

Tredyffrin-Easttown SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
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LEA Profile

LEA Profile 2025-2028

The Tredyffrin/Easttown School District serves the townships of Tredyffrin and Easttown, encompassing 38 square miles in eastern Chester County. The area primarily contains single-family homes and includes notable communities like Paoli, Devon, Berwyn, Daylesford, Chesterbrook, Strafford, and Wayne. More than 7,000 students attend T/E's eight schools: Conestoga High School, Tredyffrin/Easttown Middle School, Valley Forge Middle School and Beaumont, Devon, Hillside, New Eagle, and Valley Forge Elementary Schools.

The Tredyffrin/Easttown (T/E) School District and its 750+ staff members serve approximately 7,000 students in eight schools, supported by a central administration office, a maintenance/storage facility, and a network operations center.

As TESD becomes more diverse, the District strives to provide activities that include multiple perspectives, student voices, and culturally responsive experiences for all students to ensure that each has a sense of belonging. The Diversity Committee, formed in 1994, has monitored the change in student demographics throughout the years. TESD is home to students that report being American Indian/Alaskan Native, Asian, Black/African American, Multi-Racial, Pacific Islander/Native Hawaiian, White/Caucasian, and Hispanic. While the most significant number of students continues to be of the White/Caucasian race (55.5%), it has decreased from 80% over the last twelve years. Students of Asian descent have more than doubled from 14% to 29.3% over the previous twelve years. Another noteworthy change in the student population is the increase in multi-racial students from .93% to 6.3%.

The District maintains a budget that supports the T/E School District's strong educational program and services while complying with government mandates. While salaries and benefits consistently make up the bulk of the District's total budget, four of the largest cost drivers in the budget are capital improvements, state-mandated contributions to the Public School Employees' Retirement System (PSERS), debt service and special education services.

The District currently has two major capital improvement projects on the horizon. An athletic fields project adjacent to Conestoga High School is anticipated to be completed in the fall of 2025 and will include two turf fields, a softball field, tennis courts, a practice field, a field house with team rooms, concession stand and restrooms, bleachers, a grounds maintenance facility and a parking lot. The District also purchased an office building that will be repurposed into a new, sixth elementary school. The new elementary school has a projected completion date of August 2027.

Elementary Schools: Beaumont, Devon, Hillside, New Eagle, and Valley Forge (there is an identified need for a 6th elem school)

Elementary School enrollment of almost 2,400 students in kindergarten through fourth grade is distributed among five schools. Each school strives to foster a warm, student-centered learning environment with recognition of unique talents, interests, differences, and learning experiences. Instructional programming meets the needs of all students by providing a rich curriculum with several support programs and enrichment opportunities.

In May of 2024, the T/E School Board adopted a resolution approving a new K-4 elementary school, a full-day kindergarten program and a new Science, Technology, Engineering and Math (STEM) special. The addition of a new, sixth elementary school will allow the District to address increasing enrollment at the elementary level, improve space utilization, address changing programming needs and transition to full-day kindergarten.

All elementary schools engage in one or more programs to enhance the school climate by addressing social and interpersonal aspects of student behavior. The Olweus Bullying Prevention program helps children understand that bullying is intentional harm-doing repeated over time. PATHS is a science-based, social-emotional learning curriculum that promotes self-control, positive self-esteem, emotional awareness, and interpersonal problem-solving. Based on the understanding that internal language is the key to self-control, The Pro-Social Skills Program includes a five-step system that provides language to help children control impulses and make constructive choices. Every school plans collaboratively with its home and school association and staff to provide many school and community activities that enhance the educational program, such as cultural arts programs, fundraising opportunities, and many other in-school and after-school activities.

The goal of the TESD elementary schools is to educate and challenge each child through a program that:

- 1) Provides a firm foundation of basic skills, concepts, and experiences.
- 2) Stimulates intellectual curiosity.
- 3) Cultivates learning habits and perfects learning tools for independent, lifelong learning.
- 4) Addresses individual student strengths and needs.
- 5) Promotes healthy mental, physical, social, and emotional growth in a caring and nurturing learning community.

Middle Schools: Tredyffrin/Easttown and Valley Forge

With just over 2,000 students between the two middle schools, the schools provide a standard structure for students in the fifth through eighth grades. Consistencies in curriculum and instructional resources, educational goals, and initiatives provide an intentional horizontal alignment between both schools. For example, both middle schools share the same goal, which is “to educate and challenge students to fulfill their potential within a community where children are valued, empowering these emergent adolescents to discover and appreciate who they are, whom they have become, and what they can contribute to others.”

