of 64.8% for the 2024-2025 school year, reflecting a strong upward trend and successful implementation of our targeted instructional supports.
Due to insufficient sample numbers based on population sizes, we have minimal data. However, our combined ethnicity group achieved a score of 67.9%, which is well above the PA state average of 49.9%.
The all-student group outperformed the PA state average for the 2024–25 school year. Our students continue to show an upward trend, as evidenced by the following subgroup data points: 2020–21: 63.6%; 2021–22: 51.0%; 2022–23: 20.0%; 2023–24: 50.7%; 2024–25: 55.4%, compared to the state average of 41.7%.
The number of economically disadvantaged students has grown since the 2022–23 school year: from 13.2% in 2022–23, to 40.8% in 2023–24, and to 45.8% in the 2024–25 school year.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

While 96.4% of our students with disabilities participate, we still struggle to achieve consistent growth. Due to insufficient subgroup data, there are breaks in our trends: in 2021–22, we had a growth rate of 10.0%; in 2022–23, there was insufficient data; in 2023–24, the growth rate was 24.2%; and in 2024–25, it was 22.2%.
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Literacy across content areas is important as our students with disabilities continue to demonstrate difficulty with reading comprehension, vocabulary acquisition and written responses across multiple content areas, impacting their performance in state assessments.

Academic growth and proficiency continue to lag behind overall student performance. There is a lack of consistent specialised instruction and targeted interventions for our learning support students who struggle to read.

While Algebra I proficiency for students with disabilities increased from 6.1% to 14.3% during the most recent reporting cycle, 2024-25 achievement remains well below state expectations. Ensuring consistent delivery of standards-aligned instruction, specially designed supports, and intervention fidelity continues to be a challenge impacting mathematics outcomes for this subgroup.

There is not a sufficient sample of students of color.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Classroom Diagnostic Test/FireFly	Administered to ELA trigger course and special education students.
Exact Path Diagnostic Assessment	Administered to ELA trigger course and special education students.

English Language Arts Summary

Strengths

Use of CDT/FireFly and Exact Path diagnostic data to identify skill deficits and monitor student growth.
Implementation of new ELA curriculum for courses for students requiring additional literacy support.
Special education teachers and intervention staff provide targeted instruction based on individual student data.
Ongoing PLC collaboration and data meetings inform instructional adjustments and intervention planning.

Challenges

Accelerate growth for students performing below grade level through consistent intervention implementation and progress monitoring.
Increase proficiency in reading comprehension and analysis of complex informational and literary texts.
Reduce the impact of chronic absenteeism on literacy achievement through early intervention and family engagement.

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Test (CDT) and or FireFly	Administered to Fundamentals Math, Algebra 1 trigger course and special education students.
Exact Path and or ALEKS	Students will utilize web based interventions through adaptive learning platforms to increase growth

Mathematics Summary

Strengths

The district utilizes multiple data sources, including the Classroom Diagnostic Tool (CDT)/FireFly and adaptive learning platforms (Exact Path/ALEKS), to identify student learning needs, monitor growth, and inform instructional decisions.
Targeted mathematics interventions are provided through Fundamentals of Math, Algebra I support courses, and special education programming, ensuring students receive additional instruction aligned to identified skill deficits.
Teachers regularly analyze diagnostic data to differentiate instruction, adjust pacing, and provide interventions based on individual student performance.
Adaptive learning platforms provide personalized learning pathways, allowing students to practice prerequisite skills while giving teachers real-time progress monitoring data.

Challenges

Despite targeted interventions, many students continue to demonstrate significant skill gaps in foundational mathematics concepts, limiting success in grade-level coursework and on state assessments.

Students entering Algebra I often have unfinished learning from previous grades, requiring additional time for remediation while simultaneously addressing grade-level standards.

Consistent implementation and student engagement with adaptive learning programs vary across classrooms, reducing the overall effectiveness of intervention efforts.

The district must strengthen the use of diagnostic and progress-monitoring data to ensure instructional adjustments consistently lead to measurable student growth across all identified subgroups.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT/FireFly Assessment	Provided as benchmark 3 times annually in Biology trigger course.

Science, Technology, and Engineering Education Summary

Strengths

For the 2024-2025 school year, all student groups were granted a waiver for participation requirements regarding local assessments. Consequently, no formative assessment data is available for this period to inform current performance patterns.

The average for all student group, 68.8%, exceeded the statewide average of 59.2% in 2023-2024.

Challenges

The Biology assessment data for the 2024–2025 school year is limited due to all student groups receiving a participation waiver. As a result, the district has reduced state assessment data available to evaluate student performance, identify achievement gaps, and measure the effectiveness of instructional practices.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Digital profile for each student in Smart Futures.	Incorporated into Computers and Career Readiness course all 9th grade students take.
Students in Years 9–12 meet with their guidance counselor three times a year to discuss career aspirations, course planning, and Act 158.	create schedule changes, help formulate volunteer opportunities and work related dialogues.

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.

All students subgroup exceeded the performance standard
The student graduation rate at Lehigh Area High School consistently outperformed the Pennsylvania state average of 91.5%, demonstrating a strong institutional commitment to student completion and academic persistence.

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.

NA, all student groups exceeded this benchmark.

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.

