

MEYERSDALE AREA SD

309 Industrial Park Road

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The Meyersdale Area School District Mission is committed to providing educational opportunities that allow all learners to achieve their full potentials.

VISION STATEMENT

We envision Meyersdale Area School District as being a place where: Each student is a lifelong learner who contributes to an ever-changing, increasingly diverse world. School and community relations are valued in Meyersdale Area School District. Students, teachers, staff, parents and community members will share the responsibility of every child. The community is dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique capabilities. Each student is actively engaged in developing relevant knowledge, skills and attributes, both independently and collaboratively. Faculty if provided professional development opportunities that encourage student engagement in learning experiences across the school district. All members of the school community have access to appropriate technology. All members of the school community are committed to continuous improvement.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

For the LEA to successfully attain both the mission and the vision, the LEA needs to provide strong instruction, pertinent/real-world curriculum, community support, and maintain a safe and secure learning environment. In addition: -Prepare students to become future-ready with the potential for life-long success -Foster collaboration for continuous improvement in and out of the classroom -Engage opportunities in the visual and performing arts -Embrace the inherent educational values of athletics and activities -Encourage innovation, risk-taking, and resiliency in the classroom -Maintain a safe, clean, and inviting educational environment -Participate in productive relationships through community engagement -Foster each individual's social, emotional, and physical wellness

STAFF

For the LEA to successfully attain both mission and vision, the LEA needs to provide staff, students, parents, community, and administrative support. Continued educational supports as well as promoting self-learning. Staff need a safe and secure learning environment. In addition: - Prepare future-ready students for lifelong success -Foster collaboration for continuous improvement -Encourage innovation, risk-taking, and resiliency -Consider the best interest of the student first -Provide equitable education for all -Embrace the inherent educational value of student athletics and activities -Support student opportunities in the visual and performing arts -Ensure quality academics to promote career and college readiness -Provide safe, clean, and inviting district facilities -Cultivate productive relationships through community engagement - Support the educational needs of our diverse student population -Foster each individual's social, emotional, and physical wellness

ADMINISTRATION

For the LEA to successfully attain both the mission and vision, the LEA needs students, staff, parents, community, and School Board support. Administration needs to continue to promote education and growth. Administration needs a safe and secure learning environment. In addition: -Prepare future-ready students for lifelong success -Foster collaboration for continuous improvement -Encourage innovation, risk-taking, and resiliency -Consider the best interest of the student first -Provide equitable education for all -Embrace the inherent educational value of student athletics and activities -Support student opportunities in the visual and performing arts -Ensure quality academics to promote career

and college readiness -Provide safe, clean, and inviting district facilities -Cultivate productive relationships through community engagement - Support the educational needs of our diverse student population -Foster each individual's social, emotional, and physical wellness

PARENTS

For the LEA to successfully attain both the mission and vision, the LEA needs to welcome parents/guardians into the schools and communicate and encourage participation in the educational process of their child's education. Parents need a safe and secure learning environment for their students. In addition: -Foster collaboration for continuous improvement -Consider the best interest of students first - Embrace the inherent educational value of student athletics and activities -Support student opportunities in the visual and performing arts - Cultivate productive relationships through community engagement -Support the educational needs of our diverse population -Foster each individual's social, emotional, and physical wellness

COMMUNITY

For the LEA to successfully attain both the mission and vision, the LEA needs to welcome the community into our schools and acknowledge the community as contributing partners in the education of their child's education. The community needs a safe and secure learning environment for their students. In addition, -Consider the best interest of the student first -Embrace the inherent educational value of student athletics and activities -Support student opportunities in the visual and performing arts -Cultivate productive relationships through community engagement -Support the educational needs of our diverse population -Foster each individual's social, emotional, and physical wellness

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Tracey Karlie	Administrator	Administration
Dr. Wayne Miller	Administrator	Middle School
John Wiltrout	Administrator	High School
Devin Pritts	Administrator	Elementary
Angela Boutiller	Staff Member	Special Education
Angel Floyd	Staff Member	Technology
Carrie Long	Staff Member	Elementary
Craig Tresnicky	Staff Member	Middle School
Jessica Deakins	Staff Member	High School
Julie Stahl	Staff Member	MS School Guidance
Andrew Stahl	Staff Member	High School
Sanford Pletcher	Staff Member	High School Science
Jen Sines	Staff Member	Elementary

Name**Position****Building/Group**

Kathleen Emert

Staff Member

Elementary

Victor Gaibor

Other

IT

Jonathan Simpkins

Community Member

Community

Diane Caton

Staff Member

Middle School

Brian Witherite

Board Member

MASD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Everyday a student is absent is a lost opportunity for learning. Too many and/or increased absences not only affect achievement for the absent student and can overall disrupt learning for an entire class. Attendance is more than taking roll. Teaching attendance involves school-wide awareness about how many absences are too many, encouraging students to attend school each day and engaging the student once they are in the school building. It can also involve helping students and their families to get assistance to solve significant barriers to getting to school. Together chronic absences can addresses and work in collaboration with other related school staff such as the social worker, school nurse, and school counselors as well as community agencies to get the needed supports. Educators, families, students, and community partners make school attendance a priority.</p>	Regular Attendance
<p>The District's priority in increasing Educational Technology is ultimately overarching to improve the overall quality of education and enhance the learning process. More importantly, the District supports technology to magnify both the teaching and learning process as well as facilitate increase performance of the educational system as it places emphasis on effectiveness and efficiency. Technology in many forms should be utilized in increasing academic student achievement while integrating technology as a tool.</p>	Other Other
<p>The District's priority is to address both unfinished learning and recovery of learning loss. Supporting learning recovery while also fostering students' social and emotional needs and growth thereof is a key element. Research has shown the effectiveness of Social Emotional Learning and Trauma Informed Practices for supporting academic and long-term success even lasting into post high school graduation. The District prioritizes the continuation of establishing strong teacher-to-student relationships, and fostering supportive, responsive and positive learning climates that are critical to support students' learning loss and recovery.</p>	Essential Practices 1: Focus on Continuous Improvement of Instruction Social

Priority Statement

Outcome Category

emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Attendance Works, PASS, Student Information System (SIS) information/data

