

Profile and Plan Essentials

School		AUN/Branch
McNichols Plaza		119357402
Address 1		
1111 S Irving Ave		
Address 2		
City	State	Zip Code
Scranton	PA	18505
Chief School Administrator		Chief School Administrator Email
Dr Erin Keating		erin.keating@ssdedu.org
Principal Name		
Mina Ardestani		
Principal Email		
mina.ardestani@ssdedu.org		
Principal Phone Number		Principal Extension
5703483685		
School Improvement Facilitator Name		School Improvement Facilitator Email
Christopher Mendicino		cmendicino@iu19.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Katie Schalk	Parent	McNichols	katie.schalk@ssdedu.org
Suzie Shaffer	Education Specialist	McNichols	suzie.shaffer@ssdedu.org
Amanda Montoro	Teacher	McNichols	amanda.montoro@ssdedu.org
Lisa Tulaney	Education Specialist	McNichols	lisa.tulaney@ssdedu.org
Chrissie Turnbull	Education Specialist	McNichols	christina.turnbull@ssdedu.org
Tricia Dougherty	Teacher	McNichols	patricia.dougherty@ssdedu.org
Julie Schumacher Cohen	Community Member	University of Scranton	julie.cohen@scranton.edu
Jasmiry Romaldini	Other	McNichols Plaza	jasmiry.romaldini@ssdedu.org

Vision for Learning

Vision for Learning

The vision of McNichols Plaza is to create a safe and welcoming environment where students thrive socially, emotionally, and academically.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

17.6% of students were prof/adv in ELA

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Subgroup more than double their percent prof/adv in ELA. 23/24 6.1 to 24/25 13.2

Challenges

ESSA Student Subgroups	Indicator
Hispanic	25.4% decrease to 14.6%
White	41.4% decrease to 34.6%

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Student % prof/adv almost doubled in math from 23/24 to 24/25. 12.8% to 24.3%

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	Increase from 9% to 23.2%
English Learners	Increase from 0% to 8%
Students with Disabilities	Increase from 9.1% to 13.2%

Challenges

ESSA Student Subgroups	Indicator
White	Decrease 25% to 23.1%

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

All Student Group Meets the Standard Demonstrating Growth in ELA Higher than state average

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	Met the standard growth for ELA

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Drop from 80 to 78 in ELA Growth

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 Group Meets the Standard Demonstrating Growth in Math Higher than the state average

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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Hispanic	Increase from 55 to 86 in math growth measure
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Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Insufficient sample; Unable to identify challenge as the subgroup did not have a significant endcount. All subgroups did increase.

English Language Growth and Attainment

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

Comments/Notable Observations

English Language Growth and Attainment All Student Group Meets Interim Goal/Improvement Target Almost double the state average

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	Increase from 40.7% to 62.5%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	NA No data available to determine challenge.

Regular Attendance

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

Comments/Notable Observations

Increase from 64.2% to 67.4% regular attendance.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Increase 50.6% to 60%

Challenges

ESSA Student Subgroups	Indicator
English Learners	79.1% to 75%

Career Standards Benchmark

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

All Student Group Meets the Standard Demonstrating Growth in ELA Higher than state average
All Student Group Meets the Standard Demonstrating Growth in Math
Increase from 55 to 86 for ELLs in Math

Challenges

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

17.6% of students were prof/adv in ELA
Student % prof/adv almost doubled in math from 23/24 to 24/25. 12.8% to 24.3%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Data	Most grades showed movement out of the "well below" category and into higher performance levels, with the largest gains occurring in Kindergarten and 4th Grade. However, 2nd and 3rd Grade data suggest continued challenges, particularly with students remaining below benchmark expectations.
Edmentum Benchmark ELA	Grade 3 showed the strongest gains, with a substantial reduction in students below grade level and an increase in high-performing students. Grade 4 experienced growth among students exceeding expectations but showed less overall movement toward proficiency, suggesting a need for continued support to move students from approaching to meeting grade-level benchmarks.

English Language Arts Summary

Strengths

Kinder increased their CORE readers 30% to 51% from BOY to EOY in Acadience
0% of 3rd grade students were exceeding benchmark at BOY and increased to 10% exceed benchmark
1st grade students decreased well below benchmark students 56% BOY to 41% EOY

Challenges

2nd grade decreased thier CORE readers from 51% to 42% BOY to EOY in Acadience Students Intensive increased from BOY to EOY

Mathematics

Data	Comments/Notable Observations
Edmentum Math	TBD

Mathematics Summary

Strengths

4th grade students increased meet/exceed benchmark from 31 to 45
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Challenges

TBD

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Students completed their required evidence for 25/26

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.

Students are using Smart Futures to complete college and career readiness skills
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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.

Transient students

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

We are continuing to improve student attendance. Chronically absent students (at a whole, and sub groups) have increased year to year. Data from 20/21 to 21/22 to 22/23 (40% to 60% with Students with disabilities)
All students met standard growth measure in ELA and math.
Both Math and ELA proficiency scores nearly doubled

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.