CDT/FireFly Training and assessments throughout the school year for baseline and growth
Exact Path creates individualized learning paths based on each student's diagnostic results, allowing students with disabilities to receive instruction targeted to their specific skill deficits rather than grade-level content alone. Will be used in ELA and Math .
ALEKS uses artificial intelligence to identify each student's current level of mathematical understanding and creates an individualized learning path that addresses specific skill gaps before introducing new concepts.
LAHS has established a comprehensive data-driven instructional framework by utilizing the Pennsylvania Classroom Diagnostic Tool (CDT) in conjunction with adaptive learning platforms such as Exact Path and ALEKS. Teachers regularly analyze diagnostic and progress-monitoring data to differentiate instruction, implement targeted interventions, monitor student growth, and provide personalized learning experiences that support improved achievement across English Language Arts, Mathematics, and Biology.
Teachers use CDT/FireFly data in conjunction with Exact Path to identify students' literacy strengths and areas for growth, provide individualized learning pathways, monitor progress over time, and adjust instruction to address foundational reading and writing skills.

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.

Many students with disabilities enter grade-level courses with significant foundational skill deficits, creating challenges in accessing grade-level standards while simultaneously addressing unfinished learning through specially designed instruction.
The implementation of the new ELA SAVVAS myPerspectives curriculum requires teachers to develop familiarity with new instructional resources, pacing, and assessment practices while maintaining high levels of student achievement.

Students continue to enter mathematics courses with significant foundational skill gaps, requiring teachers to balance remediation with grade-level instruction while implementing the new McGraw Hill curriculum with fidelity.

The implementation of new core instructional programs in both English Language Arts and Mathematics requires sustained professional learning, collaborative planning, and ongoing monitoring to ensure consistent instructional practices and improved student outcomes across all student groups.

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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?

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Use multiple professional learning designs to support the learning needs of staff
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Foster a culture of high expectations for success for all students, educators, families, and community members
Continue to support and engage with the development of SWBIS, our model that is continually tweaked to meet students' needs in its fourth year.
CLIU #21 continues to support professional development in staff practices and student 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?

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Students who are behind academically, who have moved into the district, and who struggle to meet their Act 158 requirements in Pathway 5.
Although individualized supports and interventions are in place, the district must continue to strengthen the implementation of evidence-based instructional practices, progress monitoring, and inclusive supports to improve achievement and growth for the Students with Disabilities subgroup.
Closing the achievement gap for Students with Disabilities remains a priority, requiring consistent implementation of specially designed instruction, high-quality core instruction, collaborative planning, and targeted interventions to improve proficiency and growth across all content areas.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
All students group 68.6% exceeded the PA state average of 49.9%; with a 99.4% participation rate.	False
Our economically disadvantaged student subgroup has demonstrated consistent, positive growth in ELA proficiency, rising from 41% in 2021-22 to 43.3% in 2022-23 and 51.4% in 2023-24. Most recently, this subgroup achieved a proficiency rate of 64.8% for the 2024-2025 school year, reflecting a strong upward trend and successful implementation of our targeted instructional supports.	False
Due to insufficient sample numbers based on population sizes, we have minimal data. However, our combined ethnicity group achieved a score of 67.9%, which is well above the PA state average of 49.9%.	False
The all-student group outperformed the PA state average for the 2024–25 school year. Our students continue to show an upward trend, as evidenced by the following subgroup data points: 2020–21: 63.6%; 2021–22: 51.0%; 2022–23: 20.0%; 2023–24: 50.7%; 2024–25: 55.4%, compared to the state average of 41.7%.	False
The number of economically disadvantaged students has grown since the 2022–23 school year: from 13.2% in 2022–23, to 40.8% in 2023–24, and to 45.8% in the 2024–25 school year.	False
Lehighton Area High School exceeded the statewide growth standard in English Language Arts/Literature, achieving an Academic Growth Score of 100.0. This performance indicates that students made significant academic progress and suggests that current instructional strategies, literacy supports, and data-informed interventions are positively impacting student growth. The school will continue to build upon these successful practices while working to increase proficiency levels for all student groups.	False
The number of students with disabilities meeting annual academic growth expectations in English Language Arts (ELA) has continued to grow, increasing from 50% in 2022-23 to 78% in 2023-24 and reaching 86% in 2024-25.	False
Lehighton Area High School met the PA, statewide , growth standard (70%) in mathematics/algebra. With an Academic Growth Score of 70%, this indicates that students maintained academic progress. The school will build on these successful practices while working to raise proficiency levels among all student groups.	False
The proportion of students with disabilities increased from 61% in the last sample size year (2022-2023) to 74.0%. The previous year, (2023-2024) there was an insufficient sample size.	False
The proportion of combined ethnicity increased from 63.5% to 67.6%.	False
The proportion of students with disabilities increased from 62% to 67.7%.	False

