

Upper Darby SHS

ATSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Upper Darby High School		12523945200001972
Address 1		
601 N. Lansdowne Ave		
Address 2		
City	State	Zip Code
Drexel Hill	Pennsylvania	19026
Chief School Administrator		Chief School Administrator Email
Dr. Daniel McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Dr. Craig Parkinson		
Principal Email		
cparkinson@upperdarbysd.org		
Principal Phone Number		Principal Extension
6106227000		2300
School Improvement Facilitator Name		School Improvement Facilitator Email
Denise Flavin-Lefferts		dflavin-lefferts@dcIU.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephanie Sitek	Principal	Upper Darby High School	ssitek@upperdarbysd.org
Kathy Blair	Instructional Technology Coach	Upper Darby High School	kblair@upperdarbysd.org
Andrykah Smith	Other	Upper Darby High School	ansmith@upperdarbysd.org
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Michelle Aldorasi	World Language Teacher	Upper Darby High School	maldorasi@upperdarbysd.org
Stephanie Hickman	Math Teacher	Upper Darby High School	shickman@upperdarbysd.org
Alex Brown	Parent	Upper Darby High School	alex.barry.brown@gmail.com
Steve Sarti	Community Member	Upper Darby High School	stevesarti@hotmail.com
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Denise Flavin-Lefferts	Education Specialist	DCIU	dflavin-lefferts@dciu.org
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Alexandria Anderson Johnson	Principal	Upper Darby High School	aljohnson@upperdarbysd.org
Mannat Singh	Student	Upper Darby High School	1000764@student.upperdarbysd.org
Jalaya Witherspoon	Student	Upper Darby High School	0402643@student.upperdarbysd.org
Chole Thompson	Student	Upper Darby High School	0402578@student.upperdarbysd.org

Vision for Learning

Vision for Learning

The Upper Darby High School's mission is to empower all learners to acquire the knowledge and skills necessary to achieve their full potential. The Upper Darby faculty, administrators, parents, and staff are committed to providing an environment that fosters a respectful community of learners and supports our comprehensive and challenging educational program.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Keystone Biology, SY 23-24	Meet or exceed statewide goal. Growth score continues to remain at 100.
College and Career Benchmarks, SY 23-24	The Career Benchmarks all student group score was a 98.7% which meets or exceeds the statewide average.
Keystone Literature, SY 23-24	There was an increase in proficiency from 30.2% to 39.3% - co-teaching for designated classes; common assessment which influenced targeted practice
Keystone Algebra, SY 23-24	There was an increase in proficiency from 7.3% to 19.2% - consistent co-teaching in Algebra and Geometry course for 3 school years; common assessment which influenced targeted practice
Keystone Biology, SY 23-24	There was an increase in proficiency from 27.3% to 31.3%

Challenges

Indicator	Comments/Notable Observations
Keystone Literature, SY 23-24	Did not meet state interim standard for growth
On Track Measures - Regular Attendance, School year 23-24	Regular attendance decreased from 83.7% to 60.9%
Keystone Algebra, SY 23-24	Growth remained the same and did not meet interim standard for growth

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

Strengths

Indicator	Comments/Notable Observations
Keystone ELA Proficiency, SY 23-24	Students with disabilities subgroup was 13.3% which is an increase from the previous SY of 9.4% English Learners subgroup was 16.5% which is an increase from the previous SY of 7.9%
ESSA Student Subgroups	

English Learners, Students with Disabilities	
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Keystone Math Proficiency, SY 2023-24 ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations Students with disabilities subgroup was 9.6% which is an increase from the previous SY of 3.4% English Learners subgroup was 6.6% which is an increase from the previous SY of 3.6%
Indicator Keystone Biology Proficiency, SY 2023-24 ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations Students with disabilities subgroup was 11.9% which is an increase from the previous SY of 3.4% English Learners subgroup was 12.4% which is an increase from the previous SY of 10.6%
Indicator Keystone Math Growth, SY 2023-24 ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with disabilities subgroup is below the state interim standard however, showed improvement from previous school year
Indicator Keystone English Language Proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations English Learners subgroup was 12.2% which is an increase from the previous SY of 8.1%

Challenges

Indicator Keystone Literature Growth, SY 23-24 ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations Students with disabilities subgroup is below the state interim standard and declined from the previous school year English Learners subgroup is below the state interim standard and declined from the previous school year
Indicator Keystone Growth - Algebra 1, SY 23-24 ESSA Student Subgroups	Comments/Notable Observations English Learners subgroup is below the state interim standard and declined from the previous school year

English Learners	
Indicator Keystone Growth - Biology SY 23-24 ESSA Student Subgroups English Learners	Comments/Notable Observations English Learners growth measure decreased from the previous SY
Indicator PVAAS Regular Attendance SY 23-24 ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations Students with Disabilities subgroup was 47.4% which is a decrease from the previous SY of 78.8%. English Learners subgroup was 59.7% which is a decrease from the previous SY of 83.5%

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.

