Delaware Valley HS

ATSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Delaware Valley High School		5261
Address 1		
252 route 6 and 209		
Address 2		
City	**State**	**Zip Code**
Milford	PA	18337
Chief School Administrator		**Chief School Administrator Email**
Brian Blaum		bblaum@dvsd.org
Principal Name		
Louis DeLauro		
Principal Email		
ldelauro@dvsd.org		
Principal Phone Number		**Principal Extension**
570-296-1853		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brian Blaum	Chief School Administrator	Delaware Valley School District	bblaum@dvsd.org
Nicole Cosentino	District Level Leaders	Delaware Valley School District	ncosentino@dvsd.org
Ashley Turs	District Level Leaders	Delaware Valley School District	aturs@dvsd.org
Craig Brown	District Level Leaders	Delaware Valley School District	cbrown@dvsd.org
Leslie Lordi	Parent	High School Parent	lordil@dvsd.org
Penney Luhrs	Community Member	Business Owner	dpluhrs@yahoo.com
Felicia Sheehan	Board Member	Delaware Valley School District	faycone@hotmail.com
Michele Zirpoli	Paraprofessional	Delaware Valley School District	zirpolim@dvsd.org
Nicole DeLauro	Teacher	Delaware Valley School District	ndelauro@dvsd.org
Taylor Spears	Student	Delaware Valley School District	tayspears08@icloud.com
Louis DeLauro	Principal	Delaware Valley School District	ldelauro@dvsd.org

Vision for Learning

Vision for Learning

Delaware Valley School District, in partnership with our community, stands committed to maximizing student potential, fostering life-long learning and promoting responsible citizenship. Delaware Valley School District – Educating for Life's Journey

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
Percent Proficient/Advanced in ELA	All student group is well above the state average and exceeded the 2030 statewide goal. (93.2% proficient)
Percent Proficient/Advanced Mathematics	All student group is above the state average (71.5% proficient)
Percent Proficient/Advanced Biology	All student group is above the state average (77.9% proficient)
Career Standards Benchmark	All student group is above the state average (96.8%)
High School Graduation Rate	All student group is above the state average. (94.5%)
PVAAS	All student groups have exceeded the state wide average for PVASS. Literature, Algebra, and Biology earned a score of 100%.

Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced Biology	Percent Proficient/Advanced is below the 2033 statewide goal
Attendance	Student attendance is below the 2033 statewide goal.
Percent Proficient/Advanced Algebra	Percent Proficient/Advanced is below the 2033 statewide goal

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

Strengths

Indicator	**Comments/Notable Observations**
Percent Proficient/Advanced in ELA	White subgroup has surpassed the statewide goal and the 2030 goal. (93.9%)

ESSA Student Subgroups White	
Indicator Percent Proficient/Advanced in ELA **ESSA Student Subgroups** Hispanic, Economically Disadvantaged	**Comments/Notable Observations** Economically disadvantaged (87.0%) increased. Hispanic students (92.5%) increased.
Indicator PVAAS - Literature **ESSA Student Subgroups** Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Students with disabilities (93%), economically disadvantaged (100%), white (100%), and Hispanic (91%) subgroups are above the state average.
Indicator PVAAS - Algebra **ESSA Student Subgroups** Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Students with disabilities (83%), economically disadvantaged (100%), white (100%), and Hispanic (87%) subgroups are above the state average.
Indicator PVAAS - Biology **ESSA Student Subgroups**	**Comments/Notable Observations** Students with disabilities (88%), economically disadvantaged (100%), white (100%), and Hispanic (91%) subgroups are above the state average.
Indicator Career Standards Benchmark **ESSA Student Subgroups** Hispanic, White, Economically Disadvantaged, English Learners	**Comments/Notable Observations** Students with disabilities (91.8%), economically disadvantaged(92.2%), white(97.8%), and Hispanic (93%) are all above the state average.
Indicator Attendance **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic)	**Comments/Notable Observations** The Asian (100%), and Black (86.1%) sub groups are above the whole group (84.6%) and the state wide average.

Challenges

Indicator Percent Proficient/Advanced specifically with students with disabilities in all tested areas **ESSA Student Subgroups**	**Comments/Notable Observations** Students with disabilities scored lower than the overall student group in all three areas.