Continued transiency, although meeting academic growth, we did see dips progress unforeseen obstacles
Our 4th grade moved to self-contained- teachers that were experts in one content area are now relearning and teaching new content-

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	Exemplary
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	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
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	Exemplary

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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

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

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

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Foster a culture of high expectations for success for all students, educators, families, and community members *
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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Implement a multi-tiered system of supports for academics and behavior *
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
All Student Group Meets the Standard Demonstrating Growth in ELA Higher than state average	False
All Student Group Meets the Standard Demonstrating Growth in Math	True
Increase from 55 to 86 for ELLs in Math	False
Kinder increased their CORE readers 30% to 51% from BOY to EOY in Acadience	False
0% of 3rd grade students were exceeding benchmark at BOY and increased to 10% exceed benchmark	False
1st grade students decreased well below benchmark students 56% BOY to 41% EOY	True
4th grade students increased meet/exceed benchmark from 31 to 45	False
Students are using Smart Futures to complete college and career readiness skills	False
Foster a culture of high expectations for success for all students, educators, families, and community members *	False
We are continuing to improve student attendance. Chronically absent students (at a whole, and sub groups) have increased year to year. Data from 20/21 to 21/22 to 22/23 (40% to 60% with Students with disabilities)	False
All students met standard growth measure in ELA and math.	False
Both Math and ELA proficiency scores nearly doubled	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	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
17.6% of students were prof/adv in ELA	True
Student % prof/adv almost doubled in math from 23/24 to 24/25. 12.8% to 24.3%	True
2nd grade decreased thier CORE readers from 51% to 42% BOY to EOY in Acadience Students Intensive increased from BOY to EOY	True
Continued transiency, although meeting academic growth, we did see dips progress unforeseen obstacles	False
Our 4th grade moved to self-contained- teachers that wer experts in one content area are now relearning and teaching new content-	False
TBD	False
Transient students	False
Implement a multi-tiered system of supports for academics and behavior *	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.

24/25 School Year- we had 4 sections of grade 3. Two teachers were trained in OGAP. Our scores for math from 23/24 to 24/25 increased from 15% Prof/Adv to 28% Prof/Adv. The two teachers that went to OGAP, their classes combined, 43% of the students were prof/advanced. For the last two years we have piloted a program called Flashlight360 for ELs. Flashlight360 is a speaking and

writing progress monitoring tool with scoring and feedback that gives multilingual students an asset-based platform to showcase their full language capabilities — and provides the right-now, actionable data in five areas of speaking and three areas of writing.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
17.6% of students were prof/adv in ELA		True
Student % prof/adv almost doubled in math from 23/24 to 24/25. 12.8% to 24.3%	OGAP, afterschool programs Students increased from 13.2% P/A to 22.9 P/A	True
2nd grade decreased thier CORE readers from 51% to 42% BOY to EOY in Acadience Students Intensive increased from BOY to EOY		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All Student Group Meets the Standard Demonstrating Growth in Math	Scores have consistently been poor in math. We are starting to see an increase. OGAP training has had consistent and positive feedback from teachers on how they teach and assess.
1st grade students decreased well below benchmark students 56% BOY to 41% EOY	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	P/F Engagement Events Open/Regular Communication with families Partnerships with outside agencies

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	to increase literacy achievement by strengthening after-school programs and parent engagement initiatives that provide targeted reading support and build consistent home-school literacy practices.
	sustain and expand evidence-based mathematics instructional practices, including ongoing professional learning in OGAP and targeted intervention opportunities, to increase student proficiency and advanced performance in mathematics across all grade levels.
	to strengthen and monitor Tier 1 literacy instruction and provide timely, targeted interventions so that more Grade 2 students maintain or improve their reading skills and remain at or above benchmark throughout the school year.

Goal Setting

Priority: sustain and expand evidence-based mathematics instructional practices, including ongoing professional learning in OGAP and targeted intervention opportunities, to increase student proficiency and advanced performance in mathematics across all grade levels.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, 100% of identified mathematics teachers who have not yet been trained will participate in OGAP professional learning, and the school will provide at least one targeted after-school math support program for students to strengthen mathematics achievement.			
Measurable Goal Nickname (35 Character Max)			
Building Math Capacity			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify new teachers for OGAP training	Start afterschool programs and target students using BOY benchmarks	Continue afterschool programs; targeting PSSA prep	All teachers of Math will be trained in OGAP.