Keystone Biology, SY 23-24 - all student group proficiency score increased to 31.3% from 27.3% and the academic growth score remained at 100.
Keystone Literature, SY 23-24 all student group proficiency score increased to 39.3% from 30.2%
Keystone Algebra, SY 23-24 all student group proficiency score increased to 19.2% from 7.4%
Keystone ELA Proficiency, SY 23-24 Students with disabilities subgroup was 13.3% which is an increase from the previous SY of 9.4% English Learners subgroup was 16.5% which is an increase from the previous SY of 7.9%
Keystone Math Proficiency, SY 2023-24 Students with disabilities subgroup was 9.6% which is an increase from the previous SY of 3.4% English Learners subgroup was 6.6% which is an increase from the previous SY of 3.6%

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.

Keystone Literature Growth, SY 23-24 Students with Disabilities subgroup did not meet state interim standard for growth English Learners subgroup did not meet state interim standard for growth
Keystone Growth - Algebra 1, SY 23-24 English Learners subgroup did not meet state interim standard for growth
Keystone Growth - Biology SY 23-24 English Learners growth measure decreased from the previous SY
PVAAS Regular Attendance SY 23-24 Students with Disabilities subgroup was 47.4% which is a decrease from the previous SY of 78.8%. English Learners subgroup was 59.7% which is a decrease from the previous SY of 83.5%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Reading MAP Achievement, Fall 2024 to Winter 2025	9th grade - Slight decrease in median achievement from Fall to Winter (51st to 49th percentile) 10th grade - Slight increase in median achievement from Fall to Winter (12th to 14th percentile)
Semester 1 of the 2024--2025 School Year, American Literature class pass rate	79% pass rate
IXL Skill Proficiency	9th grade- 0.1 proficient skills gained per week per student
MAP Participation	Low Participation: 9th graders with Fall and Winter Score- 521 10th graders with Fall and Winter Score- 83
Reading MAP Growth	9th grade- 41% exceeded expected growth from Fall to Winter 10th grade 34% exceeded expected growth from Fall to Winter

English Language Arts Summary

Strengths

Semester 1 of the 2024--2025 School Year, American Literature class pass rate- 79%
All student Reading MAP Achievement, Fall 2024 to Winter 2025- 10th grade - Slight increase in median achievement from Fall to Winter (12th to 14th percentile)

Challenges

All student Reading MAP Achievement, Fall 2024 to Winter 2025, 9th grade - Slight decrease in median achievement from Fall to Winter (51st to 49th percentile)
All student IXL Skill Proficiency-9th grade- 0.1 proficient skills gained per week per student
All student MAP Participation- Low Participation: 9th graders with Fall and Winter Score- 521 10th graders with Fall and Winter Score- 83
All student Reading MAP Growth- 9th grade- 41% exceeded expected growth from Fall to Winter 10th grade 34% exceeded expected growth from Fall to Winter

Mathematics

Data	Comments/Notable Observations
Math MAP Achievement, Fall 2024 to Winter 2025	9th grade - Slight decrease in median achievement from Fall to Winter (31st to 28th percentile) 10th grade - Slight decrease in median achievement from Fall to Winter (12th to 11th percentile)
iXL Math data	0.2 proficient skills gained per week per student (Algebra 1 only)
Semester 1 of the 2024--2025 School Year pass rate	71% pass rate
Math MAP Growth, Fall 2024 to Winter 2025	9th grade- 38% of students exceeded MAP growth expectations 10th grade- 28% of students exceeded MAP growth Expectations
All student MAP Participation	Low participation: 9th Graders with Fall and Winter Score-512 10th Graders with Fall and Winter Scores- 179

Mathematics Summary

Strengths

Semester 1 of the 2024--2025 School Year pass rate, 71% pass rate

Challenges

All student Math MAP Achievement, Fall 2024 to Winter 2025, 9th grade - Slight decrease in median achievement from Fall to Winter (31st to 28th percentile) 10th grade - Slight decrease in median achievement from Fall to Winter (12th to 11th percentile)

All student Math MAP Growth, Fall 2024 to Winter 2025, 9th grade- 38% of students exceeded MAP growth expectations 10th grade- 28% of students exceeded MAP growth Expectations

All student IXL Math data, 0.2 proficient skills gained per week per student (Algebra 1 only)

All student MAP Participation, Low participation: 9th Graders with Fall and Winter Score-512 10th Graders with Fall and Winter Scores- 179
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Semester 1 of the 2024--2025 School Year Biology pass rate	79% pass rate

Science, Technology, and Engineering Education Summary

Strengths

Semester 1 of the 2024--2025 School Year Biology pass rate, 79% pass rate

Challenges

Consistent content specific professional development
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standard Benchmark (23-24)	98.7% - Exceeds the State performance standard
Industry-Based Learning (23-24)	Increased from 90% to 96%; Exceeds the State performance standard

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Percent CTE Program of Study Concentration	CTE Concentration: 3.5%

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.

