Board Minutes September 2, 2026

WESTERN WAYNE SCHOOL DISTRICT
ADMINISTRATION OFFICE
1970C Easton Turnpike
LAKE ARIEL, PA 18436

The regular meeting of the Western Wayne Board of Education was held on September 5, 2026 at the Western Wayne Administration Building located at 1970C Easton Turnpike, Lake Ariel, PA 18436.

The meeting was advertised in the legal section of the August 29, 2026 edition of the Tri-County Independent.

President William Gershey called the meeting to order at 6:19 p.m.

Mrs. Booths offered a prayer followed by the Pledge of Allegiance.

Miss Emmett took roll call. (9) Board Members were present and are listed as follows:

Board President - William Gershey
Board Vice President – Joseph Gombita
Board Treasurer – Dana DeSiato
Board Member – Angela Booths
Board Member – James Collins
Board Member – Christina Hinz
Board Member – Matthew Nied
Board Member - Kerin Weinberger
Board Member - Ethan Wood

Solicitor Ellis was excused.

Administrators Present: Superintendent Dr. Matthew Barrett, Assistant Superintendent Dr. Cindy LaRosa, Rose Emmett, Business Manager/Board Secretary, Jennifer DeNike, Ed.D., Dir. of Special Education, Kerrie Fitzsimmons, EverGreen Assistant Principal, Elizabeth Gregory, Early Intervention Supervisor, Paul Gregorski, High School Principal, Mary Hoover, TNG Food Service Director, Michael Motsko, Ass't Director of Special Education, Justin Pidgeon, EverGreen Principal, Brian Seaman, Technology Director, Elizabeth Watson, Ed.D., Robert D. Wilson Principal and Curt Yenchick, Middle School Ass't Principal.

Robert Black, Assistant HS Principal, Tyler Jakes, Athletic Director and Casey Newcomer, Middle School Principal were excused.

5. Approval of Minutes

A motion was made by Mr. Wood and seconded by Mr. Gombita to accept the minutes generated from the work session and Regular Board meeting August 5, 2026 and the work session of August 18, 2026.

The motion carried with all affirmatives.

6. Treasurer's Reports

A motion was made by Mrs. DeSiato and seconded by Mr. Collins to accept the Treasurer's Reports generated from the General Account and the Food Service Account.

The motion carried with all affirmatives.

7. Approval of Bills

A motion was made by Mrs. DeSiato and seconded by Mr. Collins to approve the payment of bills generated from the General Account, the Food Service Account and the Construction Account.

The motion carried with all affirmatives.

8. Student Recognition

Students were recognized at the work session.

9. Recognition of visitors and comments on agenda items only – 15 minutes

None

10. Enrollment Report:

ENROLLMENT - DAY # 3 **2026-2027 SCHOOL YEAR**

GRADE	EG	RDW	MS	HS	Total
EARLY INT.	9	4			13
PRE-K	54	29			83
KDG	62	60			122
GR. 1	66	64			130
GR. 2	85	56			141
GR. 3	72	42			114
GR. 4	84	51			135
GR. 5	73	49			122
GR. 6			130		130
GR. 7			136		136
GR. 8			124		124
GR. 9				119	119
GR. 10				126	126
GR. 11				129	129
GR. 12				146	146
TOTAL	505	355	390	520	1770

Totals: EverGreen - 505; RD Wilson - 355; MS - 390; HS - 520 **TOTAL: 1770**

JUNE TOTAL: 1781

A motion was made by Mrs. DeSiato and seconded by Mr. Wood to approve a consent block motion for items 10 through 17k with a correction to 17k #11 under volunteers to EverGreen not RDW.

The motion carried with all affirmatives.

11. Transportation Fuel Subsidy

The Board of Education approved a fuel subsidy for our transportation contractors. This subsidy will start at the beginning of the 2026-2027 school year and be re-evaluated periodically. Each mile driven will receive a $0.05 subsidy for buses and $0.03 subsidy for vans. This subsidy will cost approximately $10,000.00 per month.