College Career Standards continue to be a strength of LAHS. For the past two years, 100% of our students have met their career standards, compared to a statewide average of 91% in PA.	False
Compared to a statewide average of 91% in PA, 100% of our Hispanic subgroup have met their career standards.	False
Compared to a statewide average of 91% in PA, 100% of our Combined Ethnicity subgroup have met their career standards.	False
For the past two years, 100% of our White student subgroup have met their career standards, compared to a statewide average of 91% in PA.	False
For the past two years, 100% of our students with disabilities have met their career standards, compared to a statewide average of 91% in PA.	False
The percentage of students who were not chronically absent (76.6%) fell below both the Pennsylvania statewide average (79.6%) and the state performance standard (94.1%). The district will continue implementing a comprehensive attendance improvement plan focused on early identification of at-risk students, increased family engagement, individualized attendance interventions, and collaboration with school counselors, social workers, and community agencies to reduce chronic absenteeism.	False
Targeted attendance interventions resulted in measurable improvement for several student subgroups, including Students with Disabilities and the Combined Ethnicity subgroup. These gains demonstrate the effectiveness of individualized supports and ongoing attendance monitoring.	False
The White student subgroup achieved a 92.9% four-year graduation rate, exceeding the statewide average and demonstrating consistent graduation outcomes over multiple reporting years.	False
The Economically Disadvantaged subgroup improved its four-year graduation rate from 83.6% in 2023-24 to 87.7% in 2024-25, reflecting positive growth as a result of continued academic, behavioral, and student support interventions.	False
Lehigh Area High School exceeded the statewide average for the 4-year graduation rate (92.3% vs. 88.0%) and the 5-year graduation rate (93.6% vs. 90.5%). The subgroup data also shows White students at 92.9% and Economically Disadvantaged students improving to 87.7%, though the latter remains below the overall graduation rate.	False
Use of CDT/FireFly and Exact Path diagnostic data to identify skill deficits and monitor student growth.	False
Implementation of new ELA curriculum for courses for students requiring additional literacy support.	False
Special education teachers and intervention staff provide targeted instruction based on individual student data.	False
Ongoing PLC collaboration and data meetings inform instructional adjustments and intervention planning.	False
The district utilizes multiple data sources, including the Classroom Diagnostic Tool (CDT)/FireFly and adaptive learning platforms (Exact Path/ALEKS), to identify student learning needs, monitor growth, and inform instructional decisions.	True
Targeted mathematics interventions are provided through Fundamentals of Math, Algebra I support courses, and special education programming, ensuring students receive additional instruction aligned to identified skill deficits.	True

Teachers regularly analyze diagnostic data to differentiate instruction, adjust pacing, and provide interventions based on individual student performance.	False
Adaptive learning platforms provide personalized learning pathways, allowing students to practice prerequisite skills while giving teachers real-time progress monitoring data.	True
For the 2024-2025 school year, all student groups were granted a waiver for participation requirements regarding local assessments. Consequently, no formative assessment data is available for this period to inform current performance patterns.	False
All students subgroup exceeded the performance standard	False
The student graduation rate at Lehigh Area High School consistently outperformed the Pennsylvania state average of 91.5%, demonstrating a strong institutional commitment to student completion and academic persistence.	False
The average for all student group, 68.8%, exceeded the statewide average of 59.2% in 2023-2024.	False
CDT/FireFly Training and assessments throughout the school year for baseline and growth	False
Exact Path creates individualized learning paths based on each student's diagnostic results, allowing students with disabilities to receive instruction targeted to their specific skill deficits rather than grade-level content alone. Will be used in ELA and Math .	False
ALEKS uses artificial intelligence to identify each student's current level of mathematical understanding and creates an individualized learning path that addresses specific skill gaps before introducing new concepts.	False
LAHS has established a comprehensive data-driven instructional framework by utilizing the Pennsylvania Classroom Diagnostic Tool (CDT) in conjunction with adaptive learning platforms such as Exact Path and ALEKS. Teachers regularly analyze diagnostic and progress-monitoring data to differentiate instruction, implement targeted interventions, monitor student growth, and provide personalized learning experiences that support improved achievement across English Language Arts, Mathematics, and Biology.	False
Teachers use CDT/FireFly data in conjunction with Exact Path to identify students' literacy strengths and areas for growth, provide individualized learning pathways, monitor progress over time, and adjust instruction to address foundational reading and writing skills.	False
Use multiple professional learning designs to support the learning needs of staff	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Continue to support and engage with the development of SWBIS, our model that is continually tweaked to meet students' needs in its fourth year.	True
CLIU #21 continues to support professional development in staff practices and student learning.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
While 96.4% of our students with disabilities participate, we still struggle to achieve consistent growth. Due to insufficient subgroup data, there are breaks in our trends: in 2021–22, we had a growth rate of 10.0%; in 2022–23, there was insufficient data; in 2023–24, the growth rate was 24.2%; and in 2024–25, it was 22.2%.	True
Literacy across content areas is important as our students with disabilities continue to demonstrate difficulty with reading comprehension, vocabulary acquisition and written responses across multiple content areas, impacting their performance in state assessments.	True
Academic growth and proficiency continue to lag behind overall student performance. There is a lack of consistent specialised instruction and targeted interventions for our learning support students who struggle to read.	False
While Algebra I proficiency for students with disabilities increased from 6.1% to 14.3% during the most recent reporting cycle, 2024-25 achievement remains well below state expectations. Ensuring consistent delivery of standards-aligned instruction, specially designed supports, and intervention fidelity continues to be a challenge impacting mathematics outcomes for this subgroup.	True
There is not a sufficient sample of students of color.	False
The proportion of the sample size in the combined ethnicity subgroup category dropped from 73% in 2022-2023 to 72% in 2024-2025.	False
The number of white students in our subgroup has declined as follows: 100% from 2021-2022, 92% from 2022-2023, 76% from 2023-2024, and 72% from 2024-2025.	False
Our hispanic subgroup has continued to decline over the past six years from 89.5%, 85%, 67.5% 65.9%, 63.3% to 59.3%	False
The proportion of economically disadvantaged students has continued to decline over the past six years, falling from 82.2% to 65.3%.	False
While 100% of students met the Career Standards Benchmark, the district's challenge is to sustain this level of performance while ensuring that career readiness activities continue to provide meaningful, individualized experiences that align with students' postsecondary goals and evolving workforce needs.	False
Although all students in this subgroup met the Career Standards Benchmark, continued emphasis is needed to ensure career readiness experiences remain rigorous, personalized, and reflective of students' individual career and postsecondary aspirations.	False
Although the White subgroup represents the majority of the student population, only 78.0% of students were not chronically absent. Continued efforts will focus on proactive attendance monitoring, early intervention, and strengthening family-school partnerships to improve regular attendance.	False