Industry-Based Learning exceeds the State performance standard
Career Standard Benchmark exceeds the State performance standard

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.

N/A

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Reading MAP Growth, Fall 2024 to Winter 2025	38% of students exceeded expected growth
Reading MAP Achievement, Fall 2024 to Winter 2025	Slight increase in median achievement from Fall 2024 to Winter 2025 (20th to 22nd percentile)
Math MAP Growth, Fall 2024 to Winter 2025	43% of students exceeded expected growth
ACCESS Testing Results	The number of students testing increased by comparison from 2022-2023SY to 2023-2024SY. The mean scores in each reporting category increased in Below Basic and Basic overall over these two test years. Number of students scoring Proficient and Advanced have decreased.
Enrollment of EL students	13.6% of the student population. Total school enrollment 4232 students
Math MAP Achievement, Fall 2024 to Winter 2025	Slight increase in median achievement from Fall 2024 to Winter 2025 (8th to 9th percentile)
MAP Participation	Low participation: Math- 177 students took both Fall and Winter ELA- 86 students took both Fall and Winter

Students with Disabilities

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

Data	Comments/Notable Observations
Reading MAP Growth, Fall 2024 to Winter 2025	43% of students exceeded expected growth
Reading MAP Achievement, Fall 2024 to Winter 2025	Slight increase in median achievement from Fall 2024 to Winter 2025 (7th to 9th percentile)
Enrollment - Students with disabilities	16.8% of the school population Students enrolled at UDHS - 4232 students
Math MAP Growth, Fall 2024 to Winter 2025	34% of students exceeded expected growth
Math MAP Achievement, Fall 2024 to Winter 2025	Slight increase in median achievement from Fall 2024 to Winter 2025 (5th to 6th percentile)
MAP Participation	Low Participation: Math- 206 students took both Fall and Winter ELA- 189 took both Fall and Winter

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.

English Learners Access testing - The number of students testing increased by comparison from 2022-2023SY to 2023-2024SY.
English Learners Access testing - The mean scores in each reporting category increased in Below Basic and Basic overall over these two test years.
English Learners- Reading MAP Achievement, Fall 2024 to Winter 2025, Slight increase in median achievement from Fall 2024 to Winter 2025 (20th to 22nd percentile)

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.

MAP Participation: English Learners- Math- 177 students took both Fall and Winter ELA- 86 students took both Fall and Winter Students with Disabilities- Math- 206 students took both Fall and Winter ELA- 189 took both Fall and Winter
English Learners- Math MAP Growth, Fall 2024 to Winter 2025, 43% of students exceeded expected growth
Students with Disabilities Reading MAP Growth, Fall 2024 to Winter 2025, 43% of students exceeded expected growth

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
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?

Align curricular materials and lesson plans to the PA Standards
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Foster a culture of high expectations for success for all students, educators, families, and community members
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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?

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior
Identify and address individual student learning needs
Use multiple professional learning designs to support the learning needs of staff
Continuously monitor implementation of the school improvement plan and adjust as needed