12. Transportation Drivers and Substitutes

The Board of Education approved the following list of Western Wayne School District Transportation Drivers for the listed contractor for the 2026-2027 school year:

a. Christine Anticev – Bus Driver - Cavage Transit
b. Robert Albano – Bus Driver – Cavage Transit
c. Thomas Fairclough – Van Driver – Kreutz
d. Lou Fox – Bus/Van Driver - Kreutz
e. George Haser – Van Driver – JL Swingle Busing
f. Stacey Phillips – Van Driver – Gary Dennis
g. Lynn Tedesco – Van Driver – S. Swingle, Jr.
h. Cayla Price – Bus Driver – Caruth Bus Lines

13. Western Wayne High School TSI – Non-Title I Plan Affirmation

The Board of Education reviewed and approved the Western Wayne High School TSI – Non-Title I Plan as required by the Pennsylvania Department of Education and State Board Regulations. ATTACHMENT I

14. Agreement - Wayne County Office of Behavioral Health

The Board of Education approved an agreement between Western Wayne School District and Wayne County Office of Behavioral and Developmental Programs and Early Intervention regarding the Student Assistant Program for the 2026-2027 school year.

15. Service Agreement – Wayne County Drug & Alcohol Commission

The Board of Education approved an agreement between Western Wayne School District and Wayne County Drug & Alcohol Commission for Prevention Services on a program-funded basis for the sum of $16,648.00 for Student Assistance Program Agreement and Prevention Services Agreement effective July 1, 2026 through June 30, 2027, for Elementary, Middle and High School.

16. Agreement – Human Resource Center, Inc.

The Board of Education approved an agreement between Western Wayne School District and Human Resource Center, Inc. for psychological evaluation, academic training, and transportation for students at a level 1 rate of $29.56 per hour and level 2 rates of $55.32 per hour for community and $53.56 for facility effective 2026-2027 school year.

17. Personnel

a. Resignations

The Board of Education approved the following resignation:

1. Kyle Verrill – Social Worker – effective August 11, 2026.

b. Starting Rates

1. Paraprofessionals

The Board of Education set the Paraprofessional hourly starting rate as follows for the school years listed

	High School Diploma	Associate Degree	Bachelor's Degree
2026-2027	$15.75	$17.00	$20.00
2027-2028	$15.75	$17.00	$20.00
2028-2029	$16.50	$17.75	$20.75
2029-2030	$16.50	$17.75	$20.75

2. Secretaries

The Board of Education set the Secretarial hourly starting rate as follows for the school years listed:

	High School Diploma	Associate Degree	Bachelor's Degree
2026-2027	$16.00	$17.00	$20.00
2027-2028	$16.00	$17.00	$20.00
2028-2029	$16.75	$17.75	$20.75
2029-2030	$16.75	$17.75	$20.75

c. Appointment - Safety & Security Coordinator

The Board of Education appointed Casey Newcomer as the School Safety and Security Coordinator in addition to his duties as Middle School Principal, with a monthly stipend of $500.00.

d. Appointment – Paraprofessionals

1. The Board of Education appointed Jada Nugent as a Part- Time Paraprofessional at a rate of $20.00 per hour, with no fringe benefits, effective September 3, 2026.