Although the Economically Disadvantaged subgroup demonstrated improvement, the four-year graduation rate of 87.7% remains below the overall district graduation rate of 92.3%. Continued efforts are needed to address barriers related to attendance, academic performance, credit attainment, and student engagement to ensure equitable graduation outcomes for all students.	False
While the district continues to exceed the statewide graduation rate, sustaining high levels of student achievement will require ongoing monitoring of at-risk students through early identification, targeted interventions, credit recovery opportunities, and enhanced family engagement to prevent future declines in graduation rates.	False
NA, all student groups exceeded this benchmark.	False
Accelerate growth for students performing below grade level through consistent intervention implementation and progress monitoring.	False
Increase proficiency in reading comprehension and analysis of complex informational and literary texts.	False
Reduce the impact of chronic absenteeism on literacy achievement through early intervention and family engagement.	False
Despite targeted interventions, many students continue to demonstrate significant skill gaps in foundational mathematics concepts, limiting success in grade-level coursework and on state assessments.	False
Students entering Algebra I often have unfinished learning from previous grades, requiring additional time for remediation while simultaneously addressing grade-level standards.	False
Consistent implementation and student engagement with adaptive learning programs vary across classrooms, reducing the overall effectiveness of intervention efforts.	False
The district must strengthen the use of diagnostic and progress-monitoring data to ensure instructional adjustments consistently lead to measurable student growth across all identified subgroups.	False
The Biology assessment data for the 2024–2025 school year is limited due to all student groups receiving a participation waiver. As a result, the district has reduced state assessment data available to evaluate student performance, identify achievement gaps, and measure the effectiveness of instructional practices.	False
Many students with disabilities enter grade-level courses with significant foundational skill deficits, creating challenges in accessing grade-level standards while simultaneously addressing unfinished learning through specially designed instruction.	False
The implementation of the new ELA SAVVAS myPerspectives curriculum requires teachers to develop familiarity with new instructional resources, pacing, and assessment practices while maintaining high levels of student achievement.	False
Students continue to enter mathematics courses with significant foundational skill gaps, requiring teachers to balance remediation with grade-level instruction while implementing the new McGraw Hill curriculum with fidelity.	False
The implementation of new core instructional programs in both English Language Arts and Mathematics requires sustained professional learning, collaborative planning, and ongoing monitoring to ensure consistent instructional practices and improved student outcomes across all student groups.	False
Students who are behind academically, who have moved into the district, and who struggle to meet their Act 158 requirements in Pathway 5.	False

Although individualized supports and interventions are in place, the district must continue to strengthen the implementation of evidence-based instructional practices, progress monitoring, and inclusive supports to improve achievement and growth for the Students with Disabilities subgroup.	False
Closing the achievement gap for Students with Disabilities remains a priority, requiring consistent implementation of specially designed instruction, high-quality core instruction, collaborative planning, and targeted interventions to improve proficiency and growth across all content areas.	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.

During the needs assessment process, the team identified several key factors impacting student achievement across English Language Arts, Mathematics, and Biology. While the district has established strong systems for collecting and analyzing data through the Pennsylvania Classroom Diagnostic Tool (CDT), Exact Path, and ALEKS, there is a continued need to strengthen the consistent use of this data to drive instructional decisions and targeted interventions. The implementation of new core instructional programs (SAVVAS myPerspectives in ELA and McGraw Hill Reveal Math) presents an opportunity to improve student outcomes; however, teachers will require ongoing professional learning, collaboration, and instructional coaching to ensure consistent implementation with fidelity. Additionally, the Students with Disabilities subgroup continues to demonstrate significant achievement gaps, emphasizing the need for enhanced specially designed instruction, differentiated supports, and progress monitoring to accelerate learning. Finally, the team noted that the 2024–2025 Biology participation waiver limited the availability of statewide assessment data, making it more difficult to analyze long-term performance trends and evaluate the effectiveness of instructional practices. Collectively, these observations highlight the importance of strengthening instructional consistency, data-driven decision making, and targeted interventions to improve achievement for all students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
While 96.4% of our students with disabilities participate, we still struggle to achieve consistent growth. Due to insufficient subgroup data, there are breaks in our trends: in 2021–22, we had a growth rate of 10.0%; in 2022–23, there was insufficient data; in 2023–24, the growth rate was 24.2%; and in 2024–25, it was 22.2%.	Students with disabilities continue to enter high school with significant foundational skill gaps that require intensive, individualized support. Inconsistent implementation of targeted interventions, limited use of progress-monitoring data to adjust instruction, and small subgroup sizes that create gaps in reported growth trends have limited our ability to achieve consistent academic growth. Strengthening data-driven decision making and ensuring fidelity of evidence-based instructional practices are essential to improving outcomes.	True
Literacy across content areas is important as our students with disabilities continue to demonstrate difficulty with reading comprehension, vocabulary acquisition and written responses across multiple content areas, impacting their performance in state assessments.	Many students with disabilities enter high school reading below grade level, limiting their ability to comprehend complex texts, acquire academic vocabulary, and effectively communicate their understanding through writing. While literacy instruction occurs in English Language Arts, the consistent implementation of disciplinary literacy strategies across all content areas has varied. Strengthening schoolwide literacy practices, increasing collaboration between general and special education teachers, and using diagnostic and formative assessment data to provide targeted interventions will improve students' ability to access rigorous grade-level content.	True
While Algebra I proficiency for students with disabilities increased from 6.1% to 14.3% during the most recent reporting cycle, 2024–25 achievement remains well below state expectations. Ensuring consistent delivery of standards-aligned instruction, specially designed supports, and intervention fidelity continues to be a challenge impacting mathematics outcomes for this subgroup.	Many students with disabilities begin Algebra I lacking foundational mathematical skills necessary for success with grade-level standards. Inconsistent implementation of evidence-based interventions, varying levels of instructional support, and the need for more consistent use of assessment data to inform instruction have limited proficiency gains. Strengthening intervention fidelity, progress monitoring, and collaborative instructional	True