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
Keystone Biology, SY 23-24 - all student group proficiency score increased to 31.3% from 27.3% and the academic growth score remained at 100.	False
Keystone Literature, SY 23-24 all student group proficiency score increased to 39.3% from 30.2%	False
Keystone Algebra, SY 23-24 all student group proficiency score increased to 19.2% from 7.4%	False
Keystone ELA Proficiency, SY 23-24 Students with disabilities subgroup was 13.3% which is an increase from the previous SY of 9.4% English Learners subgroup was 16.5% which is an increase from the previous SY of 7.9%	True
Industry-Based Learning exceeds the State performance standard	False
Career Standard Benchmark exceeds the State performance standard	False
Keystone Math Proficiency, SY 2023-24 Students with disabilities subgroup was 9.6% which is an increase from the previous SY of 3.4% English Learners subgroup was 6.6% which is an increase from the previous SY of 3.6%	True
Semester 1 of the 2024--2025 School Year, American Literature class pass rate- 79%	False
Semester 1 of the 2024--2025 School Year Biology pass rate, 79% pass rate	False
	False
Semester 1 of the 2024--2025 School Year pass rate, 71% pass rate	False
All student Reading MAP Achievement, Fall 2024 to Winter 2025- 10th grade - Slight increase in median achievement from Fall to Winter (12th to 14th percentile)	False
Align curricular materials and lesson plans to the PA Standards	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
English Learners Access testing - The number of students testing increased by comparison from 2022-2023SY to 2023-2024SY.	True
English Learners Access testing - The mean scores in each reporting category increased in Below Basic and Basic overall over these two test years.	True
English Learners- Reading MAP Achievement, Fall 2024 to Winter 2025, Slight increase in median achievement from Fall 2024 to Winter 2025 (20th to 22nd percentile)	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
Keystone Literature Growth, SY 23-24 Students with Disabilities subgroup did not meet state interim standard for growth English Learners subgroup did not meet state interim standard for growth	True
Keystone Growth - Algebra 1, SY 23-24 English Learners subgroup did not meet state interim standard for growth	True
All student Reading MAP Achievement, Fall 2024 to Winter 2025, 9th grade - Slight decrease in median achievement from Fall to Winter (51st to 49th percentile)	False
Keystone Growth - Biology SY 23-24 English Learners growth measure decreased from the previous SY	False
Consistent content specific professional development	False
All student Math MAP Achievement, Fall 2024 to Winter 2025, 9th grade - Slight decrease in median achievement from Fall to Winter (31st to 28th percentile) 10th grade - Slight decrease in median achievement from Fall to Winter (12th to 11th percentile)	False
All student Math MAP Growth, Fall 2024 to Winter 2025, 9th grade- 38% of students exceeded MAP growth expectations 10th grade- 28% of students exceeded MAP growth Expectations	False
N/A	False
PVAAS Regular Attendance SY 23-24 Students with Disabilities subgroup was 47.4% which is a decrease from the previous SY of 78.8%. English Learners subgroup was 59.7% which is a decrease from the previous SY of 83.5%	True
All student MAP Participation- Low Participation: 9th graders with Fall and Winter Score- 521 10th graders with Fall and Winter Score- 83	False
All student Reading MAP Growth- 9th grade- 41% exceeded expected growth from Fall to Winter 10th grade 34% exceeded expected growth from Fall to Winter	False
All student IXL Skill Proficiency-9th grade- 0.1 proficient skills gained per week per student	False
Implement a multi-tiered system of supports for academics and behavior	False
Identify and address individual student learning needs	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
MAP Participation: English Learners- Math- 177 students took both Fall and Winter ELA- 86 students took both Fall and Winter Students with Disabilities- Math- 206 students took both Fall and Winter ELA- 189 took both Fall and Winter	True
Use multiple professional learning designs to support the learning needs of staff	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
All student IXL Math data, 0.2 proficient skills gained per week per student (Algebra 1 only)	False
All student MAP Participation, Low participation: 9th Graders with Fall and Winter Score-512 10th Graders with Fall and Winter Scores- 179	False
English Learners- Math MAP Growth, Fall 2024 to Winter 2025, 43% of students exceeded expected growth	True

Students with Disabilities Reading MAP Growth, Fall 2024 to Winter 2025, 43% of students exceeded expected growth	True
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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.

Discrepancy of students consistently taking MAP over SY; low participation in both subgroups Significant decrease in attendance for both subgroups Support of EL students who receive special education services. Department Chairs for both departments have been meeting to discuss types of supports IXL diagnostic results and student participation data needs to be included in data conversations for Math and English departments for students in subgroups; low skills proficient per week Less than 50% of students in both subgroups are exceeding their expected growth in math and reading

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Keystone Literature Growth, SY 23-24 Students with Disabilities subgroup did not meet state interim standard for growth English Learners subgroup did not meet state interim standard for growth		False
Keystone Growth - Algebra 1, SY 23-24 English Learners subgroup did not meet state interim standard for growth		False
PVAAS Regular Attendance SY 23-24 Students with Disabilities subgroup was 47.4% which is a decrease from the previous SY of 78.8%. English Learners subgroup was 59.7% which is a decrease from the previous SY of 83.5%	Transportation Issues Family Socioeconomic Barriers Student Belonging and Engagement	True
MAP Participation: English Learners- Math- 177 students took both Fall and Winter ELA- 86 students took both Fall and Winter Students with Disabilities- Math- 206 students took both Fall and Winter ELA- 189 took both Fall and Winter	Transportation Issues Family Socioeconomic Barriers Student Belonging and Engagement Lack of Motivation to Test Lack of Understanding of Test and it's purpose Information about test schedules, expectations, and benefits are not consistently communicated Low Teacher buy-in or emphasis on testing	False
English Learners- Math MAP Growth, Fall 2024 to Winter 2025, 43% of students exceeded expected growth	Lack of Understanding of Test and it's purpose Low emphasis on importance of testing results Lack of on-going progress monitoring Inconsistency with implementation of available interventions	True
Students with Disabilities Reading MAP Growth, Fall 2024 to Winter 2025, 43% of students exceeded expected growth	Lack of Understanding of Test and it's purpose Low emphasis on importance of testing results Lack of on-going progress monitoring Inconsistency with implementation of available interventions	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Keystone ELA Proficiency, SY 23-24 Students with disabilities subgroup was 13.3% which is an increase from the previous SY of 9.4% English Learners subgroup was 16.5% which is an increase from the previous SY of 7.9%	
Keystone Math Proficiency, SY 2023-24 Students with disabilities subgroup was 9.6% which is an increase from the previous SY of 3.4% English Learners subgroup was 6.6% which is an increase from the previous SY of 3.6%	
English Learners Access testing - The number of students testing increased by comparison from 2022-2023SY to 2023-2024SY.	
English Learners Access testing - The mean scores in each reporting category increased in Below Basic and Basic overall over these two test years.	
English Learners- Reading MAP Achievement, Fall 2024 to Winter 2025, Slight increase in median achievement from Fall 2024 to Winter 2025	

