



## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Conemaugh Valley School District		108111403
<b>Address 1</b>		
1340 William Penn Ave		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Johnstown	Pennsylvania	15906-4203
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Shane Hazenstab		shazenstab@cvk12.org
<b>Single Point of Contact Name</b>		
Shane Hazenstab		
<b>Single Point of Contact Email</b>		
shazenstab@cvk12.org		
<b>Single Point of Contact Phone Number</b>		
8145355005		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Shane Hazenstab	Administrator	Conemaugh Valley School District - Superintendent	shazenstab@cvk12.org
Sherry Ream	Administrator	Conemaugh Valley School District - Director of Student Services	sream@cvk12.org
Michelle LaRose	Administrator	Conemaugh Valley Elementary School - Principal	mlarose@cvk12.org
Robert Beiter	Parent	District Parent	Robert_Beiter@yahoo.com
Brian Randall	Administrator	Conemaugh Valley Jr/Sr High School	brandall@cvk12.org
Todd Ribblett	Other	Ribblett Bus Co. - Community Business Representative	ribbcorp@atlanticbbn.net
Kristina Curtis	Community Member	CVSD Resident	kmcurtis20@gmail.com
Jenna Russell	Staff Member	CVSD Food Service Director	jrussell@cvk12.org
Heather Crowe	Staff Member	CVES Teacher & Parent	hcrowe@cvk12.org
Dawn Thompson	Parent	Parent & Board Member	dawnthompson728@gmail.com
Hannah Ribblett	Board Member	Board & Community Member	hannahribblett32@gmail.com
Ashley Plummer	Staff Member	Dean of Students - Elementary	aplummer@cvk12.org
Jeremy Dietz	Student	CVHS Senior	jeremydietz@cvk12.org
Olivia Vogel	Student	CVHS Senior	oliviavogel@cvk12.org
Donell Jacoby	Board Member	Board Member	Djacoby_us@yahoo.com
Heather Richards	Board Member	Board Member	heatheryinglingrn@gmail.com
David Rykala	Board Member	Board Member	drykala@yahoo.com
Jim Stiffler	Board Member	Board Member	jstiff@gmail.com
Daniel Markiewicz	Board Member	Board Member	markiewi@atlanticbb.net
Francis Truscello	Board Member	Board Member	oldfoggey@atlanticbb.net
Jody Gustkey	Board Member	Board Member	jgustkey17@gmail.com

## LEA Profile

### Conemaugh Valley School District - Educational Community

The Conemaugh Valley School District is located in southern Cambria County and spans an area of approximately 22 square miles with a population of 6599 according to the 2010 Census. This is approximately 300 people per square mile. The district is comprised of East Taylor and Conemaugh Townships, Franklin, East Conemaugh and Daisytown Boroughs. The student population is approximately 690 students among two buildings. Conemaugh Valley Elementary houses 378 students in K-6, and Conemaugh Valley Jr./Sr. High houses 312 students in 7-12. In the fall of 2025, Pre-K will be returning to the elementary school thus adding 34 students for the 2025-2026 academic year. CVSD has approximately 17% of its population identified as Learning Support and 3% identified as gifted. The current economically disadvantaged percentage in the district is over 50%.

Cambria County has been identified as an area where the number of deaths exceed the number of births. This has resulted in increased, aged housing stock and an overall market surplus thus decreasing housing values and concurrently real estate tax revenues. The local economy continues to present challenges to our school system and our community.

The district currently has a positive fund balance. A dedicated staff, strong leadership and community spirit will be the factors that enable the district to thrive over the years of the Comprehensive Plan. Rising healthcare and cyber tuition costs are posing an immediate challenge to the district's funding. Ongoing statewide staffing shortages are also a challenge to operations.

## **Mission and Vision**

### **Mission**

Our mission is to create a culture of growth, learning, and success for our students and staff members.