2. The Board of Education appointed Brianna Smith as a Full- Time Paraprofessional at a rate of $15.75 per hour with applicable fringe benefits, effective August 25, 2026.

e. Appointment - Food Service Worker

The Board of Education appointed Mary Beck as a Part-Time Food Service worker at a rate of $15.75 per hour, as per the Western Wayne Education Support Professionals Association Contract, effective August 24, 2026.

f. Appointments – Coaching

The Board of Education appointed the following to the listed position for the 2026-2027 school year at the salary listed in the Professional Employee Contract:

1. Marcello Caminiti – Boys Jr. High (7,8,9) Wrestling – 2nd year $4,497.00
2. Briar Robinson – Jr. High (7,8,9) Football – 1st year $5,653.00
3. Amanda Vinton – Girls Jr. High (7,8,9) Basketball – 7th year $5,279.78

g. Appointment – SAP Team

The Board of Education appointed the following to the listed position for the 2026-2027 school year at the salary as listed in the Professional Employees Contract:

1. Jillian Mishko-Evans – High School SAP – 4th Year $1,598.34

h. Appointment – Mentor

The Board of Education appointed the following Mentor for the 2026-2027 school year at the salary listed in the Professional Employees Contract:

Mentor	Mentee	Salary
Scott Williams – WW 1 of 1	Jade Flynn	$266.50/Split

i. Unpaid Leave of Absence

The Board of Education approved the following unpaid leave of absence effective November 20, 2026 through February 26, 2027:

1. #01-26-27

j. Correction – Rate of Pay

1. Ann Marie Rainey – Musical Vocal Director – $4,538.18

k. Volunteers

The Board of Education approved the following Volunteers for the 2026-2027 school year. Attendance at the request of the Building Principal:

1. Brittany Aleckna – RDW PTA – RDW Elementary
2. Trent Bryden – Marching Band, Color Guard, Drama – HS/MS
3. Heather Capozzi – Marching Band, Drama, EverGreen PTA – HS/MS/EG
4. Joseph Crawford – Athletics Helper – Boys Soccer – HS/MS
5. Morgan Dirkson – RDW PTA – RDW Elementary
6. Gwendolyn Enslin – EverGreen PTA – EverGreen Elementary
7. Rachel Fitzmorris – Marching Band, Color Guard, Drama, Cross Country – All Schools
8. Dorothy Hahn – RDW PTA – RDW Elementary
9. Sabrina Hineline – Color Guard, Marching Band, Drama, Baseball and Boys Basketball Athletics Helper, Robotics, EverGreen PTA – HS/MS/EG

10. Juli Hollister – EverGreen PTA – EverGreen Elementary
11. Holly Hrosovsky – ~~RDW~~ **EverGreen** PTA, Girls Wrestling, Girls Soccer – ~~RDW~~ **EverGreen** Elementary, HS/MS
12. Jessica Maccollum – Color Guard – HS/MS
13. Michele Mannino – EverGreen PTA – EverGreen Elementary
14. Emily Matacchiera – RDW PTA – RDW Elementary
15. Lauren Maxwell – Drama, EverGreen PTA – HS/MS, EverGreen Elementary
16. Leonora Mocerino – EverGreen PTA – EverGreen Elementary
17. Reanna Murphy – RDW PTA, Softball – RDW Elementary, HS/MS
18. Devon Norris – Marching Band, Color Guard – HS/MS, RDW
19. Corissa O'Malley – RDW PTA – RDW Elementary, MS
20. Steven Redmond – Marching Band, Color Guard, Drama, EverGreen PTA – All Schools
21. Johnna Rewt – EverGreen PTA – EverGreen Elementary
22. Trina Rudd - Marching Band, Color Guard, Drama – HS/MS
23. Heather Simyan – Marching Band, Color Guard, Drama – HS/MS
24. Lori Sinawa – EverGreen PTA – EverGreen Elementary
25. Stacy Usher – RDW PTA – RDW Elementary
26. Samantha Vertalics – Marching Band, Color Guard, Drama – HS/MS
27. Kerin Weinberger – RDW PTA – RDW Elementary
28. Amanda Wilbur – Marching Band, Color Guard, Drama – HS/MS
29. Ashley Yatsonsky – RDW PTA – RDW Elementary
30. Candice Zeiler - Marching Band, Classroom helper – HS/MS, EverGreen Elementary
31. Maria Sequeira – EverGreen PTA, FBLA, Athletics Helper – HS/MS, EverGreen Elementary