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Regular Attendance/Chronic Absences	The District will increase overall attendance rates by 5% by June 30, 2025 and decrease the number of chronic absences by 10%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District and building wide will complete the self-assessment tool to reflect on the strengths of attendance and opportunities for improvement.	2022-08-30 - 2022-11-30	Building Level Administration	Attendance Works District Self-Assessment Tool
District-wide faculty and staff will complete on-line professional	2022-08-30 -	Building/District	Access to

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
development training.	2022-12-31	Administration	computers/Internet; on-line learning modules.
Building Administration, School Counselors and other related staff will present parents with the importance of attendance and resources to communicate the need to attend school and the consequences of chronic absenteeism.	2022-09-01 - 2025-06-30	Building Administration, School Counselors, and other related staff	

Anticipated Outcome

The use of the tools will help the District and school buildings gain a deeper understanding of what is and could be happening to improve attendance at a school/District. The tools will lay the foundation for a team of key stakeholders to begin working together to reduce student absences.

Monitoring/Evaluation

Discussion, Action/Monitoring Plan

Evidence-based Strategy

Technology Expansion

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Technology to Increase Student Achievement and Engagement

The District will increase the use of technology in the classrooms as an instructional tool to incorporate technology integration that promotes student motivation and engagement that will ultimately prepare and engage students as a means to increase student achievement by implementing state standards through the use of technological applications.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

The Technology Committee will meet to update and revise the District's Technology Plan.

2022-09-01 -
2025-06-30

IT Director, Superintendent,
Building Administrators,
Technology Committee

Data and Technology Plan
Template

Professional Development to provide teachers and those using the technology an optimal educational experience with it.

2022-09-01 -
2025-06-30

IT Director, Superintendent,
Building Administrators

Professional Development

Anticipated Outcome

Update and Revise the Technology Plan

Monitoring/Evaluation

The IT Director will ultimately monitor the Technology Plan, Evaluations will be completed through feedback by Technology Committee members and surveys conducted throughout the school year.



Evidence-based Strategy

Increase Student Achievement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improvement of Instruction	The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish an Assessment Committee to review both district-wide and building assessments and assessment practices. The Assessment Committee will make recommendations to reduce unnecessary testing and look to potentially add additional assessment tools with the goal to communicate assessment results to guide instruction.	2022-09-01 - 2025-06-30	Building Administration	Assessments, assessment data
Continue to analyze the assessment data, at a minimum of one time per marking quarter to assess whether or not the student learning outcomes were met. To give meaning to the information that has been collected. it must be analyzed for context, understanding, and to draw conclusions. Analyzing assessment data is essential to effectively communicate and utilize the assessment results.	2022-09-01 - 2025-06-30	Building Administration, Assessment Committee	Assessment data

Anticipated Outcome

The anticipated output is the increase of student assessment.

Monitoring/Evaluation

Student data, assessment data, state assessments

Evidence-based Strategy

Curriculum Alignment to PA State Standards

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improvement of Instruction	The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Complete a District wide curriculum alignment both horizontally and vertically.	2022-09-01 - 2025-06-30	Building Administration	Curriculum Alignment Matrix and Schedule
Review and evaluate current curriculum, compare current standards, and research best practices.	2022-09-01 - 2025-06-30	Building Administration	Curriculum Mapping/Alignment Tools

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Revise curriculum, including indicators of student growth.	2022-09-01 - 2025-06-30	Building Administration	Curriculum Mapping/Alignment Tools
Present revised curriculum for adoption and present in a manner for public access.	2022-09-01 - 2025-06-30	Building Administration	Curriculum Mapping/Alignment Tools, District website
Implement an adopted curriculum with a focus on instruction and professional development. Evaluate needs for modification of learning plan based on evidence of student learning. Monitor implementation and make adjustments. Collect and analyze data on student performance. Determine needs for supplemental materials and consider additional in-service training.	2022-09-01 - 2025-06-30	Building Administration	Curriculum Mapping, Alignment Tools, Data/Feedback, Committee Meetings
Implement an adopted curriculum with a focus on instruction and professional development. Evaluate needs for modification of learning plan based on evidence of student learning. Monitor implementation and make adjustments. Collect and analyze data on student performance. Determine needs for supplemental materials and consider additional in-service training.	2022-09-01 - 2025-06-30	Building Administration	

Anticipated Outcome
Aligning Curriculum K-12

Monitoring/Evaluation

Evaluate effectiveness of curriculum based on data and identified measures of student outcomes.

Evidence-based Strategy

Social-Emotional Learning

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Social-Emotional Learning

The District will implement the mandatory trauma-informed education approach is two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct a District Level Needs Assessment through Universal Screener.	2022-09-01 - 2025-06-30	School Counselors, Social Worker	PASS
Based on District Level Needs Assessment, choose an appropriate SEL program to best meet the needs identified.	2022-09-01 - 2025-06-30	School Counselors, Social Worker, Building Principals	PASS data to analyze results
District-Wide Professional Development in the area of Social Emotional Learning	2022-09-01 - 2025-06-30	Building Administration, School Counselors, Social Worker	Presentation Training

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District-Wide Professional Development in the area of Trauma-Informed Care	2022-09-01 - 2025-06-30	Building Administration, School Counselors, Social Worker	

Anticipated Outcome
 Provide insights to clearly identify barriers to learning such as disengagement, low self-worth, bullying, and and the risk of absenteeism.

Monitoring/Evaluation
 On-going monitoring and evaluation



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will increase overall attendance rates by 5% by June 30, 2025 and decrease the number of chronic absences by 10%. (Regular Attendance/Chronic Absences)	Attendance Works, PASS, Student Information System (SIS) information/data	District-wide faculty and staff will complete on-line professional development training.	08/30/2022 - 12/31/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will increase the use of technology in the classrooms as an instructional tool to incorporate technology integration that promotes student motivation and engagement that will ultimately prepare and engage students as a means to increase student achievement by implementing state standards through the use of technological applications. (Technology to Increase Student Achievement and Engagement)	Technology Expansion	Professional Development to provide teachers and those using the technology an optimal educational experience with it.	09/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)</p>	<p>Increase Student Achievement</p>	<p>Establish an Assessment Committee to review both district-wide and building assessments and assessment practices. The Assessment Committee will make recommendations to reduce unnecessary testing and look to potentially add additional assessment tools with the goal to communicate assessment</p>	<p>09/01/2022 - 06/30/2025</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

results to guide
instruction.