### **Vision**

The Conemaugh Valley School District is committed to the following 4 educational pillars: 1. Reading – All students will demonstrate an ability to read 2. Math – All students will learn foundational math skills 3. Character – All students will develop a foundation of strong character 4. Future – All students will develop a plan for after graduation

## Educational Values

### Students

Conemaugh Valley students are expected to support the following shared district values: Conemaugh Valley - A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grades K-6. 6) Teachers and support staff in grade 6 work closely with staff in grade 7 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 7-12 are encouraged to become involved in a wide range of activities 9) The entire district is growth based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) Teachers and the administrative team are informed and involved in governance issues in the district. 16) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 17) The high school seeks to create engaging learning experiences. 18) Students are encouraged to engage in activities that allow them to help others. 19) The schools are inspirational and aspirational for all students, staff and administrators. 20) Where staff and students feel safe. 21) Achievements, milestones and life events are recognized and celebrated. 22) Everyone is appreciated and treated with respect.

### Staff

Conemaugh Valley staff members are expected to support the following shared district values: Conemaugh Valley - A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grades K-6. 6) Teachers and support staff in grade 6 work closely with staff in grade 7 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 7-12 are

encouraged to become involved in a wide range of activities 9) The entire district is growth based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) Teachers and the administrative team are informed and involved in governance issues in the district. 16) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 17) The high school seeks to create engaging learning experiences. 18) Students are encouraged to engage in activities that allow them to help others. 19) The schools are inspirational and aspirational for all students, staff and administrators. 20) Where staff and students feel safe. 21) Achievements, milestones and life events are recognized and celebrated. 22) Everyone is appreciated and treated with respect.

### **Administration**

Conemaugh Valley administrators are expected to lead efforts to achieve the following shared district values: Shared Values Conemaugh Valley: A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grades K-6. 6) Teachers and support staff in grade 6 work closely with staff in grade 7 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 7-12 are encouraged to become involved in a wide range of activities 9) The entire district is growth based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) Teachers and the administrative team are informed and involved in governance issues in the district. 16) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 17) The high school seeks to create engaging learning experiences. 18) Students are encouraged to engage in activities that allow them to help others. 19) The schools are inspirational and aspirational for all students, staff and administrators. 20) Where staff and students feel safe. 21) Achievements, milestones and life events are recognized and celebrated. 22) Everyone is appreciated and treated with respect.

### **Parents**

Conemaugh Valley parents are expected to support the following shared district values: Conemaugh Valley - A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grades K-6. 6) Teachers and support staff in grade 6 work closely with staff in grade 7 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 7-12 are encouraged to become involved in a wide range of activities 9) The entire district is growth based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) Teachers and the administrative team are informed and involved in governance issues in the district. 16) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 17) The high school seeks to create engaging learning experiences. 18) Students are encouraged to engage in activities that allow them to help others. 19) The schools are inspirational and aspirational for all students, staff and administrators. 20) Where staff and students feel safe. 21) Achievements, milestones and life events are recognized and celebrated. 22) Everyone is appreciated and treated with respect.

## **Community**

The Conemaugh Valley School District Community is expected to support the following shared district values: Conemaugh Valley - A School District Where: 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students. 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students. 3) The primary level staff is focused on the developmental needs of primary level students. 4) By grade three, all students are reading at grade level. 5) The most supportive, nurturing and custodial environment is found in grades K-6. 6) Teachers and support staff in grade 6 work closely with staff in grade 7 to make the transition to the junior/senior high school successful. 7) The entire curriculum is based upon the components identified in the SAS · Standards · Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions · Instruction - Best Practices · Assessment- Summative, Formative, Diagnostic, Benchmark · Resources and Materials 8) Students in grades 7-12 are encouraged to become involved in a wide range of activities 9) The entire district is growth based. 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators. 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings. 12) Teachers and administrators select, preview, participate in and evaluate all staff development



opportunities. 13) Teachers and students are encouraged to be creative. 14) Instruction is a result of good design based on student needs. 15) Teachers and the administrative team are informed and involved in governance issues in the district. 16) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities. 17) The high school seeks to create engaging learning experiences. 18) Students are encouraged to engage in activities that allow them to help others. 19) The schools are inspirational and aspirational for all students, staff and administrators. 20) Where staff and students feel safe. 21) Achievements, milestones and life events are recognized and celebrated. 22) Everyone is appreciated and treated with respect.