Informational Items:

a. Amy Vicki will be completing required clinical practicum hours within the District as part of her RN—to-BSN academic nursing program through Capella University.

b. Effective July 1, 2026, the IRS mileage rate is $0.76 cents per mile.

c. Upcoming Dates:

September 3, 2026 Robert D. Wilson Open House 5:00-7:00 p.m.
September 3, 2026 EverGreen Open House 5:00-7:00 p.m.
September 4-7, 2026 No School, Labor Day Holiday
September 9, 2026 EverGreen PTA Meeting – 6:00 p.m. – EG Library
September 10, 2026High School/Middle School Open House 5:00-7:00 p.m.
September 18, 2026Robert D. Wilson Grandparents' Day BINGO
September 19, 2026Car Show – 10:00 a.m.-2:00 p.m.
September 21, 2026High School Picture Day
September 23, 2026 Robert D. Wilson Picture Day
September 25, 2026Noon Dismissal, Act 80 Day

Correspondence

None

Superintendent's Report

Assistant Superintendent's Report

Federal Programs Report

No report

Other Business

None

Recognition of visitors and comments on Non-Agenda items only

Debra Roberts, Lake Ariel addressed the Board about loud music and the PA System at the stadium, she asked for consideration of the neighbors before 8 am. She also has concern about speeding cars on Hemlock Road and wants to know if the school could do anything about it.

Meetings held:

Wednesday, August 5, 2026 – Work Session and Board meeting – 6:00 p.m., Administration Building, 1970C Easton Turnpike, Lake Ariel, PA 18436.

Tuesday, August 18, 2026 – Work Session– 6:00 p.m., Administration Building, 1970C Easton Turnpike, Lake Ariel, PA 18436.

Future Meetings:

Wednesday, October 7, 2026- 6:00 p.m. Board Work Session, immediately followed by Board meeting, Administration Building, 1970C Easton Turnpike, Lake Ariel, PA 18436.

Adjournment

A motion was made by Mr. Gombita and seconded by Mrs. DeSiato to adjourn the regularly scheduled meeting of the Western Wayne Board of Education at 6:30 p.m.

The motion carried with all affirmatives.

Respectfully Submitted,

Rose E. Emmett
Board Secretary

ATTEST: _____

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Western Wayne HS		119648903
Address 1		
1970A Easton Turnpike		
Address 2		
City	**State**	**Zip Code**
Lake Ariel	PA	18436
Chief School Administrator		**Chief School Administrator Email**
Dr Matthew Barrett		mbarrett@westernwayne.org
Principal Name		
Paul Gregorski		
Principal Email		
pgregorski@westernwayne.org		
Principal Phone Number		**Principal Extension**
8003219973		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Paul Gregorski		pgregorski@westernwayne.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew Barrett	Chief School Administrator	District Administration	mbarrett@westernwayne.org
Cynthia LaRosa	District Level Leaders	District Administration	clarosa@westernwayne.org
Paul Gregorski	Principal	Principal	pgregorski@westernwayne.org
Robert Black	Principal	Principal	rblack@westernwayne.org
Jennifer DeNike	District Level Leaders	Instructional Services	jdenike@westernwayne.org
Michael Motsko	District Level Leaders	Instructional Services	mmotsko@westernwayne.org
Helene Tscheschlog	Teacher	Teacher	htscheschlog@westernwayne.org
Melissa Williams	Teacher	Teacher	mwilliams@westernwayne.org
James Collins	Board Member	Board Member	jcollins@westernwayne.org
Justin Pidgeon	Principal	Principal	jpidgeon@westernwayne.org
Elizabeth Watson	Principal	Principal	ewatson@westernwayne.org
Stephanie Major	Education Specialist	School Psychologist	smajor@westernwayne.org
Ashley Piciotti	Parent	Parent	apiciotti@westernwayne.org
Kelly Vinton	Education Specialist	Title I	kvinton@westernwayne.org
Mark Nebzydoski	Teacher	Teacher	mnebzydoski@westernwayne.org
Amanda Dalessandro	Education Specialist	School Nurse	adalessandro@westernwayne.org