In addition to the continuation of instruction in and polishing of the basic skills of reading, writing, and mathematics, middle school students are encouraged to explore and expand interests in music, drama, sports, and art; find joy in the discovery of skills in a new language; take pride in creations through family and consumer sciences and STEM; become responsible citizens and treat others with respect. Further, students in middle school learn to appreciate the uniqueness, characteristics, and personalities of others, and become increasingly independent, self-disciplined and appreciative of lifelong learning.

Conestoga High School:

With over 2300 students, Conestoga High School has been ranked among the best high schools nationally in numerous commercial publications. The Conestoga High School graduation rate consistently approaches 100%. Approximately 96% of

the class of 2023 attends a four-year college and 2% attends a two-year college. More than 75% of Conestoga graduates attend colleges listed in *The Best 378 Colleges*, a publication of The Princeton Review. In 2023, 1,072 Conestoga High School students completed 2,511 Advanced Placement tests. Of those exams, 84% had a score of 3 or better. In addition, Conestoga students scored well above the national average on the Scholastic Aptitude Test (SAT) with a mean score of 650 in Evidence-Based Reading & Writing and a mean score of 657 in Math. In the fall of 2024, Conestoga High School led Pennsylvania with 51 National Merit Finalists, 68 National Merit Commended Students, 3 National African American Scholars, and 5 National Hispanic Scholars.

Extra-curricular activities also bring accolades to Conestoga. The Pennsylvania Music Educators' Association selected 16 students in 2023-2024 to participate in All-State Band, Orchestra, or Choir. During the 2023-2024 school year, Conestoga High School athletic teams won four District One Championships: Girls Golf, Boys Soccer, Field Hockey and Boys Tennis Doubles. Girls Lacrosse, Boys Soccer and Boys Tennis won PIAA State Championships. Students also received recognition from the Distributive Education Clubs of America (DECA) and VEX Robotics.

Mission and Vision

Mission

To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility, and a passion for learning.

Vision

The purpose of education in the District is to challenge and to assist each student to become a constructive member of our changing society. By providing experiences that develop intellectual excellence and promote a positive understanding of one's self, the school can effectively help each student to appreciate the contributions of our nation's heritage, the interdependence of individuals and the dignity of all. The focus of the educational program, therefore, is to help students to develop their maximum potential and to acquire skills in ways that stimulate curiosity and foster creativity. The vision for the District includes the responsibility, in conjunction with families and the community, to motivate and to assist each student:

- To acquire the knowledge, skills and experiences necessary to be productive in a global society;
- To develop critical thinking skills;
- To develop self-discipline;
- To accept responsibility, acquire self-reliance and develop leadership skills;
- To formulate social and ethical values consistent with living in a democratic society;
- To appreciate the value of individual effort;
- To learn to adapt to change;
- To learn to collaborate with others;
- To gain a fundamental knowledge that will serve as the basis for further development.

The goal of the District is to prepare students to be self-directed, creative life-long learners and responsible involved citizens.

Educational Values

Students

Students will be active participants in classroom and schoolwide learning. There will be regular opportunities for students to collaborate with staff and administration to co-create experiences to support the mission and vision of the District.

Staff

Staff, students, administration and families will collaborate to design and implement opportunities leading to the attainment of the District's mission and vision.

Administration

Staff, students, administration and families will collaborate to design and implement opportunities leading to the attainment of the District's mission and vision.

Parents

Staff, students, administration and families will collaborate to design and implement opportunities leading to the attainment of the District's mission and vision.

Community

On an on-going basis, the District will seek to partner with community members and resources to support attainment of the mission and vision.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Statewide assessment measures for proficiency in all of our schools are well above the state average.	Proficiency measures for English Language Arts/Literature, and Mathematics/Algebra are above the state average.
The percent career standards benchmark for our schools are all higher than the statewide average.	The three applicable schools for the career readiness requirements all exceed the statewide performance standard.

Challenges

Indicator	Comments/Notable Observations
Percent of students with regular attendance in all of our schools are higher than the statewide average.	High School attendance rate is still above the statewide average however it did not meet the statewide performance standard. We would like to focus on the High School making more progress toward the statewide performance standard.
Statewide assessment measures for proficiency in all of our schools are well above the state average, but at the high school it is below the 2033 school goal in Math/Algebra.	The proficiency rate for the High School in Math/Algebra exceeds the statewide average but is below the statewide 2033 goal. Due to optional testing in 2021, the student participation rate at the high school dropped significantly. This low participation affected the proficiency rate.
Statewide assessment measures for proficiency in all of our schools are well above the state average, but at the high school it is below the 2033 school goal in Science/Biology.	The proficiency rate for the High School in Science/Biology exceeds the statewide average but is below the statewide 2033 goal. Due to optional testing in 2021, the student participation rate at the high school dropped significantly. This low participation affected the proficiency rate.