**Other (Optional)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
In 23/24, 74.6% of our elementary school students were proficient or advanced on the Science PSSA. This was 15.4% above the state average.	
In 23/24, 100% of our elementary school students demonstrated growth in ELA. This was 24.6% above the state average.	
In 23/24, 100% of our elementary school students demonstrated growth in Math. This was 25.1% above the state average.	
In 23/24, 61.4% of our high school students were proficient or advanced on the Biology Keystone. This was 2.2% above the state average.	
In 23/24, 40.3% of our high school students were proficient or advanced on the Algebra Keystone. This was 0.1% above the state average.	
In 23/24, 74.0% of our high school students met the growth standard for the Biology Keystone. This was 4.0% greater than the statewide growth standard.	

#### Challenges

Indicator	Comments/Notable Observations
In 23/24, 46.5% of our elementary school students were proficient or advanced on the Reading PSSA. This was 7.4% below the state average.	
In 23/24, 31.8% of our elementary school students were proficient or advanced on the Math PSSA. This was 8.4% below the state average.	
In 23/24, 52.1% of our high school students were proficient or advanced on the Literature Keystone. This was 1.8% below the state average.	
In 23/24, 72.6% of our high school students were not chronically absent. This was 21.5% below the statewide performance standard.	
In 23/24, 46.5% of our high school students with disabilities scores 4.8% on the ELA PSSA and 4.8% on the Math PSSA. This is a significant drop from our 10.86% average over the last 5 years.	

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

### Strengths

<b>Indicator</b> PSSA Growth Data <b>Grade Level(s) and/or Student Group(s)</b> ALL -Third - Sixth Grade students	<b>Comments/Notable Observations</b> In 23/24, Reading growth scores for ALL students in grades 3-6 were 100 percent. This was 24.6 points higher than the state average.
<b>Indicator</b> PSSA Growth Data <b>Grade Level(s) and/or Student Group(s)</b> ALL -Third - Sixth Grade students	<b>Comments/Notable Observations</b> In 23/24, Math growth scores for ALL students in grades 3-6 were 100 percent. This was 25.1 points higher than the state average.
<b>Indicator</b> PSSA/Keystone Growth Data <b>Grade Level(s) and/or Student Group(s)</b> 8, Biology	<b>Comments/Notable Observations</b> In 23/24, our Science/Biology growth score for our economically disadvantaged high school students was 70. This met the statewide growth standard.
<b>Indicator</b> PSSA/Keystone Achievement Data <b>Grade Level(s) and/or Student Group(s)</b> 7-10	<b>Comments/Notable Observations</b> In 23/24, our Math/Algebra 1 achievement score for our economically disadvantaged high school students was 30.4%. This was 2.2% higher than the previous year.

### Challenges

<b>Indicator</b> PSSA Achievement Data <b>Grade Level(s) and/or Student Group(s)</b> Economically disadvantaged	<b>Comments/Notable Observations</b> In 23/24, 38.1% of our economically disadvantaged elementary school students were proficient or advanced on the ELA PSSA. This was 8.4% lower than our overall student group.
<b>Indicator</b>	<b>Comments/Notable Observations</b>

<b>PSSA Achievement Data</b> <b>Grade Level(s) and/or</b> <b>Student Group(s)</b> Economically disadvantaged	In 23/24, 25.4% of our economically disadvantaged elementary school students were proficient or advanced on the Math PSSA. This was 6.4% lower than our overall student group.
<b>Indicator</b> PSSA Achievement Data <b>Grade Level(s) and/or</b> <b>Student Group(s)</b> Student With Disabilities	<b>Comments/Notable Observations</b> Students with Disabilities scored 4.8% on the Math and ELA testing. This is a significant decline from previous years.
<b>Indicator</b> Attendance Data <b>Grade Level(s) and/or</b> <b>Student Group(s)</b> Student with Disabilities	<b>Comments/Notable Observations</b> Students with Disabilities 65.3% of students were not chronically absent. This is a 4.5% decline from the previous year.