COMMUNICATION PLAN - STEPS AND TIMELINES:

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Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

effectively
communicate and
utilize the
assessment
results.

COMMUNICATION PLAN - STEPS AND TIMELINES:

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The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)	Curriculum Alignment to PA State Standards	Complete a District wide curriculum alignment both horizontally and vertically.	09/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

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Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

for supplemental materials and consider additional in-service training.

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)</p>	<p>Curriculum Alignment to PA State Standards</p>	<p>Implement an adopted curriculum with a focus on instruction and professional development. Evaluate needs for modification of learning plan based on evidence of student learning. Monitor implementation and make adjustments. Collect and analyze data on student performance. Determine needs</p>	<p>09/01/2022 - 06/30/2025</p>

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will implement the mandatory trauma-informed education approach is two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions. (Social-Emotional Learning)	Social-Emotional Learning	Conduct a District Level Needs Assessment through Universal Screener.	09/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will implement the mandatory trauma-informed education approach is two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions. (Social-Emotional Learning)	Social-Emotional Learning	Based on District Level Needs Assessment, choose an appropriate SEL program to best meet the needs identified.	09/01/2022 - 06/30/2025

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will implement the mandatory trauma-informed education approach is two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions. (Social-Emotional Learning)	Social-Emotional Learning	District-Wide Professional Development in the area of Social Emotional Learning	09/01/2022 - 06/30/2025

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

An identified strength that is most contributing to positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim target could include the learning climate that is characterized by a safe environment supported by the building administrators, teachers, other related staff that provide high, clear expectations, and positive relationships that are fostered while active learning is promoted.

An identified strength that is most contributing to positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim target is that both administrative leaders and teachers use multiple methods to systematically gather data about student understanding and ability. Teachers and building level administrators use student work/data and observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. This includes the use of results from observations, achievement data, constructed responses, essays, demand writing situations to inform on-going instructional practices.

An identified strength that is most contributing to positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim target where the teacher instructs

Challenges

Challenges that are noted in the analysis that may potentially greatly impact progress in the District's mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures could include a lack of reading skills that could effect student learning due to a lack of self-confidence, lack of prior literature knowledge, or the lack of student awareness of the importance of learning literature within the area of English Language Arts.

An identified strength that is most contributing to positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim target could include the differences student have in levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices.

An identified strength that is most contributing to positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim target, teachers who understand the differences in meeting the needs of all learners could have important implications for teaching and learning differences in each student's individual and uniquely complex learning styles.

Strengths

complex processes, concepts and principles contained in the state standards using differentiated strategies that make instruction accessible to all students.

An identified strength that is most contributing to positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim target, the teachers scaffold instruction to help students reason and develop problem-solving strategies such as genre-specific and literacy process terminology. In addition, scaffolding the instruction helps students apply metacognitive skills to challenging, developmental, and/or age appropriate texts.

Strengths that are most positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim targets and could be leveraged in the District's efforts to improve upon the most pressing challenges is that in the area of mathematics, teachers uncover students' prior understanding of the mathematical concepts to be addressed and addresses students' misconceptions/incomplete misconceptions.

Strengths that are most positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim targets and could be leveraged in the District's efforts to improve upon the most pressing challenges is that in the area of mathematics, is that the District's teachers are certified and highly qualified indicative of having an extensive understanding of

Challenges

Due to the global pandemic and multiple interruptions in the students' formal education, time becomes a factor that could serve as a challenge. Limited time to teach and an increase to teach "more" is a difficult task for both the teachers and the students.

Challenges noted in the analysis, if improved that could potentially impact the District's progress in achieving the mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-track Measures, or College and Career Measures could be increasing mathematics teachers' understanding of student learning and effective teaching strategies to assist students in understanding how students are thinking about mathematics and how to structure instructional opportunities to support individual student learning.

Challenges noted in the analysis, if improved that could potentially impact the District's progress in achieving the mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-track Measures, or College and Career Measures could District's efforts to improve upon the most pressing challenges is that in the area of mathematics, is student interest in and motivation to learn mathematics.

Challenges noted in the analysis, if improved that could potentially impact the District's progress in achieving the mission, vision and Future Ready PA Index interim targets in State

Strengths

mathematics. The teachers' knowledge to explain clearly the mathematical concepts to their students and solve mathematical concepts easily.

Strengths that are most positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim targets and could be leveraged in the District's efforts to improve upon the most pressing challenges is that in the area of mathematics, is that the teachers work to provide equitable access to technology, space, tools and time. Providing access to a common curriculum by utilizing differentiated teaching strategies, interventions/remediation, manipulatives, calculators, and informational technology.

Strengths that are most positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim targets and could be leveraged in the District's efforts to improve upon the most pressing challenges is that in the area of mathematics, are both instructional rigor and student engagement. Teachers support and encourage students' commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.

Strengths that are most positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim targets and could be leveraged in the District's efforts to improve

Challenges

Assessment Measures, On-track Measures , or College and Career Measures in the area of mathematics is increasing learning opportunities to make connections to real-world contexts. This could include recognizing and applying mathematics in contexts outside of mathematics and making connections to the "real-world".

Challenges noted in the analysis, if improved that could potentially impact the District's progress in achieving the mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-track Measures , or College and Career Measures in the area of mathematics, are the barriers that come with inconsistent results in addition, subtraction, multiplication, and division. Students with the inability to visualize or have difficulty in memorizing/memorizing math facts, concepts, rules, formulas, sequences, and procedures. Inconsistent mastery of math facts.