	planning will improve mathematics outcomes for this subgroup.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
The district utilizes multiple data sources, including the Classroom Diagnostic Tool (CDT)/FireFly and adaptive learning platforms (Exact Path/ALEKS), to identify student learning needs, monitor growth, and inform instructional decisions.	The district will continue to use CDT and Exact Path/ALEKS data to identify learning gaps, monitor student growth, and guide instructional planning. These tools will support targeted interventions, strengthen specially designed instruction, and enable teachers to make timely instructional adjustments for students with disabilities. Consistent use of assessment data will improve progress monitoring, intervention fidelity, and collaboration among educators to address the identified literacy and mathematics challenges.
Targeted mathematics interventions are provided through Fundamentals of Math, Algebra I support courses, and special education programming, ensuring students receive additional instruction aligned to identified skill deficits.	Existing mathematics intervention courses and special education supports will be leveraged to provide targeted instruction aligned to student learning needs. Ongoing use of diagnostic data and progress monitoring will help educators adjust interventions, ensure fidelity of implementation, and strengthen collaboration between general and special education staff to improve Algebra I proficiency and overall mathematics outcomes for students with disabilities.
Adaptive learning platforms provide personalized learning pathways, allowing students to practice prerequisite skills while giving teachers real-time progress monitoring data.	Adaptive learning platforms will be used to personalize instruction, address prerequisite skill deficits, and provide teachers with ongoing progress monitoring data. This information will guide instructional adjustments, support targeted interventions, and strengthen collaboration between general and special education staff to improve literacy, mathematics achievement, and overall academic growth for students with disabilities.
Continue to support and engage with the development of SWBIS, our model that is continually tweaked to meet students' needs in its fourth year.	Continued implementation and refinement of the district's SWPBIS framework will promote positive student behavior, increase engagement, and maximize instructional time. A consistent, supportive learning environment will strengthen students' access to targeted academic interventions and specially designed instruction, helping improve outcomes in literacy, mathematics, and overall growth for students with disabilities.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strengthen the district's multi-tiered system of support for students with disabilities by ensuring consistent implementation of evidence-based instructional practices, specially

	designed instruction, and targeted interventions informed by ongoing progress monitoring and diagnostic assessment data. This will improve academic growth by enabling educators to make timely instructional adjustments and provide responsive support based on individual student needs.
	Implement a consistent, schoolwide approach to disciplinary literacy by increasing the use of evidence-based reading, vocabulary, and writing strategies across all content areas. Strengthen collaboration between general and special education teachers and use assessment data to guide targeted literacy interventions so that students with disabilities can more effectively access grade-level curriculum and demonstrate their learning.
	Strengthen the consistency and fidelity of standards-aligned mathematics instruction, specially designed instruction, and intervention implementation for students with disabilities. Use diagnostic assessments, progress monitoring, and collaborative instructional planning to identify learning needs, adjust interventions, and accelerate proficiency in Algebra I and foundational mathematics skills.

Goal Setting

Priority: Strengthen the district's multi-tiered system of support for students with disabilities by ensuring consistent implementation of evidence-based instructional practices, specially designed instruction, and targeted interventions informed by ongoing progress monitoring and diagnostic assessment data. This will improve academic growth by enabling educators to make timely instructional adjustments and provide responsive support based on individual student needs.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June 2027, at least 70% of students with disabilities receiving targeted interventions in English Language Arts, Mathematics, and Biology will demonstrate measurable growth as evidenced by improvement on the Pennsylvania Classroom Diagnostic Tool (CDT) and/or mastery of individualized learning pathways in Exact Path or ALEKS, as documented through quarterly progress monitoring.			
Measurable Goal Nickname (35 Character Max)			
Students with Disabilities (SWD)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of students with disabilities receiving interventions will complete baseline CDT assessments and Exact Path/ALEKS diagnostics, and 25% will demonstrate measurable growth toward their individualized learning goals.	25% of students with disabilities will demonstrate measurable academic growth based on CDT progress-monitoring data and/or Exact Path/ALEKS mastery reports.	50% of students with disabilities will demonstrate measurable academic growth based on CDT progress-monitoring data and/or Exact Path/ALEKS mastery reports.	70% of students with disabilities will demonstrate measurable academic growth based on CDT progress-monitoring data and/or Exact Path/ALEKS mastery reports.