Vision for Learning

Vision for Learning

A safe school community where every student is empowered and motivated to learn and excel continuously.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

There is a notable increase in the white student group from 23-24 to 24-25.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	White student group increased proficiency from 62% to 79%

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities decreased proficiency from 71% to 69%.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

All students met or exceeded the interim target in math.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	White students increased proficiency in mathematics from 77% to 79%.
Economically Disadvantaged	White students increased proficiency in mathematics from 74% to 78%.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students with disabilities did not meet the interim target goal dropping from 70% to 69%.
Combined Ethnicity	Students with combined ethnicity did not meet the interim target goal at 30.8%. This is first year the combined ethnicity subgroup has met this designation.

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

We exceeded the statewide growth score of 70% with an academic growth score of 79%.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	White student subgroup has increased their academic growth score from 62% to 79%.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students in the economically disadvantaged subgroup decreased their growth from 67% to 60%.
Students with Disabilities	Students in the student with disabilities subgroup decreased their growth from 71% to 69%.

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

All student groups increased their growth from 75% to 79%.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	Students in the white subgroup increased their growth from 77% to 79%.
Economically Disadvantaged	Students in the economically disadvantaged increased their growth from 77% to 79%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students in the students with disabilities subgroup decreased their growth from 70% to 69%.

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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

Percentage of students who were chronically absent were 68%

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The students with disabilities subgroup maintained their attendance rate of 59%.
Hispanic	Students in the Hispanic subgroup increased their attendance from 60% to 65%.
Multi-Racial (not Hispanic)	Students in the Multiracial (not Hispanic) subgroup increased their attendance from 57% to 68%.

Challenges

ESSA Student Subgroups	Indicator
White	Students in the white subgroup decreased their attendance from 74% to 69%.
Economically Disadvantaged	Students in the economically disadvantaged subgroup decreased their attendance from 61% to 57%.

Career Standards Benchmark

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

Comments/Notable Observations

All student group maintained the same performance from the previous year of 99%.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	White student group maintained the same performance from the previous year of 99%.
Students with Disabilities	Students with disabilities subgroup increased performance from 91% to 96%.

Combined Ethnicity	Students in the combined ethnicity subgroup increased performance to 100%.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students in the economically disadvantaged subgroup decreased performance from 100% to 98%.

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

All student groups met or exceeded the performance target, but there was a decrease in performance from the previous year.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Students in the combined ethnicity subgroup have maintained performance at 85%.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students in the economically disadvantaged subgroup decreased from 90 to 85%.
Students with Disabilities	Students in the students with disabilities subgroup did not meet the goal with a performance of 66.7%

Summary

Strengths

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

There is a notable increase in the white student group from 23-24 to 24-25.
White student group increased proficiency from 62% to 79%
All students met or exceeded the interim target in math.
White students increased proficiency in mathematics from 77% to 79%.

Challenges

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

Students with disabilities decreased proficiency from 71% to 69%.
Students with disabilities did not meet the interim target goal dropping from 70% to 69%.

Students with combined ethnicity did not meet the interim target goal at 30.8%. This is first year the combined ethnicity subgroup has met this designation.
Students in the student with disabilities subgroup decreased their growth from 71% to 69%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Students in grades 9 - 10 were administered English Literature CDT 3 times.	English Literature CDT was used to diagnose and focus teaching in ELA.

English Language Arts Summary

Strengths

Students in grades 9 - 10 were administered English Literature CDT 3 times. English Literature CDT was used to diagnose and focus teaching in ELA.

Challenges

Teaching was adjusted based data collected from English Literature CDT assessments. Teachers met with students individually to breakdown their data and create a targeted improvement plan for each student.