Challenges noted in the analysis, if improved that could potentially impact the District's progress in achieving the mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-track Measures , or College and Career Measures in the area of science, technology and engineering could be a lack of opportunities to integrate a variety of learning resources paired with classroom instruction with the purpose to increase learning options that would include providing experiences for students such as guest presenters, field

Strengths

upon the most pressing challenges in the area of science, technology, and Engineering activities includes the teachers' abilities to orchestrate effective classroom discussion, questioning, and learning tasks that promote higher order thinking skills that design science, technology or engineering tasks such as laboratory investigations, data generation and analysis. This also serves to promote higher-order thinking skills including skeptically evaluating their own conclusions as well as those of others.

Strengths that are most positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim targets and could be leveraged in the District's efforts to improve upon the most pressing challenges in the area of science, technology, and Engineering activities includes the increase in the teacher providing essential supports for students who are struggling with the content. This would include making available a variety of resources (print, multi-media) including models (concrete, conceptual, relational) for students who are struggling with both the content/concepts being addressed.

Strengths that are most positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim targets and could be leveraged in the District's efforts to improve upon the most pressing challenges in the area of science, technology, and Engineering activities includes the teachers using and promoting the understanding of the content specific

Challenges

experiences, and career explorations.

Challenges noted in the analysis, if improved that could potentially impact the District's progress in achieving the mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-track Measures , or College and Career Measures in the areas of science, technology, and engineering could potentially be the amount of time spent per school day within instruction. Where math and ELA classes may be a double period, science, technology and engineering instructional time is much more limited.

Challenges noted in the analysis, if improved that could potentially impact the District's progress in achieving the mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-track Measures , or College and Career Measures is that science is fast moving and may not be able to keep up with the cutting-edge information and access to. Textbooks and materials can become quickly outdated.

Challenges noted in the analysis, if improved that could potentially impact the District's progress in achieving the mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-track Measures , or College and Career Measures where the content of school science, technology and engineering can have a degree of abstractness that makes it irrelevant. In general learning in these content areas are relatively

Strengths

vocabulary. The teachers's work to employ strategies for content specific vocabulary acquisition that emphasizes conceptual knowledge rather than simple recall.

Strengths that are most positively contributing to achievement of the District's mission, vision and Future Ready PA Index interim targets and could be leveraged in the District's efforts to improve upon the most pressing challenges in the area of science, technology, and Engineering activities includes teachers design and implement state standards-based courses/lessons/units using state and/or national standards.

District leadership supports school communities to remove barriers to learning and enhance increased opportunities for academic success, social and emotional development, and the health/wellness of all students. The District provides on-going support and guidance to maintain a positive climate conducive to learning.

Proficiency rates for Keystone Assessments 2021-22 school year, the Academic Growth Expectations in Language Arts/Literatures for all student groups exceeds the standard demonstrating growth.

Within the area of Career Readiness at all levels (elementary, middle, and high school), Career Standards Benchmarks have met or exceeded the performance standards.

Challenges

difficult for both successful and unsuccessful students.

The increased need for additional supports to address social and emotional needs.

Due to several dynamic factors with interrupted formal education consistent and regular school attendance is a challenge.

The Pennsylvania System of School Assessment data at both the elementary and middle school level has shown a decrease in performance from the previous school year.

Increase the continued use of new District technology to utilize efficiently and effectively for teaching and student learning.

Increased challenges to address due to the disruption of instruction starting in the Spring of 2020 to address both unfinished learning and learning loss from prior grades.

Within the area of Special Education, a challenge which if improved could have the most impact in achieving the District's Mission and Vision and continuing to increase students' with identified disabilities to achieve academic gains in achievement and inclusion while keeping the focus on results. Expanding services for students with disabilities (i.e., Autism ABA).

Within the area of Title I, a challenge which if improved could have the most impact in achieving the District's Mission and

Strengths

Increase in utilizing academic performance data and assessment history to allow some students to participate in the Algebra Keystone Exams during their 8th grade year. This strength allows students to work at an academically appropriate pace to meet their individual learning needs.

Coordinate fiscal resources from local, state and federal programs to achieve the District's identified goals and priorities.

Within the area of Special Education, the District recognizes the most impact in improving the District's most pressing challenges based off of the Continuous Cyclical Compliance Monitoring is the use of best practices that currently exist and as implemented through a systems-thinking approach.

Within the area of Title I, the District recognizes the most impact in improving the District's most pressing challenges is utilizing the funding of Title I to continue to increase students in need in order to attain academic goals. The District continues to strengthen the core academic programs using research-based resources and strategies and increasing parental involvement in achievement.

Within the area of the K-12 Guidance Plan (339 Plan), the District recognizes the most impact in improving the District's most pressing challenges is the developed and implemented plan to support the importance of career planning and future readiness for all students that begin in Kindergarten.

Challenges

Vision is to find identified curriculum changes necessary for a successful Title I reading program.

Within the area of the K-12 Guidance Plan (339 Plan), a challenge which if improved could have the most impact in achieving the District's Mission and Vision is the continuous updating and sustaining of the plan to keep it both current and vital. As the plan continues to grow and enhance career development the greater the need to maintain and sustain the integration into the culture of the school district.

Within the area of the Technology, the District recognizes the most impact in improving the District's most pressing challenges is the continuation of maintaining and increasing a network and infrastructure that is secure, reliable, scalable and responsive while providing the necessary capacity and flexibility for both staff and students to access the information and tools necessary to meet learning and job goals.

Within the area of the English Language Development Program, the District recognizes the most impact in improving the District's most pressing challenges are recognizing the limitations on English Learners and how the emphasis on the basic use of English may slow down the developmental process of learning English as a second language. Understanding the purpose is for the English Learner to develop proficiency and fluency in English. Content knowledge is a secondary goal.

Strengths

Within the area of the Technology, the District recognizes the most impact in improving the District's most pressing challenges is the increasing access to technology through curricular changes, professional development, technology lessons, and a solid infrastructure that enables students and District staff to access a wide variety of technology tools, both hardware and software, and high-speed internet access.

Within the area of the English Language Development Program, the District recognizes the most impact in improving the District's most pressing challenges is the ELD program provides English Language Learners K-12 with an instructional curriculum that will enable them to fully participate in their educational experience in school and in their social lives in the community. The ELD Program K-12 is content-based and aligned with the Pennsylvania English Language Proficiency and Academic Standards. Language instruction focuses on developing communication and literacy skills as well academic knowledge in the content areas of math, science, social studies, and American culture.