Students with Disabilities	
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Attendance **ESSA Student Subgroups**	**Comments/Notable Observations** Students with disabilities (77.8%) and economically disadvantaged subgroups (76.9%) are below the state average. (78.1%)

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.

Students with disabilities (93%), economically disadvantaged (100%), white (100%), and Hispanic (91%) subgroups are above the state average for PVAAS in Literature.
For Career Standards Benchmarks, students with disabilities (91.8%), economically disadvantaged (92.2%), white (97.8%), and Hispanic (93%) are all above the state average.
Students with disabilities (88%), economically disadvantaged (100%), white (100%), and Hispanic (91%) subgroups are above the state average for PVAAS in Biology.
Students with disabilities (83%), economically disadvantaged (100%), white (100%), and Hispanic (87%) subgroups are above the state average for PVAAS in Algebra.

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.

Student attendance for students with disabilities (77.8%) and economically disadvantaged subgroups (76.9%) are below the state average. (78.1%)
Students with disabilities scored lower than the overall student group in all three testing areas.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT	The average CDT score in ELA was 1021.
SAT	The average SAT score at DVHS was 1143, which exceeded the state average of 1078.
Common Assessments	Every PLC has created common assessments for English classes grades 9-12.

English Language Arts Summary

Strengths

Common assessments and common grading allow students to be assessed on the curriculum without bias.
The average SAT score exceeds the state average.
Creation and monitoring common assessments across all PLCs allows the staff to analyze the data to make instructional changes.

Challenges

Teachers do not systemically use the CDT data to make instructional changes.

Mathematics

Data	Comments/Notable Observations
CDT	The average CDT score in Mathematics was 976.
SAT	The average SAT score at DVHS was 1143, which exceeded the state average of 1078.
Common Assessments	Every PLC has created common assessments for Mathematics classes grades 9-12.

Mathematics Summary

Strengths

Creation and monitoring common assessments across all PLCs allows the staff to analyze the data to make instructional changes.
Common assessments and common grading allow students to be assessed on the curriculum without bias.
The average SAT score exceeds the state average.

Challenges

Teachers do not systemically use the CDT data to make instructional changes.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PLTW	We have 4 levels of Project Lead the Way curriculum.
Common Assessments	Every PLC has created common assessments for Science classes grades 9-12.
STEELS Curriculum	Science curriculum is currently being updated to meet the STEELS standards.

Science, Technology, and Engineering Education Summary

Strengths

Every PLC has created common assessments for Science classes grades 9-12.
Common assessments and common grading allow students to be assessed on the curriculum without bias.
Project Lead the Way curriculum for STEM development.

Challenges

Teachers do not work in the common assessment data to make instructional changes.

Related Academics

Career Readiness

Data	Comments/Notable Observations
High School Graduation Rate	All student group is above the state average. (94.5%)
Smart Futures	All students complete at least 8 career activities throughout their high school career. These activities address all four components of career knowledge.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Enrollment	228 students are enrolled in our CTE program and 57 are students with disabilities (25%).
NOCTI	Our students had a passing percentage of 85% on the NOCTI Exam.

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

All students complete at least 8 career activities throughout their high school career. These activities address all four components of career knowledge by utilizing the Smart Future program through various curricula.
All student group is above the state average. (94.5%) for high school graduation rate.

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 high school graduation rate for the subgroup students with disabilities was inaccurately reported in the 2020 school year.
The data review process for the graduation rate for students with disabilities was ineffective.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Power School Special Education	The data source, Power School Special Education, was inaccurately exiting students prior to the June 30th Child Accounting snapshot.
Discipline	Discipline referrals for students with disabilities - 19% of referrals were issued to students with disabilities.

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.

The correct graduation rate for students with disabilities was 77.7% the year of the incorrect data upload.
We have created a data team with clear systems for review to ensure the correct data is being reported.