(20th to 22nd percentile)	
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we provide targeted supports, inclusive practices, and culturally responsive family engagement for students with disabilities and English learners, then we will improve their attendance rates and ensure more equitable access to academic success.
	If we provide evidence-based interventions, inclusive instructional practices, culturally responsive family engagement, and regularly review data in bi-weekly PLC meetings, then students will increase growth and achievement in Algebra, and ensure equitable access to success for students with disabilities and English learners.
	If we provide evidence-based interventions, inclusive instructional practices, culturally responsive family engagement, and regularly review data in bi-weekly PLC meetings, then students will increase growth and achievement in Literature, and ensure equitable access to success for students with disabilities and English learners.

Goal Setting

Priority: If we provide targeted supports, inclusive practices, and culturally responsive family engagement for students with disabilities and English learners, then we will improve their attendance rates and ensure more equitable access to academic success.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, attendance for students with disabilities and English learners will increase the regular attendance average from previous school year average of 54% to 70% through targeted interventions, including personalized check-ins, mentorship and culturally family outreach.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 70% of students will demonstrate regular attendance.	By December 30, 2025, 75% of students will demonstrate regular attendance.	By March 30, 2026, 80% of students will demonstrate regular attendance.	By June 30, 2026, 85% of students will demonstrate regular attendance.

Priority: If we provide evidence-based interventions, inclusive instructional practices, culturally responsive family engagement, and regularly review data in bi-weekly PLC meetings, then students will increase growth and achievement in Algebra, and ensure equitable access to success for students with disabilities and English learners.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, at least 70% of all Algebra students in the designated subgroups, English Learners and Students with Disabilities will show measurable improvement (at least 120-point growth from baseline, Q1 IXL diagnostic) in their overall math diagnostic score.			
Measurable Goal Nickname (35 Character Max)			
IXL			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 100% will take the IXL diagnostic assessments	By December 30, 2025, students will achieve at least a 40 point growth	By March 30, 2026, Students will achieve at least a 80 point growth	By June 30, 2026, Students will achieve at least a 120 point growth

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 60% of English Learning students and 45% of Students with Disabilities will exceed expected growth on NWEA Math MAP Test from Fall to Spring. By June 30, 2026, all Algebra students in the designated subgroups, students with disabilities and English learners, will improve the median percentile by			

at least 8 percentile points through targeted instruction, differentiated supports, and data-driven interventions.			
Measurable Goal Nickname (35 Character Max)			
Math MAP			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 100% will take the MAP Assessment to establish baseline	By December 30, 2025, students will improve the median percentile by at least 4 percentile points	By March 30, 2026, 55% of English Learners will exceed expected growth. By March 30, 2026, 40% of Students with disabilities will exceed expected growth. By March 30, 2026,	By June 30, 2026, 60% of English Learners will exceed expected growth. By June 30, 2026, 45% of Students with disabilities will exceed expected growth. By June 30, 2026, 100% of students will improve the median percentile by at least 8 percentile points.

Priority: If we provide evidence-based interventions, inclusive instructional practices, culturally responsive family engagement, and regularly review data in bi-weekly PLC meetings, then students will increase growth and achievement in Literature, and ensure equitable access to success for students with disabilities and English learners.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, at least 70% of all grade 9 and 10 Literature students in the designated subgroups, English Learners and Students with Disabilities will show measurable improvement (at least 120-point growth from baseline, Q1 IXL diagnostic) in their overall math diagnostic score.			
Measurable Goal Nickname (35 Character Max)			
IXL			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 100% will take the IXL diagnostic assessments	By December 30, 2025, students will achieve at least a 40 point growth	By March 30, 2026, Students will achieve at least a 80 point growth	By June 30, 2026, Students will achieve at least a 120 point growth

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 50% of English Learning students and 45% of Special Education Students will exceed expected growth on NWEA MAP Reading Test from Fall to Spring. By June 30, 2026, all students in the designated subgroups, students with disabilities and English learners, will improve the median percentile by at least 8 percentile points through targeted instruction, differentiated supports, and data-driven interventions.			
Measurable Goal Nickname (35 Character Max)			
Reading MAP Assessment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 100% will take the MAP Assessment to establish	By December 30, 2025, students will improve the median percentile by at	By March 30, 2026, 45% of English Learners will exceed expected growth By March 30, 2026, 40% of Students with	By June 30, 2026, 50% of English Learners will exceed expected growth By June 30, 2026, 45% of Students with disabilities will exceed expected growth. By June 30,

baseline	least 4 percentile points	disabilities will exceed expected growth. By March 30, 2026,	2026, 100% of students will improve the median percentile by at least 8 percentile points
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Action Plan