Challenges

With the District's vision and goals in mind, recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers although currently "operational" could potentially be a challenge for the District as the nation faces a teacher shortage. Teacher recruitment and retention that can influence teachers' decisions to enter, stay in, or leave the educational profession are as follows: -Salaries and other compensations -Preparation and costs to entry -Hiring and personnel mangament -Induction and support for new teachers -Working conditions, including school leadership, professional collaboration and shared-decision making, accountability systems, and resources for teaching and learning.

Within the area of Career readiness a notable challenge which if improved would have an impact on achieving the District's Mission and Vision is that of increasing the use of assessment tools to help students and the District to gauge the of the students' life/career readiness skills and the status of programs designed to develop these abilities and dispositions.

Strengths

With the District's vision and goals in mind, the essential practice of Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities are currently "operational". A strength for the District would include securing federal funding and grants from local and state government to finance educational services. The District ensures effective management and oversight of fiscal resources from local, state, and federal programs.

With the District's vision and goals in mind, fostering a vision and culture of high expectations for success for all students, educators, and families is "operational". The District's educational leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student. The educational leaders and District administration believe in, value, and are committed to the following: -Every student learning -Collaboration with all stakeholders -High expectations for all -Examining assumptions and beliefs - Continuous improvement using evidence

With the District's vision and goals in mind, support schools in implementing evidence-based instructional strategies and

Challenges

Within the area of Career readiness a notable challenge which if improved would have an impact on achieving the District's Mission and Vision is both increasing the ability to collect and analyze the data. Using the data and then analyzing the data as well as sharing the data in multiple formats will provide the opportunity for collaborative discussion about the strengths and needs of students' career readiness.

In the area of Special Education, the challenge which if improved could have most impact in achieving the District's Mission and Vision is the Response to Intervention (RTI) and need for a Multi-Tiered System of Supports (MTSS) . Increasing training and the use of RTI and establishing the use of MTSS to targeted support to struggling students.

In the area of Economically Disadvantaged Students, the challenge which if improved could have most impact in achieving the District's Mission and Vision is increasing Trauma-Informed Teaching guidance and practices. Students and teachers are face with dire situations far outside of their control. Managing these situations and addressing the emotional impact can make day-to-day instruction feel trivial in comparison. The global pandemic itself is considered a traumatic event.

Strengths

programs to ensure all students have access to rigorous, standards-aligned instruction is operational. The District utilizes a process to identify and align evidence-based decision-making (i.e., identifying local needs, selecting relevant evidence-based interventions, planning for implementation, and examining and reflecting on interventions for continuous school improvement.

With the District's vision and goals in mind, building the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning are operational. Central office and school administrators that serve as instructional leaders continue to improve upon their practice through professional development and on-going PA Inspired Leadership programs that utilize a standards-based continuing professional education program for school and system leaders. Central Office and school leaders work towards the following: -Shaping a vision of academic success for all students -Creating a climate hospitable to education -Cultivating leadership in others -Improving instruction -Managing people, data and processes

Within the area of Career Readiness, the convergences of lessons that focus on both college and career readiness has redefines their approach from a single focus on college readiness to now focus on both college and career readiness.

Within the area of Career Readiness the increase in advocacy in

Challenges

In the area of Economically Disadvantages, the challenge which if improved could have most impact in achieving the District's Mission and Vision is the continued and increase awareness of the impact of poverty on students and learning. The issue of Homelessness is a critical challenge that is currently being faced by an alarming increase. Under the Every Student Succeeds Act (ESSA), the requirements to increase the focus is being placed on monitoring the academic growth of this specific population.

In the area of Economically Disadvantages, the challenge which if improved could have most impact in achieving the District's Mission and Vision is the increase of Social Work services. This service is for both students and parents who need assistance in accessing community and agency support.

Strengths

awareness is allowing additional opportunities for the District to continue to raise awareness of the need to focus on both college and career readiness.

In the area of Special Education, the most notable strength which could have the most impact in improving the District's most pressing challenges is that the District delivers a full continuum of services and programs to students as levels of intervention are based on the individual student's needs and are determined by the Individualized Education Plan (IEP) team.

In the area of Special Education, the most notable strength which would have the most impact in improving the District's most pressing challenges is that the District is the wide range of purchased and implemented research-based curriculum programs and the continued investment in resources needed to promote students transition from school to post-high school transition.

In the area of Economically Disadvantaged students, the most notable strength which could have the most impact in improving the District's most pressing challenges is that of providing readily available information for support services within the community that include, but are not limited to: -Food Pantries -Mental Health Agencies -Public Health Departments -Community Action Agencies -Housing Authorities

In the area of Economically Disadvantaged students, the most

Strengths

notable strength which could have the most impact in improving the District's most pressing challenges is the Social Work services provided to increase and foster a meaningful counselor-student relationship with open lines of communication between school and home. In addition, the school Social Worker is able to provide communication/collaboration and training on trauma-informed care to better equip staff with support strategies for economically disadvantaged students and possible barriers they face.

In the area of Economically Disadvantaged students, the most notable strength which could have the most impact in improving the District's most pressing challenges are the school counselors at each building level to strengthen partnerships and collaboration with local community colleges and universities. Academic school counselors can do the following, but not limited to: --Promoting the benefits of CTE programs -Students can be informed of support services available at the District prior to enrollment -Assist students with researching available scholarships and FAFSA completion -Promote available services for economically disadvantaged students and their families to the entire student body to avoid stigmatization -Track student progress -Provide opportunities for career assessments -Assist in goal planning -Provide academic intervention

Most Notable Observations/Patterns

Notable observations made as the Comprehensive Planning team working through the needs of the assessment that stand out as important to the challenges checked for consideration include: facing the effects of a global pandemic that encompasses teaching, recognizing and addressing learning loss as demonstrated through state assessments, absenteeism, and counseling anxious children all while managing technology and every day processes necessary to maintain "normalcy" of all encompassing operations.

Challenges

Discussion Point

Priority for Planning

The increased need for additional supports to address social and emotional needs.

Due to several dynamic factors with interrupted formal education consistent and regular school attendance is a challenge.