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

Strengths

Indicator	Comments/Notable Observations
Statewide assessment measures for proficiency. Grade Level(s) and/or Student Group(s) Economically Disadvantaged students at the High School level.	Based on the data available, Economically Disadvantaged students at the High School level score higher than the statewide average growth score in English Language Arts/Literature and Math/Algebra.

Indicator Graduation Rate Grade Level(s) and/or Student Group(s) High School	Comments/Notable Observations Four-year cohort graduation rate currently exceeds statewide 2033 goal. The High School's percent graduation cohort is 97.0%.
Indicator Statewide assessment measures for proficiency. Grade Level(s) and/or Student Group(s) High School	Comments/Notable Observations The proficiency rate for the High School English Language Arts/Literature exceeds the statewide 2033 goal.

Challenges

Indicator Percent of students with regular attendance in all of our schools are higher than the statewide average. Grade Level(s) and/or Student Group(s) High School	Comments/Notable Observations High School attendance rate is still above the statewide average however it did not meet the statewide performance standard. We would like to focus on the High School making more progress on the statewide performance standard.
Indicator Statewide assessment measures for proficiency. Grade Level(s) and/or Student Group(s) High School	Comments/Notable Observations The proficiency rate for the High School in Math/Algebra exceeds the statewide average but is below the statewide 2033 goal. Due to optional testing in 2021, the student participation rate at the high school dropped significantly. This low participation affected the proficiency rate.
Indicator Statewide assessment measures for proficiency. Grade Level(s) and/or Student Group(s) High School	Comments/Notable Observations The proficiency rate for the High School in Science/Biology exceeds the statewide average but is below the statewide 2033 goal. Due to optional testing in 2021, the student participation rate at the high school dropped significantly. This low participation affected the proficiency rate.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Statewide assessment measures for proficiency in all of our schools are well above the state average.
The percent career standards benchmark for our schools are all higher than the statewide average and exceed the statewide performance standard.
Based on the data available, Economically Disadvantaged students at the High School level score higher than the statewide average growth score in English Language Arts/ Literature and Math/Algebra.
Four-year cohort graduation rate currently exceeds statewide 2033 goal. The High School's percent graduation cohort is 97.0%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

We would like to focus on the High School making more progress on the statewide 2033 goal for proficiency rate of Math/Algebra 1.
We would like to focus on the High School making more progress on the statewide 2033 goal for proficiency rate of Science/Biology.
Even though the high school attendance rate is above the statewide average, it did not meet the statewide performance standard, therefore, we would like to take measures to increase the high school attendance rate.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
The ELA state average on the Future Ready Index for elementary schools is 53.9%. Tredyffrin/Easttown Elementary schools' Future Ready Index for 2023-2024 Proficiency is 84.6%	Our elementary school students continue to meet statewide Future Ready Index goals in ELA.
The ELA state average on the Future Ready Index for middle school is 53.9%. Tredyffrin/Easttown Middle Schools' Future Ready Index for 2023-2024 Proficiency is 82.6%.	Our middle school students continue to meet statewide Future Ready Index goals in ELA.
The ELA state average on the Future Ready Index for high school is 53.9%. Conestoga High School Future Ready Index for 2023-2024 Proficiency is 84.8%.	Our high school students continue to meet statewide Future Ready Index goals in ELA.

English Language Arts Summary

Strengths

Our students continue to meet statewide Future Ready Index goals in ELA.

Challenges

An increase in participation rate would impact our progress in meeting our mission, vision and Future Ready PA Index targets.