Mathematics

Data	Comments/Notable Observations
Students in grades 9 - 10 were administered Algebra CDT 3 times.	Algebra CDT was used to diagnose and focus teaching in Algebra.

Mathematics Summary

Strengths

Students in grades 9 - 10 were administered Algebra CDT 3 times. Algebra CDT data was used to diagnose and focus teaching in Algebra.

Challenges

Teaching was adjusted based data collected from Algebra CDT assessments. Teachers met with students individually to breakdown their data and create a targeted improvement plan for each student.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Students in grades 9 - 10 were administered Biology CDT 3 times.	Biology CDT was used to diagnose and focus teaching in Biology.

Science, Technology, and Engineering Education Summary

Strengths

Students in grades 9 - 10 were administered Biology CDT 3 times. Biology CDT data was used to diagnose and focus teaching in Biology.

Challenges

Teaching was adjusted based data collected from Biology CDT assessments. Teachers met with students individually to breakdown their data and create a targeted improvement plan for each student.

Related Academics

Career Readiness

Data	Comments/Notable Observations
4- Year Cohort - Career Readiness	Percentage exceeded statewide average of 91.5 with a performance of 99.3%

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.

The 4-Year cohort meets or exceeds the performance standard and maintained performance from the previous year.

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.

The economically disadvantaged subgroup decreased from previous performance to 98.4%.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Insufficient Sample	No reportable English Learners

Students with Disabilities

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

Data	Comments/Notable Observations
Special Education Data Report	Our District is 25.8% Special Education

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index -	Our District is 55.1% Economically Disadvantaged

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	83% of all students are identified as white.

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 Continuing Professional Education CPE Committee collects data to identify professional learning needs, monitors progress, and evaluates the impact of professional learning on staff practices and student learning.
The Continuing Professional Education CPE Committee collects data to support the professional learning needs of staff.

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.

The District will promote and sustain a positive school environment by strengthening the evidence based system of school wide positive behavior interventions and supports.
The District will enhance multitiered strategies to engage families and implement evidence based strategies to support learning.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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	Emerging

rovide Student-Centered Support Systems

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

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	Operational

Summary

Strengths

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

>

The Continuing Professional Education CPE Committee collects data to identify professional learning needs, monitors progress, and evaluates the impact of professional learning on 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?

>

The District will promote and sustain a positive school environment by sustaining the evidence based system of school wide positive behavior interventions and supports enhancing multitiered strategies to engage families and implement evidence based strategies to support learning.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
There is a notable increase in the white student group from 23-24 to 24-25.	False
White student group increased proficiency from 62% to 79%	False
All students met or exceeded the interim target in math.	False
White students increased proficiency in mathematics from 77% to 79%.	False
White students increased proficiency in mathematics from 74% to 78%.	False
We exceeded the statewide growth score of 70% with an academic growth score of 79%.	False
White student subgroup has increased their academic growth score from 62% to 79%.	False
All student groups increased their growth from 75% to 79%.	False
Students in the white subgroup increased their growth from 77% to 79%.	False
Students in the economically disadvantaged increased their growth from 77% to 79%.	False
The students with disabilities subgroup maintained their attendance rate of 59%.	False
Students in the Hispanic subgroup increased their attendance from 57% to 68%.	False
Students in the Multiracial (not Hispanic) subgroup increased their attendance from 57% to 68%.	False
All student group maintained the same performance from the previous year of 99%.	False
White student group maintained the same performance from the previous year of 99%.	False
Students with disabilities subgroup increased performance from 91% to 96%.	False
Students in the combined ethnicity subgroup increased performance to 100%.	False
Students in the combined ethnicity subgroup have maintained performance at 85%.	False
Students in grades 9 - 10 were administered English Literature CDT 3 times. English Literature CDT was used to diagnose and focus teaching in ELA.	False
Students in grades 9 - 10 were administered Algebra CDT 3 times. Algebra CDT data was used to diagnose and focus teaching in Algebra.	False
Students in grades 9 - 10 were administered Biology CDT 3 times. Biology CDT data was used to diagnose and focus teaching in Biology.	False
The 4-Year cohort meets or exceeds the performance standard and maintained performance from the previous year.	False
The Continuing Professional Education CPE Committee collects data to identify professional learning needs, monitors progress, and evaluates the impact of professional learning on staff practices and student learning.	True