District Wide attendance rates are as follows: 2019-20 sy Elementary School: 94.47% Middle School: 94.70% High School: 93.44% 2020-21 sy Elementary: 95.88% Middle School: 95.58% High School: 93.94% Absenteeism due to several factors including the necessitating quarantining have led to interrupted formal education. The Comprehensive Planning Team with input from other school personnel indicate the both the concern and the need to increase consistent and regular daily school attendance specifically with a concentration with chronic absences. Chronic absences is not truancy. It is defined as missing at least 10 percent of days in a school year for any reason, including excused and unexcused. Being present in school every day matters. In addition to chronic absenteeism prediction low academic success, it also predicts which students may eventually drop out of school.

Challenges**Discussion Point****Priority for Planning**

The Pennsylvania System of School Assessment data at both the elementary and middle school level has shown a decrease in performance from the previous school year.

Increase the continued use of new District technology to utilize efficiently and effectively for teaching and student learning.

The District has made advances within the area of technology. Technology is dynamic and the District continues to prioritize the need for increasing technology. Discussion points included: Network Switching/Infrastructure, cybersecurity, disaster recovery (back-up systems), fault-tolerant systems, intercom systems, phone systems, servers, and wireless network, Hardware that includes: Chromebooks, desktops, printing, and projectors. Software that includes: G Suite, Microsoft Office, Canvas Learning Platform, Student Data Privacy, Assistive Technology, Professional Development, and Staffing.

Increased challenges to address due to the disruption of instruction starting in the Spring of 2020 to address both unfinished learning and learning loss from prior grades.

In the area of academic instruction, state assessment scores, and other data collection measures were discussed. The District Comprehensive Planning Team with input from other school personnel indicate a need to address the disruptions of formal education and recovery of learning loss due to the unforeseeable consequences of the global pandemic. Discussion points included data analysis and measures on the last several school years starting with the 2017-18 school year through 2020-21 school year.

Due to the global pandemic and multiple interruptions in the students' formal education, time

Challenges**Discussion Point****Priority for Planning**

becomes a factor that could serve as a challenge. Limited time to teach and an increase to teach "more" is a difficult task for both the teachers and the students.

Within the area of the Technology, the District recognizes the most impact in improving the District's most pressing challenges is the continuation of maintaining and increasing a network and infrastructure that is secure, reliable, scalable and responsive while providing the necessary capacity and flexibility for both staff and students to access the information and tools necessary to meet learning and job goals.

ADDENDUM B: ACTION PLAN

Action Plan: Attendance Works, PASS, Student Information System (SIS) information/data

Action Steps	Anticipated Start/Completion Date
District and building wide will complete the self-assessment tool to reflect on the strengths of attendance and opportunities for improvement.	08/30/2022 - 11/30/2022

Monitoring/Evaluation	Anticipated Output
Discussion, Action/Monitoring Plan	The use of the tools will help the District and school buildings gain a deeper understanding of what is and could be happening to improve attendance at a school/District. The tools will lay the foundation for a team of key stakeholders to begin working together to reduce student absences.

Material/Resources/Supports Needed	PD Step	Comm Step
Attendance Works District Self-Assessment Tool	no	yes

Action Steps**Anticipated Start/Completion Date**

District-wide faculty and staff will complete on-line professional development training.

08/30/2022 - 12/31/2022

Monitoring/Evaluation**Anticipated Output**

Discussion, Action/Monitoring Plan

The use of the tools will help the District and school buildings gain a deeper understanding of what is and could be happening to improve attendance at a school/District. The tools will lay the foundation for a team of key stakeholders to begin working together to reduce student absences.

Material/Resources/Supports Needed**PD Step****Comm Step**

Access to computers/Internet; on-line learning modules.

yes

yes



Action Steps**Anticipated Start/Completion Date**

Building Administration, School Counselors and other related staff will present parents with the importance of attendance and resources to communicate the need to attend school and the consequences of chronic absenteeism.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Discussion, Action/Monitoring Plan

The use of the tools will help the District and school buildings gain a deeper understanding of what is and could be happening to improve attendance at a school/District. The tools will lay the foundation for a team of key stakeholders to begin working together to reduce student absences.

Material/Resources/Supports Needed**PD Step****Comm Step**

no

yes

Action Plan: Technology Expansion

Action Steps**Anticipated Start/Completion Date**

The Technology Committee will meet to update and revise the District's Technology Plan.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

The IT Director will ultimately monitor the Technology Plan, Evaluations will be completed through feedback by Technology Committee members and surveys conducted throughout the school year.

Update and Revise the Technology Plan

Material/Resources/Supports Needed**PD Step****Comm Step**

Data and Technology Plan Template

no

yes



Action Steps**Anticipated Start/Completion Date**

Professional Development to provide teachers and those using the technology an optimal educational experience with it.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

The IT Director will ultimately monitor the Technology Plan, Evaluations will be completed through feedback by Technology Committee members and surveys conducted throughout the school year.

Update and Revise the Technology Plan

Material/Resources/Supports Needed**PD Step****Comm Step**

Professional Development

yes

yes

Action Plan: Increase Student Achievement

Action Steps**Anticipated Start/Completion Date**

Establish an Assessment Committee to review both district-wide and building assessments and assessment practices. The Assessment Committee will make recommendations to reduce unnecessary testing and look to potentially add additional assessment tools with the goal to communicate assessment results to guide instruction.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Student data, assessment data, state assessments

The anticipated output is the increase of student assessment.

Material/Resources/Supports Needed**PD Step****Comm Step**

Assessments, assessment data

no

yes



Action Steps**Anticipated Start/Completion Date**

Continue to analyze the assessment data, at a minimum of one time per marking quarter to assess whether or not the student learning outcomes were met. To give meaning to the information that has been collected. it must be analyzed for context, understanding, and to draw conclusions. Analyzing assessment data is essential to effectively communicate and utilize the assessment results.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Student data, assessment data, state assessments

The anticipated output is the increase of student assessment.

Material/Resources/Supports Needed**PD Step****Comm Step**

Assessment data

no

yes

Action Plan: Curriculum Alignment to PA State Standards

Action Steps**Anticipated Start/Completion Date**

Complete a District wide curriculum alignment both horizontally and vertically.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Evaluate effectiveness of curriculum based on data and identified measures of student outcomes.