Mathematics

Data	Comments/Notable Observations
The Math state average on the Future Ready Index is 40.2%. Tredyffrin/Easttown SD Elementary schools' Future Ready Index for 2023-2024 Proficiency is 77.4%.	Our elementary school students continue to meet statewide Future Ready Index goals in Math.
The Math/Algebra state average on the Future Ready Index is 40.2%. Tredyffrin/Easttown SD Middle Schools' Future Ready Index for 2023-2024 Proficiency is 68.9%.	The proficiency rate at the Middle Schools exceeds the statewide average in Math/Algebra but is below the statewide 2033 goal of 71.8% proficiency.
The Math/Algebra state average on the Future Ready Index is 40.2%. Tredyffrin/Easttown Future	The proficiency rate at the High School exceeds the statewide average but is below the statewide 2033 goal. Due to cancelled testing in 2020 and optional testing in 2021, when many TESD students were enrolled in Algebra and scheduled to take the

Ready Index for 2023-2024 Proficiency in our high school is 61.5%.	Keystone Algebra exam. The student participation rate in Algebra was lower than normal and impacted the proficiency rate.
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Mathematics Summary

Strengths

Our students continue to exceed statewide averages in Math and Algebra.

Challenges

The proficiency rate at the high school in Math and Algebra exceed the statewide average but are below the statewide 2033 goal. Due to optional testing in 2021, the student participation rate at the high school dropped significantly. This low participation affected the proficiency rate.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
The Science state average on the Future Ready Index is 59.2%. Tredyffrin/Easttown Future Ready Index for 2023-2024 Proficiency in our elementary schools is 95.4%.	Our elementary school students continue to meet statewide 2033 Future Ready Index goal in Science.
The Science state average on the Future Ready Index is 59.2%. Tredyffrin/Easttown Future Ready Index for 2023-2024 Proficiency in our middle schools is 85.0%.	Our middle school students continue to meet statewide 2033 Future Ready Index goal in Science.
The Science state average on the Future Ready Index is 59.2%. Tredyffrin/Easttown Future Ready Index for 2023-2024 Proficiency in our high school is 77.8%.	The proficiency rate in Science/Biology was above the statewide average but below the statewide 2033 goal. Due to optional testing in 2021, the student participation rate at the high school dropped significantly. This low participation affected the proficiency rate.

Science, Technology, and Engineering Education Summary

Strengths

Our proficiency rates in elementary, middle school, and high school exceed statewide averages in Science.

Challenges

The proficiency rate at the high school in Science/Biology was above the statewide average but below the statewide 2033 goal. Due to optional testing in 2021, the student participation rate at the high school dropped significantly. This low participation affected the proficiency rate.

Related Academics

Career Readiness

Data	Comments/Notable Observations
The Career Standards Benchmark exceeds the statewide performance standard.	The Career Standards Benchmark exceeds the statewide performance standard. This applies to the middle schools and the high school.

Partnering Institution

Gwynedd Mercy University

Agreement Type

Dual Credit

Program/Course Area

Accounting, Economics

Uploaded Files

GMU - Tredyffrin Easttown SD DE Agreement.pdf

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.

The Career Standards Benchmark exceeds the statewide performance standard. This applies to the middle schools and the high school.

We are providing more offerings and have seen an increased number of student participation in our dual enrollment program.

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.

No challenges were identified in the area of Career Readiness.

Equity Considerations

English Learners

This student group is not a focus in this plan.

Data	Comments/Notable Observations
The three schools that have sufficient data for English Learner Growth and Attainment Measure exceed the statewide 2033 goal.	All other schools did not have enough data in this area to determine meeting the statewide 2033 goal.

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.

The three schools that have sufficient data for English Learner Growth and Attainment Measure exceed the statewide 2033 goal.
All English Learners who meet the requirements to participate in Standardized Assessment, do participate.

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.

Once there is sufficient sample indicated for any of the school identified without data in the category of English Learners, the information will be evaluated.
We will continue to monitor participation of English Learners in state assessments.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Exemplary