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

In 23/24, 74.6% of our elementary school students were proficient or advanced on the Science PSSA. This was 15.4% above the state average.
In 23/24, 100% of ALL elementary school students showed growth on the ELA PSSA. This was 24.6% above the state average.
In 23/24, 100% of ALL elementary school students showed growth on the Math PSSA. This was 25.1% above the state average.
In 23/24, 74.0% of our high school students met the growth standard for the Biology Keystone. This was 4.0% greater than the statewide growth standard.
In 23/24, our Math/Algebra 1 achievement score for our economically disadvantaged high school students was 30.4%. This was 2.2% higher than the previous year.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

In 23/24, our elementary school ELA PSSA Score was 46.5%. This was 7.4% points below the state average.
In 23/24, our elementary school Math PSSA Score was 31.8%. This was 8.4% points below the state average.
In 23/24, Students with Disabilities 65.3% of students were not chronically absent. This is a 4.5% decline from the previous year.

In 23/24, 46.5% of our high school students with disabilities scores 4.8% on the ELA PSSA and 4.8% on the Math PSSA. This is a significant drop from our 10.86% average over the last 5 years.

In 23/24, 52.1% of our high school students were proficient or advanced on the Literature Keystone. This was 1.8% below the state average.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Link-It Data	During the winter assessment of 8th grade students in 2024, 55% of the students were projected to be Basic and 15% were projected to be Below Basic
PVAAS	Grade 7 is the only grade to meet the growth requirement (-0.97). Grade 8 (-1.09) and Keystone (-3.82) test takers did not meet the growth requirement.
Link-It Benchmark	During the winter assessment of 10th grade students who will take the Keystone Literature assessment in 2024, 36% of the students are projected to either score proficient or advanced.
DIBELS	Students are scoring better on DIBELS than they are on PSSA
DIBELS	In 3rd grade 63% of students are at our above benchmark. 42% of studnets in 4th are at or above benchmark. 45% of 5th graders are at or above benchmark. 65% of 6th graders are at or above benchmark.

### English Language Arts Summary

#### Strengths

78% of Kindergarten, 81% of 1st graders, 69% of 2nd graders are at or above benchmark. 81
In 23/24, during the winter assessment of 10th grade students who will take the Keystone Literature assessment, 36% of the students are projected to either score proficient or advanced.

#### Challenges

In 23/24, Grade 7 is the only grade to meet the growth requirement (-0.97). Grade 8 (-1.09) and Keystone (-3.82) test takers did not meet the growth requirement.
Less than 50% of all 4th and 5th graders are at benchmark.

### Mathematics

Data	Comments/Notable Observations
PVAAS	In 23/24 grade 7 (2.18) significantly exceeded the growth measure and grade 8 (-0.98) met the growth standard. The Keystone Algebra 1 (-3.39) students did not meet the growth standard.
Link-It Benchmark	In the winter of 23/24, 4% of students in grade 7, 20% of students in grade 8, and 8% of students in Algebra 1 are projected to be proficient or advanced on the state assessment in the Spring.
Acadience Data	80% of 1st grade, 76% of 2nd grade, 57% of third grade, 75% of 4th grade, 70% of 5th grade and 67% of 6th grade studnets are above benchmark.

## Mathematics Summary

### Strengths

In 23/24 grade 7 (2.18) significantly exceeded the growth measure and grade 8 (-0.98) met the growth standard.
In 23/24 students taking the Acadience benchmark in 1st grade had a 9% percent increase, 4th grade 15% increase, 5th grade 19% increase instudents at or above benchmark.

### Challenges

In the winter of 23/24, 4% of students in grade 7, 20% of students in grade 8, and 8% of students in Algebra 1 are projected to be proficient or advanced on the state assessment in the Spring.
In 23/24 only 1% of studnets in 2nd grade and 5% of studnets in 6th grade were at benchmark in Acadience.
In 23/24 we lost 5% of our students at benchmark on the Acadience.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PVAAS	In 23/24, students who took the PSSA Science Grade 8 (2.01) significantly exceeded the growth standard.
PVAAS	In 23/24, students who took the Keystone Biology (-2.19) significantly did not meet the growth standard.
Link-It Benchmark	In the winter of 23/24, 46% of students in grade 8 and 50% of students in Biology are projected to be proficient or advanced on the state assessment in the Spring.