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 Special Education program being used was not syncing correctly and as a result, inacurrate data was reported via PIMS.
The Special Education report was not compared to the PIMS report to identify any incorrect reporting

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Not Yet Evident
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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
Foster a culture of high expectations for success for all students, educators, families, and community members
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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 a multi-tiered system of supports for academics and behavior
Use multiple professional learning designs to support the learning needs of staff
Implement an evidence-based system of schoolwide positive behavior interventions and supports

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
Students with disabilities (93%), economically disadvantaged (100%), white (100%), and Hispanic (91%) subgroups are above the state average for PVAAS in Literature.	False
For Career Standards Benchmarks, students with disabilities (91.8%), economically disadvantaged (92.2%), white (97.8%), and Hispanic (93%) are all above the state average.	False
Students with disabilities (88%), economically disadvantaged (100%), white (100%), and Hispanic (91%) subgroups are above the state average for PVAAS in Biology.	False
Students with disabilities (83%), economically disadvantaged (100%), white (100%), and Hispanic (87%) subgroups are above the state average for PVAAS in Algebra.	False
Students with disabilities (93%), economically disadvantaged (100%), white (100%), and Hispanic (91%) sub groups are above the state average for PVAAS in Literature.	False
For Career Standards Benchmarks, students with disabilities (91.8%), economically disadvantaged (92.2%), white (97.8%), and Hispanic (93%) are all above the state average.	False
Creation and monitoring common assessments across all PLCs allows the staff to analyze the data to make instructional changes.	False
Common assessments and common grading allow students to be assessed on the curriculum without bias.	False
The average SAT score exceeds the state average.	False
Creation and monitoring common assessments across all PLCs allows the staff to analyze the data to make instructional changes.	False
Common assessments and common grading allow students to be assessed on the curriculum without bias.	False
The average SAT score exceeds the state average.	False
Students with disabilities (88%), economically disadvantaged (100%), white (100%), and Hispanic (91%) sub groups are above the state average for PVAAS in Biology.	False
Students with disabilities (83%), economically disadvantaged (100%), white (100%), and Hispanic (87%) sub groups are above the state average for PVAAS in Algebra.	False
All student group is above the state average. (94.5%) for high school graduation rate.	True
Every PLC has created common assessments for Science classes grades 9-12.	False

The correct graduation rate for students with disabilities was 77.7% the year of the incorrect data upload.	True
We have created a data team with clear systems for review to ensure the correct data is being reported.	True
Align curricular materials and lesson plans to the PA Standards	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Common assessments and common grading allow students to be assessed on the curriculum without bias.	False
Project Lead the Way curriculum for STEM development.	False
All students complete at least 8 career activities throughout their high school career. These activities address all four components of career knowledge by utilizing the Smart Future program through various curricula.	False

Challenges

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

Strength	Check for Consideration in Plan
Student attendance for students with disabilities (77.8%) and economically disadvantaged subgroups (76.9%) are below the state average. (78.1%)	True
Students with disabilities scored lower than the overall student group in all three testing areas.	False
The high school graduation rate for the subgroup students with disabilities was inaccurately reported in the 2020 school year.	True
Teachers do not systemically use the CDT data to make instructional changes.	False
Teachers do not systemically use the CDT data to make instructional changes.	False
Teachers do not work in the common assessment data to make instructional changes.	False
The data review process for the graduation rate for students with disabilities was ineffective.	True
The Special Education program being used was not syncing correctly and as a result, inacurrate data was reported via PIMS.	True
The Special Education report was not compared to the PIMS report to identify any incorrect reporting	False
Implement a multi-tiered system of supports for academics and behavior	False
Use multiple professional learning designs to support the learning needs of staff	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False