The Continuing Professional Education CPE Committee collects data to support the professional learning needs of staff.	True
The Continuing Professional Education CPE Committee collects data to identify professional learning needs, monitors progress, and evaluates the impact of professional learning on staff practices and student learning.	True

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
Students with disabilities decreased proficiency from 71% to 69%.	True
Students with disabilities did not meet the interim target goal dropping from 70% to 69%.	True
Students with combined ethnicity did not meet the interim target goal at 30.8%. This is first year the combined ethnicity subgroup has met this designation.	False
Students in the student with disabilities subgroup decreased their growth from 71% to 69%.	False
Students in the economically disadvantaged subgroup decreased their growth from 67% to 60%.	False
Students in the students with disabilities subgroup decreased their growth from 70% to 69%.	False
Percentage of students who were chronically absent were 68%	False
Students in the economically disadvantaged subgroup decreased their attendance from 61% to 57%.	False
Students in the white subgroup decreased their attendance from 74% to 69%.	False
Students in the economically disadvantaged subgroup decreased performance from 100% to 98%.	False
Students in the economically disadvantaged subgroup decreased from 90 to 85%.	False
Students in the students with disabilities subgroup did not meet the goal with a performance of 66.7%	False
Teaching was adjusted based data collected from English Literature CDT assessments. Teachers met with students individually to breakdown their data and create a targeted improvement plan for each student.	False
Teaching was adjusted based data collected from Algebra CDT assessments. Teachers met with students individually to breakdown their data and create a targeted improvement plan for each student.	False
Teaching was adjusted based data collected from Biology CDT assessments. Teachers met with students individually to breakdown their data and create a targeted improvement plan for each student.	False
The economically disadvantaged subgroup decreased from previous performance to 98.4%.	False

The District will promote and sustain a positive school environment by strengthening the evidence based system of school wide positive behavior interventions and supports.	False
The District will enhance multitiered strategies to engage families and implement evidence based strategies to support learning.	False
The District will promote and sustain a positive school environment by sustaining the evidence based system of school wide positive behavior interventions and supports enhancing multitiered strategies to engage families and implement evidence based strategies to support learning.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with disabilities decreased proficiency from 71% to 69%.	The school needs to increase the focus on student growth specifically in the Academic Math Lab and Academic ELA Lab which focuses on closing the gaps for students with disabilities.	True
Students with disabilities did not meet the interim target goal dropping from 70% to 69%.	The school needs to increase the focus on student growth specifically in the Academic Math Lab and Academic ELA Lab which focuses on closing the gaps for students with disabilities.	False
The District will promote and sustain a positive school environment by sustaining the evidence based system of school wide positive behavior interventions and supports enhancing multitiered strategies to engage families and implement evidence based strategies to support learning.	The school needs to be more vigilant and focused on student attendance and student discipline.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The Continuing Professional Education CPE Committee collects data to identify professional learning needs, monitors progress, and evaluates the impact of professional learning on staff practices and student learning.	The CPE committee meets regularly to identify professional learning needs including a District PD calendar along with offering varied PD to meet the needs of individual staff.
The Continuing Professional Education CPE Committee collects data to support the professional learning needs of staff.	The CPE committee meets regularly to identify professional learning needs including a District PD calendar along with offering varied PD to meet the needs of individual staff.
The Continuing Professional Education CPE Committee collects data to identify professional learning needs, monitors progress, and evaluates the impact of professional learning on staff practices and student learning.	The CPE committee meets regularly to identify professional learning needs and focuses PD on points that will positively impact student achievement.