Aligning Curriculum K-12

Material/Resources/Supports Needed**PD Step****Comm Step**

Curriculum Alignment Matrix and Schedule

no

yes



Action Steps**Anticipated Start/Completion Date**

Review and evaluate current curriculum, compare current standards, and research best practices.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Evaluate effectiveness of curriculum based on data and identified measures of student outcomes.

Aligning Curriculum K-12

Material/Resources/Supports Needed**PD Step****Comm Step**

Curriculum Mapping/Alignment Tools

no

yes



Action Steps**Anticipated Start/Completion Date**

Revise curriculum, including indicators of student growth.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Evaluate effectiveness of curriculum based on data and identified measures of student outcomes.

Aligning Curriculum K-12

Material/Resources/Supports Needed**PD Step****Comm Step**

Curriculum Mapping/Alignment Tools

no

yes



Action Steps**Anticipated Start/Completion Date**

Present revised curriculum for adoption and present in a manner for public access.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Evaluate effectiveness of curriculum based on data and identified measures of student outcomes.

Aligning Curriculum K-12

Material/Resources/Supports Needed**PD Step****Comm Step**

Curriculum Mapping/Alignment Tools, District website

no

yes



Action Steps**Anticipated Start/Completion Date**

Implement an adopted curriculum with a focus on instruction and professional development. Evaluate needs for modification of learning plan based on evidence of student learning. Monitor implementation and make adjustments. Collect and analyze data on student performance. Determine needs for supplemental materials and consider additional in-service training.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Evaluate effectiveness of curriculum based on data and identified measures of student outcomes.

Aligning Curriculum K-12

Material/Resources/Supports Needed**PD Step****Comm Step**

Curriculum Mapping, Alignment Tools, Data/Feedback, Committee Meetings

no

yes



Action Steps**Anticipated Start/Completion Date**

Implement an adopted curriculum with a focus on instruction and professional development. Evaluate needs for modification of learning plan based on evidence of student learning. Monitor implementation and make adjustments. Collect and analyze data on student performance. Determine needs for supplemental materials and consider additional in-service training.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

Evaluate effectiveness of curriculum based on data and identified measures of student outcomes.

Aligning Curriculum K-12

Material/Resources/Supports Needed**PD Step****Comm Step**

no

yes

Action Plan: Social-Emotional Learning

Action Steps**Anticipated Start/Completion Date**

Conduct a District Level Needs Assessment through Universal Screener.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

On-going monitoring and evaluation

Provide insights to clearly identify barriers to learning such as disengagement, low self-worth, bullying, and and the risk of absenteeism.

Material/Resources/Supports Needed**PD Step****Comm Step**

PASS

no

yes



Action Steps**Anticipated Start/Completion Date**

Based on District Level Needs Assessment, choose an appropriate SEL program to best meet the needs identified.

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

On-going monitoring and evaluation

Provide insights to clearly identify barriers to learning such as disengagement, low self-worth, bullying, and and the risk of absenteeism.

Material/Resources/Supports Needed**PD Step****Comm Step**

PASS data to analyze results

no

yes



Action Steps**Anticipated Start/Completion Date**

District-Wide Professional Development in the area of Social Emotional Learning

09/01/2022 - 06/30/2025

Monitoring/Evaluation**Anticipated Output**

On-going monitoring and evaluation

Provide insights to clearly identify barriers to learning such as disengagement, low self-worth, bullying, and and the risk of absenteeism.

Material/Resources/Supports Needed**PD Step****Comm Step**

Presentation Training

yes

yes



Action Steps

Anticipated Start/Completion Date

District-Wide Professional Development in the area of Trauma-Informed Care

09/01/2022 - 06/30/2025

Monitoring/Evaluation

Anticipated Output

On-going monitoring and evaluation

Provide insights to clearly identify barriers to learning such as disengagement, low self-worth, bullying, and and the risk of absenteeism.

Material/Resources/Supports Needed

PD Step

Comm Step

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will increase overall attendance rates by 5% by June 30, 2025 and decrease the number of chronic absences by 10%. (Regular Attendance/Chronic Absences)	Attendance Works, PASS, Student Information System (SIS) information/data	District-wide faculty and staff will complete on-line professional development training.	08/30/2022 - 12/31/2022
The District will increase the use of technology in the classrooms as an instructional tool to incorporate technology integration that promotes student motivation and engagement that will ultimately prepare and engage students as a means to increase student achievement by implementing state standards through the use of technological applications. (Technology to Increase Student Achievement and Engagement)	Technology Expansion	Professional Development to provide teachers and those using the technology an optimal educational experience with it.	09/01/2022 - 06/30/2025
The District will implement the mandatory trauma-informed education approach is two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions. (Social-Emotional Learning)	Social-Emotional Learning	District-Wide Professional Development in the area of Social Emotional Learning	09/01/2022 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The District will implement the mandatory trauma-informed education approach is two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions. (Social-Emotional Learning)	Social-Emotional Learning	District-Wide Professional Development in the area of Trauma-Informed Care	09/01/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Attendance Works On-Line Learning Modules	Faculty and Staff	Online Modules--Why We Teach Attendance, Creating a Culture of Attendance (Primary/Secondary), Using Data for Information (Primary/Secondary), Using Data for Intervention

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of online modules in its entirety	09/01/2022 - 06/30/2025	Building Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Social-Emotional Learning	Faculty and Staff	Social-Emotional Learning/Trauma Informed Care

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Act 48 End of Activity/Presentation Evaluation	09/01/2022 - 06/30/2025	School Counselors, Social Worker

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
Vector Solutions Training and Risk Management	Faculty and Staff	Various Topics

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Individual modules concludes with a learning quiz. Completion of the module produces a certificate.	09/01/2022 - 06/30/2025	Chloe Thomas

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step

Audience

Topics of Prof. Dev

JoltEdu Microlearning AIU8

Faculty and Staff

Various topics

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Individual modules concludes with a learning quiz. Completion of the module produces a certificate.