Measurable Goals

Attendance	IXL
Math MAP	
IXL	Reading MAP Assessment

Action Plan For: IXL Reading & IXL Math

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Share the school improvement quarterly/year goals		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Agenda and Goal Document	No	
Action Step		Anticipated Start/Completion Date	
Distribute the testing calendar		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Agenda, Testing Calendar, Goal Document	No	
Action Step		Anticipated Start/Completion Date	
Provide targeted training and support for MAP assessment and IXL, as needed		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team District Supervisors	IXL and MAP Training Guides Training attendance list, slide deck or how-to guide, and follow-up Q&A document.	Yes	
Action Step		Anticipated Start/Completion Date	
Ongoing communication will be provided to families regarding IXL and MAP assessments		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Parkinson and Administrative UDHS staff	IXL and MAP Family Resources	No	

Action Step		Anticipated Start/Completion Date	
Administer IXL Assessments in Reading and Math		2025-09-02	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra teachers Literature 10 teachers English 9 teachers Reading Specialist Special Education teachers EL teachers	Testing calendar, class lists, testing material	No	
Action Step		Anticipated Start/Completion Date	
Ensure 100% of students are placed on personalized learning paths after completing the IXL diagnostic.		2025-09-02	2025-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra teachers Literature 10 teachers English 9 teachers Reading Specialist Special Education teachers EL teachers	Student reports showing learning paths are active and aligned.	No	
Action Step		Anticipated Start/Completion Date	
Q1 Content Specific PLC Data Meetings Analyze MAP and IXL data and collaboratively develop an instructional plan to support students		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair EL Department chair	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	
Action Step		Anticipated Start/Completion Date	
Q2 Content Specific PLC Data Meetings Analyze MAP and IXL data and collaboratively develop an instructional plan to support students		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair EL Department chair	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	
Action Step		Anticipated Start/Completion Date	
Q3 Content Specific PLC Data Meetings Analyze MAP and IXL data and collaboratively develop an instructional plan to support students		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

ELA Department chair Math Department chair Special Education Department chair EL Department chair	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	
Action Step		Anticipated Start/Completion Date	
Q4 Content Specific PLC Data Meetings Analyze MAP and IXL data and collaboratively develop an instructional plan to support students		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair EL Department chair	Summary reports shared at data meetings (MAP, IXL, classroom level data) Department meeting agendas, Goal setting documents Content area reflection notes to support instruction	No	
Action Step		Anticipated Start/Completion Date	
Share Quarter 1 actual performance - IXL Diagnostic completion Review school improvement yearly and quarterly goals		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Meeting Agenda and Goal Document	No	
Action Step		Anticipated Start/Completion Date	
Share Quarter 3 actual performance MAP achievement (RIT) and MAP growth (growth projection) Share Quarter 4 actual performance - MAP achievement (RIT), MAP growth (growth projection) and IXL data Review school improvement yearly and quarterly goals		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Meeting Agenda and Goal Document	No	
Action Step		Anticipated Start/Completion Date	
Share Quarter 3 actual performance MAP achievement (RIT) and MAP growth (growth projection) Share Quarter 4 actual performance - MAP achievement (RIT), MAP growth (growth projection) and IXL data Review school improvement yearly and quarterly goals		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr Parkinson and Administrative team	Staff Meeting Agenda and Goal Document	No	
Action Step		Anticipated Start/Completion Date	
Administer IXL and MAP Fall Assessments in Reading and Math		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra teachers Literature 10 teachers English 9 teachers Reading Specialist Special Education teachers EL teachers	Testing calendar, class lists, testing material	No	

Action Step		Anticipated Start/Completion Date	
Administer MAP Winter Assessments in Reading and Math		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra teachers Literature 10 teachers English 9 teachers Reading Specialist Special Education teachers EL teachers	Testing calendar, class lists, testing material	No	
Action Step		Anticipated Start/Completion Date	
Administer IXL and Spring MAP Assessments in Reading and Math		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Algebra teachers Literature 10 teachers English 9 teachers Reading Specialist Special Education teachers EL teachers	Testing calendar, class lists, testing material	No	
Action Step		Anticipated Start/Completion Date	
Ensure 100% of students are completed Fall MAP Math and ELA assessments and IXL assessment		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair EL Department chair Administrative team	Testing reports Teacher plan of assessment dates and make up dates for students.	No	
Action Step		Anticipated Start/Completion Date	
Ensure 100% of students are completed Spring MAP Math and ELA assessments		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA Department chair Math Department chair Special Education Department chair EL Department chair Administrative team	Testing reports Teacher plan of assessment dates and make up dates for students.	No	
Action Step		Anticipated Start/Completion Date	
Ensure 100% of students are completed Fall MAP Math and ELA assessments and IXL assessment		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