Priority: Implement a consistent, schoolwide approach to disciplinary literacy by increasing the use of evidence-based reading, vocabulary, and writing strategies across all content areas. Strengthen collaboration between general and special education teachers and use assessment data to guide targeted literacy interventions so that students with disabilities can more effectively access grade-level curriculum and demonstrate their learning.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2027, at least 70% of students with disabilities receiving targeted literacy interventions will demonstrate measurable growth in reading and/or writing as evidenced by improvement on the Pennsylvania Classroom Diagnostic Tool (CDT), Exact Path literacy data, classroom benchmark assessments, and common writing assessments.			
Measurable Goal Nickname (35 Character Max)			
Literacy Growth for Students with Disabilities (SWD)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students with disabilities who are identified as	40% of students with disabilities receiving	50% of students with disabilities receiving	70% of students with disabilities receiving

requiring literacy intervention will complete the baseline CDT and Exact Path literacy diagnostics. Teachers will then use the assessment data to develop instructional plans. 30% of students receiving targeted literacy interventions will demonstrate growth.	targeted literacy interventions will demonstrate measurable growth on CDT progress monitoring, Exact Path, and/or district literacy benchmark assessments.	targeted literacy interventions will demonstrate measurable growth on CDT progress monitoring, Exact Path, and/or district literacy benchmark assessments.	targeted literacy interventions will demonstrate measurable growth on CDT progress monitoring, Exact Path, and/or district literacy benchmark assessments.
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Priority: Strengthen the consistency and fidelity of standards-aligned mathematics instruction, specially designed instruction, and intervention implementation for students with disabilities. Use diagnostic assessments, progress monitoring, and collaborative instructional planning to identify learning needs, adjust interventions, and accelerate proficiency in Algebra I and foundational mathematics skills.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, 60% of students with disabilities enrolled in Fundamental Math and/or Algebra I will demonstrate proficiency or measurable academic growth in mathematics as evidenced by ALEKS progress data, district benchmark assessments, and/or supplemental diagnostic assessments (e.g., CDT or Exact Path). Growth will result from the consistent implementation of standards-aligned instruction, specially designed instruction, targeted interventions, progress monitoring, and collaborative data-driven instructional planning.			
Measurable Goal Nickname (35 Character Max)			
Math Growth Students with Disabilities (SWD)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of students with disabilities enrolled in Fundamental Math and Algebra I will complete a baseline mathematics diagnostic using ALEKS (and/or district-approved supplemental diagnostic assessments such as CDT or Exact Path), and teachers will develop instructional plans based on identified skill gaps. 30% of students with disabilities will demonstrate growth .	At least 40% of students with disabilities will demonstrate measurable growth toward individualized mathematics learning goals based on ALEKS learning progress, benchmark assessments, and/or supplemental diagnostic data.	At least 60% of students with disabilities will demonstrate continued growth in foundational mathematics and Algebra I skills as measured by ALEKS progress, district benchmarks, and/or supplemental diagnostic assessments.	At least 60% of students with disabilities enrolled in Fundamental Math and Algebra I will demonstrate proficiency or adequate annual growth in mathematics as measured by ALEKS progress data, district benchmark assessments, and/or supplemental diagnostic assessments (CDT or Exact Path).

Action Plan

Measurable Goals

Students with Disabilities (SWD)	Literacy Growth for Students with Disabilities (SWD)
Math Growth Students with Disabilities (SWD)	

Action Plan For: Standards Aligned Math Instruction with Progress Monitoring

Measurable Goals:
By the end of the 2026-2027 school year, 60% of students with disabilities enrolled in Fundamental Math and/or Algebra I will demonstrate proficiency or measurable academic growth in mathematics as evidenced by ALEKS progress data, district benchmark assessments, and/or supplemental diagnostic assessments (e.g., CDT or Exact Path). Growth will result from the consistent implementation of standards-aligned instruction, specially designed instruction, targeted interventions, progress monitoring, and collaborative data-driven instructional planning.

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer baseline mathematics diagnostic assessments using ALEKS (and district-approved supplemental assessments (CDT/Edmentum EXACT PATH as needed) to identify individual learning gaps for all students with disabilities enrolled in Fundamental Math and Algebra I. Develop individualized instructional plans based on diagnostic results.		2026-08-31	2026-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Teachers, Fundamental Math and Algebra I Teachers	ALEKS licenses, teacher training, district benchmark assessments, CDT/Edmentum Exact Path (as applicable), PLC planning time	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement standards-aligned mathematics instruction and specially designed instruction with fidelity in Fundamental Math and Algebra I using ALEKS learning pathways, targeted interventions, and evidence-based instructional strategies to address identified skill gaps.		2026-09-08	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Fundamental Math Teachers, Algebra I Teachers, Special Education Teachers, Building Administrators	ALEKS, instructional materials, intervention resources, curriculum guides, co-teaching supports, planning time	Yes	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct collaborative PLC and data team meetings every marking period to analyze ALEKS reports, benchmark assessment results, classroom performance, and progress monitoring data. Adjust instructional strategies and interventions based on student performance.		2026-09-21	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Mathematics Department Chair, Special Education Supervisor, Teachers, Curriculum, Supervisor	Student data reports, PLC meeting agendas, benchmark data, ALEKS reports, progress monitoring tools	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing progress monitoring and targeted interventions for students who are not meeting expected growth benchmarks. Review intervention effectiveness and modify instructional supports based on student data.		2026-10-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Teachers, Interventionists, Mathematics Teachers, Administrators	ALEKS progress reports, intervention materials, benchmark assessments, progress monitoring tools	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of a consistent, standards-aligned mathematics instructional framework for students with disabilities that includes high-quality core instruction, specially designed instruction, targeted interventions, regular progress monitoring using ALEKS and district assessments, and collaborative data-driven instructional decision-making. Student growth in Fundamental Math and Algebra I will increase throughout the 2026–2027 school year.	Monitor the implementation process through classroom observations, reviews of lesson plans, documentation from Professional Learning Communities (PLCs), ALEKS usage and growth reports, benchmark assessment results and data from student progress monitoring. Instructional adjustments will be made based on the collaborative analysis of student performance. The building administration will conduct monthly instructional walkthroughs to monitor the implementation of specially designed instruction, the

	use of ALEKS, student engagement, and evidence-based instructional practices. Teachers will receive feedback to support continuous improvement.
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Action Plan For: Literacy Growth for Students with Disabilities (SWD)