09/01/2022 - 06/30/2025

Dr. Tracey Karlie

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will increase overall attendance rates by 5% by June 30, 2025 and decrease the number of chronic absences by 10%. (Regular Attendance/Chronic Absences)	Attendance Works, PASS, Student Information System (SIS) information/data	District-wide faculty and staff will complete on-line professional development training.	2022-08-30 - 2022-12-31
The District will increase overall attendance rates by 5% by June 30, 2025 and decrease the number of chronic absences by 10%. (Regular Attendance/Chronic Absences)	Attendance Works, PASS, Student Information System (SIS) information/data	District and building wide will complete the self-assessment tool to reflect on the strengths of attendance and opportunities for improvement.	2022-08-30 - 2022-11-30
The District will increase overall attendance rates by 5% by June 30, 2025 and decrease the number of chronic absences by 10%. (Regular Attendance/Chronic Absences)	Attendance Works, PASS, Student Information System (SIS)	Building Administration, School Counselors and other related staff	2022-09-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	information/data	will present parents with the importance of attendance and resources to communicate the need to attend school and the consequences of chronic absenteeism.	
The District will increase the use of technology in the classrooms as an instructional tool to incorporate technology integration that promotes student motivation and engagement that will ultimately prepare and engage students as a means to increase student achievement by implementing state standards through the use of technological applications. (Technology to Increase Student Achievement and Engagement)	Technology Expansion	The Technology Committee will meet to update and revise the District's Technology Plan.	2022-09-01 - 2025-06-30
The District will increase the use of technology in the classrooms as an instructional tool to incorporate technology integration that promotes student motivation and engagement that will ultimately prepare and engage students as a means to increase student achievement by implementing state standards through the use of technological applications. (Technology to Increase Student Achievement and Engagement)	Technology Expansion	Professional Development to provide teachers and those using the technology an optimal	2022-09-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		educational experience with it.	
<p>The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)</p>	<p>Increase Student Achievement</p>	<p>Establish an Assessment Committee to review both district-wide and building assessments and assessment practices. The Assessment Committee will make recommendations to reduce unnecessary testing and look to potentially add additional assessment tools with the goal to communicate assessment results to guide</p>	<p>2022-09-01 - 2025-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)</p>	<p>Increase Student Achievement</p>	<p>instruction.</p> <p>Continue to analyze the assessment data, at a minimum of one time per marking quarter to assess whether or not the student learning outcomes were met. To give meaning to the information that has been collected. it must be analyzed for context, understanding, and to draw conclusions. Analyzing assessment data is essential to effectively communicate and</p>	<p>2022-09-01 - 2025-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)	Curriculum Alignment to PA State Standards	utilize the assessment results.	2022-09-01 - 2025-06-30
The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)	Curriculum Alignment to PA State Standards	Review and evaluate current curriculum, compare current standards, and research best practices.	2022-09-01 - 2025-06-30
The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)	Curriculum Alignment to PA State Standards	Revise curriculum, including indicators of student growth.	2022-09-01 - 2025-06-30
The District will improve the academic growth of all students as measured through	Curriculum	Present revised	2022-09-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)</p>	<p>Alignment to PA State Standards</p>	<p>curriculum for adoption and present in a manner for public access.</p>	<p>01 - 2025-06-30</p>
<p>The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)</p>	<p>Curriculum Alignment to PA State Standards</p>	<p>Implement an adopted curriculum with a focus on instruction and professional development. Evaluate needs for modification of learning plan based on evidence of student learning. Monitor implementation and make adjustments. Collect and analyze data on student</p>	<p>2022-09-01 - 2025-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		performance. Determine needs for supplemental materials and consider additional in-service training.	
The District will improve the academic growth of all students as measured through school-wide data systems and state-wide assessments to meet or exceed all annual state and federal performance benchmarks as a foundation for grade-level readiness, college and career readiness and academic achievement. (Improvement of Instruction)	Curriculum Alignment to PA State Standards	Implement an adopted curriculum with a focus on instruction and professional development. Evaluate needs for modification of learning plan based on evidence of student learning. Monitor implementation and make adjustments. Collect and	2022-09-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The District will implement the mandatory trauma-informed education approach is two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions. (Social-Emotional Learning)	Social-Emotional Learning	analyze data on student performance. Determine needs for supplemental materials and consider additional in-service training.	2022-09-01 - 2025-06-30
The District will implement the mandatory trauma-informed education approach is two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions. (Social-Emotional Learning)	Social-Emotional Learning	Based on District Level Needs Assessment, choose an appropriate SEL program to best meet the needs identified.	2022-09-01 - 2025-06-30
The District will implement the mandatory trauma-informed education approach is	Social-	District-Wide	2022-09-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions. (Social-Emotional Learning)	Emotional Learning	Professional Development in the area of Social Emotional Learning	01 - 2025-06-30
The District will implement the mandatory trauma-informed education approach is two-fold: increase academic instruction and decrease student behavior referrals and/or suspensions. (Social-Emotional Learning)	Social-Emotional Learning	District-Wide Professional Development in the area of Trauma-Informed Care	2022-09-01 - 2025-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Attendance Works	Faculty and Staff	Why We Teach Attendance? Creating a Culture of Attendance; Using Data for Intervention and Support

Anticipated Timeframe

09/01/2022 - 06/30/2025

Frequency

One time at the start of the opening school day

Delivery MethodPresentation
Email**Lead Person/Position**

Building Administration

Communication Step

Technology Expansion

Audience

Superintendent, IT Director, Building Principals, Technology Committee

Topics/Message of Communication

Technology Plan, Technology Budget

Anticipated Timeframe

09/01/2022 - 06/30/2025

Frequency

Technology Committee to meet at minimum two times per school year.

Delivery MethodOther
Email**Lead Person/Position**

IT Director

Communication Step**Audience****Topics/Message of Communication**

Increase Student Achievement

Academic Committee, Building Principals, and other related staff

Analyzing assessments and assessment data

Anticipated Timeframe**Frequency****Delivery Method**

09/01/2022 - 06/30/2025

Academic Committee Meetings at minimum one time per marking quarter per school year

Other
Email**Lead Person/Position**

Building Administration



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