ELA Department chair Math Department chair Special Education Department chair EL Department chair Administrative team	Testing reports Teacher plan of assessment dates and make up dates for students.	No	
Action Step		Anticipated Start/Completion Date	
Create assessment calendar		2025-07- 21	2025-08- 29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team	Assessment dates and calendar	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Upper Darby High School will fully implement IXL as a key tool for targeted academic interventions. Teachers will regularly analyze IXL and MAP data to inform differentiated instruction and apply culturally responsive teaching practices to meet the diverse needs of all students. A focused effort will be made to support Students with Disabilities and English Learner (EL) subgroups to close achievement gaps, ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.	UDHS Administrative Team on quarterly basis IXL and MAP data Goal Setting Information Department data meetings - monthly Semi Annual and Annual Goal Setting Meetings Completed Department meeting Agendas - weekly Learning walks IEP meetings Progress notes

Action Plan For: PBIS

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Q1 Weekly attendance meeting		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team Pupil services	Attendance logs Student attendance improvement plans	No	
Action Step		Anticipated Start/Completion Date	
Q1 Weekly Tier 2 meetings		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team PBIS team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	

Action Step		Anticipated Start/Completion Date	
Q1 Student Assistance Program (SAP) meetings - weekly		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SAP team SAP Coordinator Outside agency support	Truancy list Attendance logs Student attendance improvement plans	No	
Action Step		Anticipated Start/Completion Date	
Q1 Monthly Royal Pride (teachers nominate students for recognition)		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Incentives - t-shirts	No	
Action Step		Anticipated Start/Completion Date	
Q2 Triple Crown Award (quarterly) - regular attendees, honor roll, no discipline		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Center teams - administrators, pupil services	Incentives - lanyards, t-shirts	No	
Action Step		Anticipated Start/Completion Date	
Q3 Attendance Celebrations - Semester		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Center teams - administrators, pupil services	Incentives - award certificate and snack social	No	
Action Step		Anticipated Start/Completion Date	
Social media shout outs		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Communication Department	Triple Crown award winner list Attendance Celebration list Royal Pride recognition list	No	
Action Step		Anticipated Start/Completion Date	
Weekly attendance meeting - Q1		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team Pupil services	Attendance logs Student attendance improvement plans	No	
Action Step		Anticipated Start/Completion Date	
Weekly attendance meeting - Q2		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Administrative team Pupil services	Attendance logs Student attendance improvement plans	No	
Action Step		Anticipated Start/Completion Date	
Weekly attendance meeting - Q3		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team Pupil services	Attendance logs Student attendance improvement plans	No	
Action Step		Anticipated Start/Completion Date	
Weekly Tier 2 meetings Q2		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team PBIS team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	
Action Step		Anticipated Start/Completion Date	
Weekly Tier 2 meetings - Q3		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team PBIS team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	
Action Step		Anticipated Start/Completion Date	
Weekly Tier 2 meetings - Q4		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team PBIS team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	
Action Step		Anticipated Start/Completion Date	
Q2 - Student Assistance Program (SAP) meetings - weekly		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SAP team SAP Coordinator Outside agency support	Truancy list Attendance logs Student attendance improvement plans	No	
Action Step		Anticipated Start/Completion Date	
Q3 - Student Assistance Program (SAP) meetings - weekly		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SAP team SAP Coordinator Outside agency support	Truancy list Attendance logs Student attendance improvement plans	No	
Action Step		Anticipated	

		Start/Completion Date	
Q4 - Student Assistance Program (SAP) meetings - weekly		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
SAP team SAP Coordinator Outside agency support	Truancy list Attendance logs Student attendance improvement plans	No	
Action Step		Anticipated Start/Completion Date	
Q2 - Monthly Royal Pride (teachers nominate students for recognition)		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Incentives - t-shirts	No	
Action Step		Anticipated Start/Completion Date	
Q3 - Monthly Royal Pride (teachers nominate students for recognition)		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Incentives - tshirt	No	
Action Step		Anticipated Start/Completion Date	
Q4 - Monthly Royal Pride (teachers nominate students for recognition)		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Incentives - tshirt	No	
Action Step		Anticipated Start/Completion Date	
Q2 - Triple Crown Award (quarterly) - perfect attendance, honor roll, no discipline		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Center teams - administrators, pupil services	Incentives - lanyards, t-shirts	No	
Action Step		Anticipated Start/Completion Date	
Q3 - Triple Crown Award (quarterly) - perfect attendance, honor roll, no discipline		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Center teams - administrators, pupil services	Incentives - lanyards, t-shirts	No	
Action Step		Anticipated Start/Completion Date	
Q4 - Triple Crown Award (quarterly) - perfect attendance, honor roll, no discipline		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Center teams - administrators, pupil	Incentives - lanyards, t-shirts	No	

services			
Action Step		Anticipated Start/Completion Date	
Q4 - Attendance Celebrations - Semester		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Center teams - administrators, pupil services	Incentives - award certificate and snack social	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
UDHS will provide targeted supports, inclusive practices, and culturally responsive family engagement for all students and our designated subgroups, English learners and Students with Disabilities, in order to increase attendance rates and ensure more equitable access to academic success.	administration and staff on a daily, weekly, monthly and quarterly basis via attendance logs