## Science, Technology, and Engineering Education Summary

### Strengths

In 23/24, students who took the PSSA Science Grade 8 (2.01) significantly exceeded the growth standard.
In 23/24 85% of students taking the Science PSSA showed growth which is 11% higher than the State average.

### Challenges

In 23/24, students who took the Keystone Biology (-2.19) significantly did not meet the growth standard.
In 23/24 100% of students in grades 3-6 showed growth in both Reading and Math but only 85% of students in 4th grade showed growth in Science.





## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	In 23/24, 97.1% of high school students met the performance standard which is 5.7% greater than the state average.
Graduation Rate	The four year cohort graduation rate is 92.9%. This is 0.5% above the state average.
Career Standards Benchmark	In 23/24, 97.1% of students met the performance standard, which is 0.9% lower than the statewide performance standard.
Industry-Based Learning	In 23/24, 34.8% of students met the standard for industry-based learning, which is 4.4% lower than the state average.
Career Standards/Education Benchmark	In 23/24, 100% of elementary students met the performance standard.

### 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

## Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Partnering Institution

Penn Highlands Community College

### Agreement Type

Dual Credit

### Program/Course Area

Honors Government, Honors English, Public Speaking

### Uploaded Files

Penn Highlands Agrmt.pdf

### Partnering Institution

Mount Aloysius

### Agreement Type

Dual Credit

### Program/Course Area

Chemistry 1, Applied Physics

### Uploaded Files

Mt. Aloysius Agrmt.pdf

### Partnering Institution

St. Francis University

**Agreement Type**

Dual Credit

**Program/Course Area**

Biology

**Uploaded Files**

St. Francis Agrmt.pdf

**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.

In 23/24, 97.1% of students met the performance standard which is 5.7% greater than the state average.
The four year cohort graduation rate is 92.9%. This is 0.5% above the state average.

**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.

In 23/24, 97.1% of students met the performance standard which is 0.9% lower than the statewide performance standard.
In 23/24, 34.8% of students met the standard for industry-based learning, which is 4.4% lower than the state average.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
ELA Achievement Data	In 2017-18 school year, the high school was in the 80th percentile statewide for students with disabilities in ELA. In the 2022-23 school year, we have dropped to the 31st percentile.
Science Achievement Data	In 2017-18 school year, the high school was in the 96th percentile statewide for students with disabilities in Science. In the 2022-23 school year, we have dropped to the 7th percentile.
Math Achievement Data	In 2022-23 school year, the high school was in the 19th percentile statewide for students with disabilities in math achievement. This is an increase from 2018-19 when we were in the 1st percentile statewide but still among the lowest in the state.
ELA Achievement Data	In 2022-23 school year, school-wide we were in the 22nd percentile for achievement in ELA, however students with disabilities were in the 31st percentile statewide which is a 9 point increase.
Math Achievement Data	In the 2022–23 school year, school-wide, we were in the 16th percentile for achievement in Math statewide, however students with disabilities were in the 19th percentile statewide, which is a 3 point increase.
ELA PSSA Data (3-6)	In 23/24, only 14.3% of students with disabilities were proficient or advanced; this is a 1.8% drop from the 22/23 school year.
Math PSSA Data (3-6)	In 23/24, only 5.7% of students with disabilities were proficient or advanced; this is a 5 % drop from the 22/23 school year.