Most Notable Observations/Patterns

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

We identified our data review process was ineffective in preparing accurate data to be uploaded. We also identified the need for an MTSS system K-12, which is beyond the scope for this plan but definitely brings issues to discuss at the district level. For the 2024-2025 school year, the K-5 staff were training in MTSS and School Wide Positive Behavior Support Plans and will implement the programs during the 2025-2026 school year. For the 2025-2026 school year, 6-8 teachers will be trained in MTSS and Positive Behavior Support Plans.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Student attendance for students with disabilities (77.8%) and economically disadvantaged subgroups (76.9%) are below the state average. (78.1%)	Additional supports need to be established to help students with disabilities be successful.	False
The high school graduation rate for the subgroup students with disabilities was inaccurately reported in the 2020 school year.	A new plan for checking and cross referencing the graduation rate needs to occur before the PIMS upload.	False
The data review process for the graduation rate for students with disabilities was ineffective.	A new plan for checking and cross referencing the graduation rate needs to occur before the PIMS upload.	True
The Special Education program being used was not syncing correctly and as a result, inacurrate data was reported via PIMS.	A new plan for checking and cross referencing the graduation rate needs to occur before the PIMS upload.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The correct graduation rate for students with disabilities was 77.7% the year of the incorrect data upload.	Continue to support students and offer wide variety of courses for all students to be successful.
We have created a data team with clear systems for review to ensure the correct data is being reported.	A new plan for checking and cross referencing the graduation rate needs to occur before the PIMS upload.
All student group is above the state average. (94.5%) for high school graduation rate.	Continue to support students and offer wide variety of courses for all students to be successful.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	There must be a PIMS review process to ensure accurate data being reported.
	Select a new program to manage and create all student IEPs.

Goal Setting

Priority: Select a new program to manage and create all student IEPs.

Outcome Category			
Other			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year, the graduation cohort data and the PIMS upload will match for all students with 100% accuracy.			
Measurable Goal Nickname (35 Character Max)			
Special Education Data Software			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Continued training in systems and monitor data collection from previous school year.	Monitor data and ensure accurate data upload.	Continue to check on data accuracy within the system.	Check graduation cohort data and compare to the PIMS data upload.

Priority: There must be a PIMS review process to ensure accurate data being reported.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
Given the special education graduation report and the PIMS upload, the special education department and PIMS coordinator will review all data prior to the upload to ensure that the data is uploaded with 100% accuracy.			
Measurable Goal Nickname (35 Character Max)			
Special Education Data			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
The PIMS coordinator, special education administrators, and high school administration will generate a first list of seniors in special education for the upcoming graduation.	The PIMS coordinator, special education administrators, and high school administration will revise and edit the list of seniors in special education for the upcoming graduation.	The PIMS coordinator, special education administrators, and high school administration will revise and edit the list of seniors in special education for the upcoming graduation.	The PIMS coordinator, special education administrators, and high school administrators will review the list of seniors in special education for the upcoming graduation. This list should report who is graduating and who is not graduating.

Action Plan

Measurable Goals

Special Education Data Software	Special Education Data

Action Plan For: Software

Measurable Goals:
• By the end of the 2025-2026 school year, the graduation cohort data and the PIMS upload will match for all students with 100% accuracy.

Action Step		**Anticipated Start/Completion Date**	
The district will continue to use the new software program.		2025-08-25	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Cheryl Nielsen, Supervisor of Elementary Special Education Ashley Turs, Supervisor of Secondary Special Education	Time	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Data Upload is accurate.	Special Education Administrators and Secretaries will monitor on a monthly basis by reviewing data accuracy.

Action Plan For: Special Education Data

Measurable Goals:
• Given the special education graduation report and the PIMS upload, the special education department and PIMS coordinator will review all data prior to the upload to ensure that the data is uploaded with 100% accuracy.

Action Step		**Anticipated Start/Completion Date**	
All data will be reviewed and analyzed prior to upload.		2025-08-25	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Dana O'Grady, PIMS Coordinator	Data	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All data will be reviewed and analyzed prior to upload.	Dana O'Grady, PIMS Coordinator and special education staff will monitor the data that is uploaded. The data will be checked by both groups prior to the submission.

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
Software	The district will continue to use the new software program.

Software

Action Step		
• The district will continue to use the new software program.		
Audience		
Special education teachers and secretaries		
Topics to be Included		
Creating and revising special edcuation documents including IEP's, Re-Evaluations, NOREP's, and Invitations to IEP Meetings.		
Evidence of Learning		
Special Education teachers will be responsible for completing paperwork for their caseloads.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Cheryl Nielson, Supervisor of Elementary Special Education Ashley Turs, Supervisor of Secondary Special Education	2025-08-25	2026-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Throughout the school year
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
Brian Blaum	2025-07-01
Building Principal Signature	**Date**
Louis DeLauro	2025-06-30
School Improvement Facilitator Signature	**Date**
Heather Heimer	2025-06-17