Action Plan For: Mentorship Program

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Use data (discipline records, teacher referrals, attendance reports) to identify eligible students. Prioritize students with repeated behavior incidents or those flagged as at-risk.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrative team Pupil services	Behavioral referrals Attendance data	No	
Action Step		Anticipated Start/Completion Date	
Recruit staff, administrators, coaches, counselors		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services	emails staff survey role description	No	
Action Step		Anticipated Start/Completion Date	
Provide mentor training on: Relationship-building techniques Restorative practices Behavior intervention strategies Cultural competency and trauma-informed approaches Check and Connect		2025-08-18	2026-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services DCIU liaison	training materials	No	
Action Step		Anticipated Start/Completion Date	
Match Mentors and Mentees Match based on student needs, mentor strengths, and shared interests when possible. Keep mentor-to-student ratios manageable (e.g., 1:2–3). Schedule an introductory session to establish expectations and rapport.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team	Mentor logs Interest surveys schedules	No	
Action Step		Anticipated Start/Completion Date	
Develop Mentorship Structure and Schedule Set a consistent meeting schedule (e.g., weekly check-ins during advisory, lunch, or before school). Provide guidelines for goal setting, behavior reflection, and progress monitoring. Use tools such as behavior tracking sheets, SEL checklists, and progress logs.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team Mentors	Check in schedule Guidelines Goal setting documents Reflection documents Progress monitoring sheets Behavior tracking sheets SEL checklists Progress logs.	No	
Action Step		Anticipated Start/Completion Date	
Collaborate with Teachers and Support Staff Communicate regularly with classroom teachers, counselors, and behavior teams. Include mentors in student support meetings when appropriate. Create a feedback loop so teachers can report behavior changes or concerns.		2025-08-18	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team Mentors UDHS teaching staff	Check in schedule Guidelines Goal setting documents Reflection documents Progress monitoring sheets Behavior tracking sheets SEL checklists Progress logs.	No	
Action Step		Anticipated Start/Completion Date	
Monitor Progress and Adjust Supports Track key metrics: behavior incidents, attendance, grades, and SEL indicators. Hold monthly mentor debriefs to share strategies and adjust pairings/supports as needed. Celebrate small successes and milestones with students to reinforce positive growth.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team Mentors	Track key metrics: behavior incidents, attendance, grades, and SEL indicators. Monthly meeting agendas and minutes	No	
Action Step		Anticipated Start/Completion Date	
Engage families Inform families of their child’s participation and the purpose of the program. Invite families to participate in goal setting or end-of-term celebrations.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team	Check in schedule Guidelines Goal setting documents Reflection documents Progress	No	

Mentors	monitoring sheets		
Action Step		Anticipated Start/Completion Date	
Evaluate Program Impact Conduct a formal review each semester using: Referral and discipline data comparisons Student/mentor surveys Staff feedback Student self-assessments Use findings to improve and scale the program.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Pupil services Administrative team Mentors UDHS teaching staff	Referral and discipline data comparisons Student/mentor surveys Staff feedback Student self-assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The behavioral mentorship program is expected to reduce disciplinary referrals, improve attendance, and increase academic engagement among participating high school students. By fostering strong mentor-student relationships and providing consistent support, at least 70% of mentees will show improved behavior and attendance. Students will also build stronger social-emotional skills such as self-regulation and goal setting, contributing to a more positive school climate and a greater sense of belonging.	Track student behavior referrals, detentions, and suspensions. Monitor attendance and tardiness regularly. Review student grades and class participation. Have mentors complete weekly check-in logs. Use monthly student self-reflections. Collect short teacher feedback on behavior and effort. Hold regular staff meetings to review progress and adjust supports.

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
IXL Reading & IXL Math	Provide targeted training and support for MAP assessment and IXL, as needed

IXL/MAP Training

Action Step		
• Provide targeted training and support for MAP assessment and IXL, as needed		
Audience		
UDHS Staff		
Topics to be Included		
Purpose and administration of MAP and IXL, analysis of data, student goal setting using data		
Evidence of Learning		
student goal documents, learning walks, staff goal setting, Learning Community agenda notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
UDHS Administrative team	2025-08-18	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	At least 2 times per year and as needed
Observation and Practice Framework Met in this Plan	
• 2c: Managing Classroom Procedures • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	
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
School Improvement Facilitator Signature	Date