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Exemplary

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

We do not have essential practices identified as Not Yet Evident or Emerging.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Statewide assessment measures for proficiency in all of our schools are well above the state average.	True
The percent career standards benchmark for our schools are all higher than the statewide average and exceed the statewide performance standard.	True
Based on the data available, Economically Disadvantaged students at the High School level score higher than the statewide average growth score in English Language Arts/ Literature and Math/Algebra.	True
Four-year cohort graduation rate currently exceeds statewide 2033 goal. The High School's percent graduation cohort is 97.0%.	True
Our students continue to meet statewide Future Ready Index goals in ELA.	True
Our students continue to exceed statewide averages in Math and Algebra.	True
Our proficiency rates in elementary, middle school, and high school exceed statewide averages in Science.	True
The Career Standards Benchmark exceeds the statewide performance standard. This applies to the middle schools and the high school.	True
We are providing more offerings and have seen an increased number of student participation in our dual enrollment program.	True
The three schools that have sufficient data for English Learner Growth and Attainment Measure exceed the statewide 2033 goal.	True
All English Learners who meet the requirements to participate in Standardized Assessment, do participate.	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
We would like to focus on the High School making more progress on the statewide 2033 goal for proficiency rate of Math/Algebra 1.	True
We would like to focus on the High School making more progress on the statewide 2033 goal for proficiency rate of Science/Biology.	True
Even though the high school participation rate is above the statewide average, it did not meet the statewide performance standard, therefore, we would like to take measures to increase the high school attendance rate.	True
An increase in participation rate would impact our progress in meeting our mission, vision and Future Ready PA Index targets.	True
The proficiency rate at the high school in Math and Algebra exceed the statewide average but are below the statewide 2033 goal. Due to optional testing in 2021, the student participation rate at the high school dropped significantly. This low participation affected the proficiency rate.	True
The proficiency rate at the high school in Science/Biology was above the statewide average but below the statewide 2033 goal. Due to optional testing in 2021, the student participation rate at the high school dropped significantly. This low participation affected the proficiency rate.	True
No challenges were identified in the area of Career Readiness.	True
Once there is sufficient sample indicated for any of the school identified without data in the category of English Learners, the information will be evaluated.	True
We will continue to monitor participation of English Learners in state assessments.	True
We do not have essential practices identified as “Not Yet Evident” or “Emerging.”	True

Most Notable Observations/Patterns

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

We would like to focus on the High School making more progress on the statewide performance standard.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
We would like to focus on the High School making more progress on the statewide 2033 goal for proficiency rate of Math/Algebra 1.	An increase in participation rate would impact our progress in meeting our mission, vision and Future Ready PA Index targets.	True
An increase in participation rate would impact our progress in meeting our mission, vision and Future Ready PA Index targets.	Due to parents/guardians exercising their right to opt out of testing for religious reasons, two of our schools did not meet the 95% participation threshold in 2021-2022. In addition, the high school did not meet the threshold for participation for the grade 11 cohort due to COVID and participation waivers. Beginning this Spring, communications to parents/guardians will further emphasize the following: • the importance of state assessments including the importance of student, school, state, and federal accountability; • how data is used to improve education and measure student progress; • ensure parents/guardians know who to contact with any questions relating to state assessments In addition, as students with COVID waivers move through high school, the confounding factor will dissipate on its own and participation rates as measured by the grade 11 cohort are anticipated to return to the District's historical normal (>95%).	True
We would like to focus on the High School making more progress on the statewide 2033 goal for proficiency rate of Science/Biology.	An increase in participation rate would impact our progress in meeting our mission, vision and Future Ready PA Index targets.	True

Analyzing Strengths

Analyzing Strengths
Statewide assessment measures for proficiency in all of our schools are well above the state average.
The percent career standards benchmark for our schools are all higher than the statewide average and exceed the statewide performance standard.
Based on the data available, Economically Disadvantaged students at the High School level score higher than the statewide average growth score in English Language Arts/ Literature and Math/Algebra.
Four-year cohort graduation rate currently exceeds statewide 2033 goal. The High School's percent graduation cohort is 97.0%.
Our students continue to meet statewide Future Ready Index goals in ELA.
Our students continue to exceed statewide averages in Math and Algebra.
Our proficiency rates in elementary, middle school, and high school exceed statewide averages in Science.
The Career Standards Benchmark exceeds the statewide performance standard. This applies to the middle schools and the high school.
We are providing more offerings and have seen an increased number of student participation in our dual enrollment program.
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
The three schools that have sufficient data for English Learner Growth and Attainment Measure exceed the statewide 2033 goal.
All English Learners who meet the requirements to participate in Standardized Assessment, do participate.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
Yes	The high school will increase the rate of proficiency in Math/Algebra I from 61.5% in order to make progress towards the Statewide 2033 Goal of 71.8%.
Yes	Participation rates on standardized assessments at the high school will be at least 95%.
Yes	The high school will increase the rate of proficiency in Science/Biology from 77.8% in order to make progress towards the Statewide 2033 Goal of 83.0%.

Goal Setting

Priority: The high school will increase the rate of proficiency in Math/Algebra I from 61.5% in order to make progress towards the Statewide 2033 Goal of 71.8%.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, the high school will increase the Math/Algebra I proficiency rate from 61.5% to at least 71.8%, as measured by the state standardized assessment, through the implementation of professional development for teachers, targeted interventions and data-driven instruction.		
Measurable Goal Nickname (35 Character Max)		
Increase High School Mathematics Proficiency Rate		
Target Year 1	Target Year 2	Target Year 3
By June 2026: Increase the proficiency rate from 61.5% to 64.8%.	By June 2027: Increase the proficiency rate to 68.3%.	By the end of the 2027-2028 school year, the high school will increase the Math/Algebra I proficiency rate from 61.5% to at least 71.8%, as measured by the state standardized assessment, through the implementation of professional development for teachers, targeted interventions and data-driven instruction.