Measurable Goals:
By June 2027, at least 70% of students with disabilities receiving targeted literacy interventions will demonstrate measurable growth in reading and/or writing as evidenced by improvement on the Pennsylvania Classroom Diagnostic Tool (CDT), Exact Path literacy data, classroom benchmark assessments, and common writing assessments.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide all students with disabilities in grades 9-12 with standards-aligned, evidence-based literacy instruction using the new Savvas ELA curriculum, while implementing specially designed instruction (SDI) aligned to each student's IEP. Teachers will utilize CDT, classroom formative assessments, and Exact Path (or district-approved diagnostic tools) to identify skill deficits and differentiate instruction.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
High School Principal, Director of Special Education, ELA Teachers, Special Education Teachers	Savvas ELA curriculum, CDT reports, Edmentum Exact Path diagnostics, IEPs, teacher collaboration time	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct monthly Professional Learning Community (PLC) meetings for general and special education teachers to analyze student literacy data, monitor student progress, identify students requiring additional interventions, and adjust instructional practices based on evidence.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Department Chair, Director of Special Education, ELA and Special Education Teachers	PLC protocols, CDT reports, Edmentum Exact Path reports, benchmark assessment data, meeting agendas	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing professional development focused on evidence-based literacy instruction for students with disabilities, including explicit reading		2026-08-17	2027-06-09

comprehension strategies, vocabulary instruction, differentiated instruction, writing supports, and implementation of specially designed instruction.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum, Director of Special Education, Building Administration, CLIU # 21 consultants and Savvas consultants	Savvas professional learning resources, PDE literacy resources, training materials, instructional coaching	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Tier II and Tier III literacy interventions for identified students with disabilities based on diagnostic and classroom assessment data. Review student progress every six to eight weeks and adjust interventions as needed.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Teachers, Interventionists, ELA Teachers,	Exact Path, intervention materials, progress-monitoring tools, IEP documentation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students with disabilities will receive consistent, standards-aligned literacy instruction and targeted interventions. Teachers will routinely use assessment data to inform their decisions regarding instruction and interventions. General and special education staff will collaborate to improve student outcomes, and students with disabilities will demonstrate measurable growth in literacy skills as evidenced by CDT, Exact Path diagnostics, classroom assessments and Keystone Literature performance.	The principal, the director of special education, the ELA department chair, the special education teachers and the PLC teams. They meet every 6–8 weeks for intervention reviews and a quarterly administrative review, and use the following: - CDT and Exact Path diagnostic reports - Classroom formative assessments - PLC meeting agendas and minutes - Walkthrough observations - IEP progress monitoring - Keystone Literature benchmark and proficiency data

Action Plan For: Specially Designed Instruction (SDI) to Improve Academic Achievement for Students with Disabilities (SWD)

Measurable Goals:
By June 2027, at least 70% of students with disabilities receiving targeted interventions in English Language Arts, Mathematics, and Biology will demonstrate measurable growth as evidenced by improvement on the Pennsylvania Classroom Diagnostic Tool (CDT) and/or mastery of individualized learning pathways in Exact Path or ALEKS, as documented through quarterly progress monitoring.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement evidence-based instructional practices and specially designed instruction (SDI) aligned to students' IEPs in all core content areas. Teachers will use classroom formative assessments, CDT data, and Exact Path/ALEKS diagnostic reports to identify learning gaps, differentiate instruction, and provide targeted interventions.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Director of Special Education, General Education Teachers, Special Education Teachers		Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing professional development for general and special education staff on evidence-based instructional practices, specially designed instruction, differentiation, co-teaching models, progress monitoring, and effective use of diagnostic assessment data to improve student outcomes		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Curriculum, Director of Special Education, Building Administration, and CLIU #21 consultants and resource consultants	Professional learning materials, PDE resources, instructional coaching, collaborative planning time	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct monthly collaborative data meetings between general education teachers, special education teachers, and administrators to review student progress, analyze CDT, Exact Path, ALEKS, classroom assessment, and progress-monitoring data, and adjust instructional supports and interventions.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Director of Special Education, Department Chairs, General Education Teachers, Special Education Teachers	Principal, Director of Special Education, Department Chairs, General Education Teachers, Special Education Teachers	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide Tier II and Tier III interventions for students with disabilities who demonstrate continued academic need. Progress will be monitored every six to eight weeks, with instructional adjustments made based on student performance and intervention data.		2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Teachers, Interventionists, Building Administration	Exact Path, ALEKS, intervention materials, progress-monitoring tools, and IEP documentation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students with disabilities will receive consistent, evidence-based instruction and specially designed supports that address individual learning needs. Staff will use assessment and progress-monitoring data to make instructional decisions, resulting in increased academic growth, improved intervention effectiveness, and stronger collaboration between general and special education teachers.	The principal, the director of special education, department heads, general education teachers, special education teachers and PLC teams are involved. Frequency: Monthly PLC/data team meetings - Intervention reviews every 6–8 weeks - Quarterly administrative reviews Method: CDT reports, Exact Path diagnostic reports (English Language Arts), ALEKS diagnostic reports (Fundamental Maths and Algebra I), classroom common assessments and IEP progress monitoring. Walkthrough observations. PLC meeting agendas and minutes including Keystone and benchmark assessment results.