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	Students of Combined Ethnicity in grades 3-6 in ELA improved by 4.6% from the 22/23 school year to the 23/24 school year
2 or More Races	Students of Combined Ethnicity in grades 3-6 in Math improved by 19.3% from the 22/23 school year to the 23/24 school year

### 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.

In 2022-23 school year, school-wide we were in the 22nd percentile for achievement in ELA, however students with disabilities were in the 31st percentile statewide which is a 9 point increase.
In 2022-23 school year, school-wide we were in the 16th percentile for achievement in Math statewide, however students with disabilities were in the 19th percentile statewide which is a 3 point increase.
Students of Combined Ethnicity in grades 3-6 in ELA improved by 4.6% from the 22/23 school year to the 23/24 school year
Students of Combined Ethnicity in grades 3-6 in Math improved by 19.3% from the 22/23 school year to the 23/24 school year

#### 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.

In 2017-18 school year, the high school was in the 61st percentile statewide for economically disadvantaged students in Math. In the 2022-23 school year, we have dropped to the 22nd percentile.
In 2018-19 school year, the high school was in the 71st percentile statewide for economically disadvantaged students in ELA. In the 2022-23 school year, we have dropped to the 23rd percentile.

In 2022-23 school year, the high school was in the 19th percentile statewide for students with disabilities in math achievement. This is an increase from 2018-19 when we were in the 1st percentile statewide but still among the lowest in the state.

In 2017-18 school year, the high school was in the 80th percentile statewide for students with disabilities in ELA. In the 2022-23 school year, we have dropped to the 31st percentile.

**Designated Schools**

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This plan will be reviewed in preparation for our comprehensive plan.
Title 1 Program	This plan will be reviewed in preparation for our comprehensive plan.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	This plan will be reviewed in preparation for our comprehensive plan.
Technology Plan	N/A
English Language Development Programs	N/A

## Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Our Title I Plan is directly linked to our academic goals and performance standards.
Our Title I Plan contributes to our professional development efforts, and family engagement activities.
Our special education plan guides our efforts to support students with disabilities.
Our 339 plan ensures that we work with all students in the area of career development.

## 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.

Implementing the special education plan has become more difficult as staffing issues persist.
Funding challenges are impacting our ability to obtain needed resources.



## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Empowering Leadership for District Improvement: District Leadership Fosters a vision and culture of high expectations for success for all students, educators, and families. These goals are accomplished through our multi-tiered system of support and our school-wide positive behavior interventions and supports in grades K–6; they are fully implemented.

Focus on Continuous Improvement of Instruction: Our district leadership provides the tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence-based, differentiated, individualized, and informed by data-based planning and reflection. All resources used in Tier 1, Tier 2, and Tier 3 Instruction are evidence-based. Data is reviewed every 2 weeks for students who are basic or below basic in Tier 2 and Tier 3. Student data for students who are proficient or advanced is reviewed every 4 weeks. This happens in all reading and math for students in grades K–2.

Provide student-centered supports so that all students are ready to learn. The district leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to our school to maintain a positive climate conducive to learning. These are all accomplished through the SWBPIS program, responses, early interventions, and assessments in grades K–6.

Implement data-driven human capital strategies: Our district implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills, and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities. The district utilizes 2 instructional coaches who provide daily professional learning and development in grades K–6. In addition, the district has a professional development team that reviews and provides staff with the necessary trainings needed to maintain a productive and effective learning environment for all students.

## Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Organize and allocate resources and services strategically and fairly. Our district is organized and allocates resources to our school based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve our district's goals and priorities. We currently experiencing a budget crisis that has the potential to present multiple challenges for the district moving forward.