Priority Challenges

Analyzing Priority Challenges	Priority Statements

	The high school will increase the focus on student growth specifically in the Academic Math Lab and Academic ELA Lab and provide focuses professional development which focuses on closing the gaps for students with disabilities.
	The CPE committee will meet regularly to identify and provide opportunities for professional learning needs and focused PD that will positively impact student achievement.

Goal Setting

Priority: The high school will increase the focus on student growth specifically in the Academic Math Lab and Academic ELA Lab and provide focuses professional development which focuses on closing the gaps for students with disabilities.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
The high school will increase student academic growth in the Academic Math Lab and Academic ELA Lab by ensuring that at least 80% of participating students with disabilities demonstrate measurable growth on district benchmark assessments or progress-monitoring measures from fall to spring. To support this goal, 100% of teachers assigned to the Academic Math and ELA Labs will participate in a minimum of two targeted professional development sessions focused on evidence-based instructional strategies for closing achievement gaps for students with disabilities, with implementation monitored through classroom observations and instructional coaching.			
Measurable Goal Nickname (35 Character Max)			
Math and ELA Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Initial CDT	Mid Year Review - CDT	3rd CDT - Final Preparation for State Assessments	State Assessments - Review Data - Plan for following school year

Priority: The CPE committee will meet regularly to identify and provide opportunities for professional learning needs and focused PD that will positively impact student achievement.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
The CPE Committee will meet at least quarterly to identify professional learning needs and provide a minimum of four targeted professional development sessions aligned to school improvement goals, as evidenced by meeting agendas, attendance records, and PD documentation.			
Measurable Goal Nickname (35 Character Max)			
CPE Committee - PD			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
CPE Meeting - Staff PD - Plan for the year	CPE Meeting - Analyze data and review - Plan for next meeting	CPE Meeting - Analyze data and review - Plan for next meeting	CPE Meeting - Evaluate the year's PD - Recommendations for next year's PD

Action Plan

Measurable Goals

Math and ELA Growth	CPE Committee - PD

Action Plan For: Plan-Do-Study-Act (PDSA) Improvement Model

Measurable Goals:

- The high school will increase student academic growth in the Academic Math Lab and Academic ELA Lab by ensuring that at least 80% of participating students with disabilities demonstrate measurable growth on district benchmark assessments or progress-monitoring measures from fall to spring. To support this goal, 100% of teachers assigned to the Academic Math and ELA Labs will participate in a minimum of two targeted professional development sessions focused on evidence-based instructional strategies for closing achievement gaps for students with disabilities, with implementation monitored through classroom observations and instructional coaching.
- The CPE Committee will meet at least quarterly to identify professional learning needs and provide a minimum of four targeted professional development sessions aligned to school improvement goals, as evidenced by meeting agendas, attendance records, and PD documentation.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Convene the CPE Committee quarterly to review school improvement priorities, student data, and staff professional learning needs.		2026-08-01	2026-10-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal/CPE Committee	Meeting agendas; meeting minutes	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Review of Data, PD learning opportunities	Monitoring and evaluation will occur quarterly at CPE Committee meetings

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
Plan-Do-Study-Act (PDSA) Improvement Model	Convene the CPE Committee quarterly to review school improvement priorities, student data, and staff professional learning needs.

Data analysis sessions

Action Step		
• Convene the CPE Committee quarterly to review school improvement priorities, student data, and staff professional learning needs.		
Audience		
Teachers		
Topics to be Included		
Analyze benchmark, state assessment, and classroom data to identify instructional needs and plan interventions.		
Evidence of Learning		
Created Professional Development Opportunities based on feedback from teachers		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal/CPE Committee	2026-08-01	2026-10-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
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
Matthew Barrett	2026-08-03
Building Principal Signature	**Date**
Paul B. Gregorski II	2026-08-14
School Improvement Facilitator Signature	**Date**