Priority: Participation rates will be at least 95%.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
By June 2028, the high school will achieve and maintain a student participation rate of at least 95% on state standardized assessments, as measured by test attendance records, by implementing proactive communication strategies, attendance tracking, and parent engagement initiatives.		
Measurable Goal Nickname (35 Character Max)		
Increase High School Participation Rate on Standardized Assessments		
Target Year 1	Target Year 2	Target Year 3
By June 2026: Achieve a participation rate of at least 93.0%.	By June 2027: Achieve a participation rate of at least 94.0%.	By June 2028, the high school will achieve and maintain a student participation rate of at least 95% on state standardized assessments, as measured by test attendance records, by implementing proactive communication strategies, attendance tracking, and parent engagement initiatives.

Priority: The high school will increase the rate of proficiency in Science/Biology from 77.8% in order to make progress towards the Statewide 2033 Goal of 83.0%.

Outcome Category		
Rigorous Courses of Study Section		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, the high school will increase the Science/Biology proficiency rate from 77.8% to at least 83.0%, as measured by the state standardized assessment, through curriculum alignment with the new PA STEELS Standards, professional development for teachers, and supplemental instructional resources.		
Measurable Goal Nickname (35 Character Max)		
Increase High School Science/Biology proficiency Rate		
Target Year 1	Target Year 2	Target Year 3
By June 2026: Increase the proficiency rate from 77.8% to 78.5%.	By June 2027: Increase the proficiency rate to 80.5%.	By the end of the 2027-2028 school year, the high school will increase the Science/Biology proficiency rate from 77.8% to at least 83.0%, as measured by the state standardized assessment, through curriculum alignment with the new PA STEELS Standards, professional development for teachers, and supplemental instructional resources.

Action Plan

Measurable Goals

Increase High School Mathematics Proficiency Rate	Increase High School Participation Rate on Standardized Assessments
Increase High School Science/Biology proficiency Rate	

Action Plan For: Family Engagement and Communication

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, the high school will achieve and maintain a student participation rate of at least 95% on state standardized assessments, as measured by test attendance records, by implementing proactive communication strategies, attendance tracking, and parent engagement initiatives.

Action Step		Anticipated Start/Completion Date	
Use a family engagement and communication framework, including automated reminders, parent-teacher conferences, and culturally relevant outreach efforts, to inform families about the importance of participation in state assessments and address barriers to participation.		2025-08-25	2028-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Mark Cataldi	Opportunities for Communication with Families	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Maintain at least 95% participation on all state assessments by the end of the 2027-2028 school year. Families will receive communication regarding participation in standardized testing.	Families and staff will receive annual communication regarding participation on standardized assessments.

Action Plan For: Curriculum Review

Measurable Goals:

- By the end of the 2027-2028 school year, the high school will increase the Math/Algebra I proficiency rate from 61.5% to at least 71.8%, as measured by the state standardized assessment, through the implementation of professional development for teachers, targeted interventions and data-driven instruction.
- By the end of the 2027-2028 school year, the high school will increase the Science/Biology proficiency rate from 77.8% to at least 83.0%, as measured by the state standardized assessment, through curriculum alignment with the new PA STEELS Standards, professional development for teachers, and supplemental instructional resources.

Action Step		Anticipated Start/Completion Date	
Data Inquiry Cycle		2025-08-25	2028-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Wendy Towle	Curriculum Documents and available Student Performance Data.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Updated Curriculum Documents	Ongoing monitoring

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Review	Data Inquiry Cycle

Assessment Data Review to Increase Keystone Proficiency Levels

Action Step		
• Data Inquiry Cycle		
Audience		
Teachers		
Topics to be Included		
Curriculum Development, Assessment Data, and Student Data		
Evidence of Learning		
Review and Revise curriculum based on standards and assessment data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Wendy Towle	2025-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Annual
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Review of Assessment Data					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	Assessment Data Review, Curriculum Development	Dr. Wendy Towle	08/01/2025	06/16/2028
Communications					
Type of Communication			Frequency		
Email			Annually		

Approvals & Signatures

Uploaded Files	
Chief School Administrator	Date