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
Standards Aligned Math Instruction with Progress Monitoring	Administer baseline mathematics diagnostic assessments using ALEKS (and district-approved supplemental assessments (CDT/Edmentum EXACT PATH as needed) to identify individual learning gaps for all students with disabilities enrolled in Fundamental Math and Algebra I. Develop individualized instructional plans based on diagnostic results.
Standards Aligned Math Instruction with Progress Monitoring	Implement standards-aligned mathematics instruction and specially designed instruction with fidelity in Fundamental Math and Algebra I using ALEKS learning pathways, targeted interventions, and evidence-based instructional strategies to address identified skill gaps.
Literacy Growth for Students with Disabilities (SWD)	Provide all students with disabilities in grades 9-12 with standards-aligned, evidence-based literacy instruction using the new Savvas ELA curriculum, while implementing specially designed instruction (SDI) aligned to each student's IEP. Teachers will utilize CDT, classroom formative assessments, and Exact Path (or district-approved diagnostic tools) to identify skill deficits and differentiate instruction.
Literacy Growth for Students with Disabilities (SWD)	Provide ongoing professional development focused on evidence-based literacy instruction for students with disabilities, including explicit reading comprehension strategies, vocabulary instruction, differentiated instruction, writing supports, and implementation of specially designed instruction.
Specially Designed Instruction (SDI) to Improve Academic Achievement for Students with Disabilities (SWD)	Implement evidence-based instructional practices and specially designed instruction (SDI) aligned to students' IEPs in all core content areas. Teachers will use classroom formative assessments, CDT data, and Exact Path/ALEKS diagnostic reports to identify learning gaps, differentiate instruction, and provide targeted interventions.
Specially Designed Instruction (SDI) to Improve Academic Achievement for Students with Disabilities (SWD)	Provide ongoing professional development for general and special education staff on evidence-based instructional practices, specially designed instruction, differentiation, co-teaching models, progress monitoring, and effective use of diagnostic assessment data to improve student outcomes

Standards Aligned Math Instruction with Progress Monitoring

Action Step
Administer baseline mathematics diagnostic assessments using ALEKS (and district-approved supplemental assessments (CDT/Edmentum EXACT PATH as needed) to identify individual learning gaps for all students with disabilities enrolled in Fundamental Math and Algebra I. Develop individualized instructional plans based on diagnostic results.
Audience
Math Teachers, Special Education Teachers, Building Administrators
Topics to be Included
ALEKS implementation Interpreting ALEKS and CDT data Progress monitoring Differentiated mathematics instruction Data-driven instructional decision making

Evidence of Learning		
Teachers will analyze student diagnostic data, develop intervention plans, and demonstrate implementation of differentiated math instruction through lesson plans and classroom observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum, Building Principal, Math Department Chair, ALEKS Professional Learning	2026-08-24	2027-06-04

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Opening Inservice, Monthly PLCs, Quarterly PD
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Literacy Growth for Students with Disabilities (SWD)

Action Step		
- Provide all students with disabilities in grades 9-12 with standards-aligned, evidence-based literacy instruction using the new Savvas ELA curriculum, while implementing specially designed instruction (SDI) aligned to each student's IEP. Teachers will utilize CDT, classroom formative assessments, and Exact Path (or district-approved diagnostic tools) to identify skill deficits and differentiate instruction. - Provide ongoing professional development focused on evidence-based literacy instruction for students with disabilities, including explicit reading comprehension strategies, vocabulary instruction, differentiated instruction, writing supports, and implementation of specially designed instruction.		
Audience		
ELA Teachers Special Education Teachers Reading Specialists Administrators		
Topics to be Included		
Structured literacy Reading comprehension strategies Vocabulary development Writing instruction Using Savvas, Exact Path, and CDT data Progress monitoring Differentiated literacy instruction		
Evidence of Learning		
Teachers will implement evidence-based literacy strategies, analyze literacy assessment data, and demonstrate differentiated instructional practices during classroom observations and PLC meetings.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum, Director of Special Education, Building Principal, CLIU #21 consultants and Savvas Professional Learning	2026-08-24	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Monthly PLCs Quarterly PD Ongoing Coaching
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

Specially Designed Instruction (SDI) to Improve Academic Achievement for Students with Disabilities (SWD)

Action Step		
Implement evidence-based instructional practices and specially designed instruction (SDI) aligned to students' IEPs in all core content areas. Teachers will use classroom formative assessments, CDT data, and Exact Path/ALEKS diagnostic reports to identify learning gaps, differentiate instruction, and provide targeted interventions.		
Audience		
General Education Teachers Special Education Teachers Administrators Department Heads		
Topics to be Included		
Specially Designed Instruction (SDI) Accommodations vs. Modifications Universal Design for Learning (UDL) Co-Teaching Models Progress monitoring IEP implementation Data-informed instructional decisions		
Evidence of Learning		
Teachers will develop SDI-aligned lesson plans, implement accommodations and interventions aligned to student IEPs, participate in collaborative data meetings, and demonstrate effective instructional practices during walkthroughs and observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Special Education Director of Curriculum Building Principal Special Education Teachers	2026-08-24	2027-06-04

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Opening Inservice Monthly PLC Meetings Quarterly Professional Learning
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

Chief School Administrator	Date
Building Principal Signature	Date
Suzanne Howland	2026-06-18
School Improvement Facilitator Signature	Date
Tonya Swavely	2026-07-08