Priority: to strengthen and monitor Tier 1 literacy instruction and provide timely, targeted interventions so that more Grade 2 students maintain or improve their reading skills and remain at or above benchmark throughout the school year.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, Grade 2 (and 3) students identified as needing additional literacy support will receive targeted reading interventions and afterschool programs, and student progress will be reviewed during each Acadience benchmark window and progress monitoring to inform instructional decisions.			
Measurable Goal Nickname (35 Character Max)			
Reading Support and Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer BOY benchmarks; Identify students in MTSS continued from 25/26. Identify grade 3 students intensive/strategic for intervention and support.	Identify Grade 1 and 2 students for after school programming such as FAST.	Cotinue to monitor students progress in afterschool programs.	By the end of the 2026–2027 school year, Grade 2 (and 3) students identified as needing additional literacy support will receive targeted reading interventions and afterschool programs, and student progress will be reviewed during each Acadience benchmark window and progress monitoring to inform instructional decisions.

Priority: to increase literacy achievement by strengthening after-school programs and parent engagement initiatives that provide targeted reading support and build consistent home-school literacy practices.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
implement and sustain high-quality after-school literacy programs and regular parent and family engagement events that provide structured reading support for students and equip families with effective strategies			
Measurable Goal Nickname (35 Character Max)			
Read Together, Rise Together			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer BOY benchmarks. Identify targeted students for programming, plan first P/F night	Schedule 2nd P/F event; Examine student data to identify additional students for programming beyond grade 2.	Administer MOY benchmark- identify students that have not made gains and plan targeted interventions	implement and sustain high-quality after-school literacy programs and regular parent and family engagement

			events that provide structured reading support for students and equip families with effective strategies
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Action Plan

Measurable Goals

Building Math Capacity	Reading Support and Growth
Read Together, Rise Together	

Action Plan For: Ongoing Assessment Project

Measurable Goals:	
By the end of the 2026–2027 school year, 100% of identified mathematics teachers who have not yet been trained will participate in OGAP professional learning, and the school will provide at least one targeted after-school math support program for students to strengthen mathematics achievement.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify math teachers that have not participated in OGAP professional development		2026-09-01	2026-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Email faculty/staff to identify PD needs	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Register for OGAP through NEIU. Attend OGAP training.		2026-09-04	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Identified Teachers	Computer	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will use OGAP training to create and use formative assessments, analyze student math work, and adjust instruction to better meet student learning needs.	Teachers, Principal will continue to monitor student achievement and growth through formative assessment and benchmarks

Action Plan For: Target Intervention and Support

Measurable Goals:	
- By the end of the 2026–2027 school year, Grade 2 (and 3) students identified as needing additional literacy support will receive targeted reading interventions and afterschool programs, and student progress will be reviewed during each Acadience benchmark window and progress monitoring to inform instructional decisions. - By the end of the 2026–2027 school year, 100% of identified mathematics teachers who have not yet been trained will participate in OGAP professional learning, and the school will provide at least one targeted after-school math support program for students to strengthen mathematics achievement. - implement and sustain high-quality after-school literacy programs and regular parent and family engagement events that provide structured reading support for students and equip families with effective strategies	

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify students through BOY benchmarks, previous EOY benchmarks, and formative assessment for afterschool programs.		2026-09-30	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Collaborate with Title Teachers and examine benchmarks to identify students needing supports.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will participate in targeted after-school math and literacy programs that provide additional practice, skill support,	Title I Teachers, Principal- Examine assessments, and continue to monitor student growth

and small-group instruction to strengthen understanding and improve academic performance in reading and mathematics.	
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Action Plan For: Parent and Family Engagement

Measurable Goals:
implement and sustain high-quality after-school literacy programs and regular parent and family engagement events that provide structured reading support for students and equip families with effective strategies

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish a consistent parent and family engagement plan that includes regular literacy and math nights, workshops, and communication tools to provide families with strategies and resources to support student learning at home.		2026-09-02	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Title Teachers, Counselor	School calendar, flyers to advertise, identify dates and themes for events, materials to distribute	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased family participation in school events and improved parent access to strategies and resources that support student learning in literacy and math at home.	Sign in sheets, parent feedback, monitor attendance and topics

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	- Ongoing Assessment Project - Target Intervention and Support - Parent and Family Engagement	School calendar, flyers to advertise, identify dates and themes for events, materials to district	33475.12	
Instruction	- Ongoing Assessment Project - Target Intervention and Support - Parent and Family Engagement	Tile Staff salaries and benefits	332879.88	
Total Expenditures				366355

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Ongoing Assessment Project	Register for OGAP through NEIU. Attend OGAP training.

OGAP PD

Action Step		
• Register for OGAP through NEIU. Attend OGAP training.		
Audience		
Math teachers K-4		
Topics to be Included		
Additive Reasoning, Multiplicative Reasoning, Fractions, and Proportionality		
Evidence of Learning		
Completion of PD and implementation of OGAP practices		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal- (Training will be completed by NEIU)	2026-09-01	2027-04-30

Learning Format

Type of Activities	Frequency
Workshop(s)	6 PD days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Mina Ardestani	2026-05-31
School Improvement Facilitator Signature	Date