## 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
In 23/24, 74.6% of our elementary school students were proficient or advanced on the Science PSSA. This was 15.4% above the state average.	False
In 23/24, 100% of ALL elementary school students showed growth on the ELA PSSA. This was 24.6% above the state average.	True
In 23/24, 100% of ALL elementary school students showed growth on the Math PSSA. This was 25.1% above the state average.	True
In 23/24, 74.6% of our elementary school students were proficient or advanced on the Science PSSA. This was 15.4% above the state average.	False
In 23/24, 74.6% of our elementary school students were proficient or advanced on the Science PSSA. This was 15.4% above the state average.	False
78% of Kindergarten, 81% of 1st graders, 69% of 2nd graders are at or above benchmark. 81	False
In 23/24, 74.0% of our high school students met the growth standard for the Biology Keystone. This was 4.0% greater than the statewide growth standard.	False
In 23/24, our Math/Algebra 1 achievement score for our economically disadvantaged high school students was 30.4%. This was 2.2% higher than the previous year.	False
In 23/24, during the winter assessment of 10th grade students who will take the Keystone Literature assessment, 36% of the students are projected to either score proficient or advanced.	False
In 23/24 grade 7 (2.18) significantly exceeded the growth measure and grade 8 (-0.98) met the growth standard.	False
In 23/24, students who took the PSSA Science Grade 8 (2.01) significantly exceeded the growth standard.	True
In 23/24, the growth score for Economically Disadvantaged students on the ELA PSSA was 95%. This was 19.6% higher than the state average.	False
Our Title I Plan is directly linked to our academic goals and performance standards.	False
Our Title I Plan contributes to our professional development efforts, and family engagement activities.	False
Our special education plan guides our efforts to support students with disabilities.	False
In 23/24, our elementary school Math Growth Score was 100%. This was 25.1% higher than state average.	False
In 23/24, 97.1% of students met the performance standard which is 5.7% greater than the state average.	False

The four year cohort graduation rate is 92.9%. This is 0.5% above the state average.	True
In 2022-23 school year, school-wide we were in the 22nd percentile for achievement in ELA, however students with disabilities were in the 31st percentile statewide which is a 9 point increase.	False
In 2022-23 school year, school-wide we were in the 16th percentile for achievement in Math statewide, however students with disabilities were in the 19th percentile statewide which is a 3 point increase.	False
In 23/24 85% of students taking the Science PSSA showed growth which is 11% higher than the State average.	False
Students of Combined Ethnicity in grades 3-6 in ELA improved by 4.6% from the 22/23 school year to the 23/24 school year	False
Students of Combined Ethnicity in grades 3-6 in Math improved by 19.3% from the 22/23 school year to the 23/24 school year	False
Empowering Leadership for District Improvement: District Leadership Fosters a vision and culture of high expectations for success for all students, educators, and families. These goals are accomplished through our multi-tiered system of support and our school-wide positive behavior interventions and supports in grades K–6; they are fully implemented.	False
Focus on Continuous Improvement of Instruction: Our district leadership provides the tools, systems, and structures to ensure effective, standards-aligned instructional programs that are evidence-based, differentiated, individualized, and informed by data-based planning and reflection. All resources used in Tier 1, Tier 2, and Tier 3 Instruction are evidence-based. Data is reviewed every 2 weeks for students who are basic or below basic in Tier 2 and Tier 3. Student data for students who are proficient or advanced is reviewed every 4 weeks. This happens in all reading and math for students in grades K–2.	False
Provide student-centered supports so that all students are ready to learn. The district leadership supports school communities to remove barriers to learning and enhance opportunities for academic success, social and emotional development, and the health and wellness of all students. The district provides ongoing guidance and support to our school to maintain a positive climate conducive to learning. These are all accomplished through the SWBPIS program, responses, early interventions, and assessments in grades K–6.	False
Implement data-driven human capital strategies: Our district implements and maintains a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students. District leaders, school leaders, teachers, and support staff acquire, enhance, and refine the knowledge, skills, and practices necessary to create and support high levels of learning for all students through high-quality, embedded professional learning opportunities. The district utilizes 2 instructional coaches who provide daily professional learning and development in grades K–6. In addition, the district has a professional development team that reviews and provides staff with the necessary trainings needed to maintain a productive and effective learning environment for all students.	False

In 23/24 students taking the Acadience benchmark in 1st grade had a 9% percent increase, 4th grade 15% increase, 5th grade 19% increase instudents at or above benchmark.	False
Our 339 plan ensures that we work with all students in the area of career development.	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
In 23/24, our elementary school ELA PSSA Score was 46.5%. This was 7.4% points below the state average.	True
n 23/24, our elementary school Math PSSA Score was 31.8%. This was 8.4% points below the state average.	True
In 23/24, Students with Disabilities 65.3% of students were not chronically absent. This is a 4.5% decline from the previous year.	False
In 23/24, 46.5% of our high school students with disabilities scores 4.8% on the ELA PSSA and 4.8% on the Math PSSA. This is a significant drop from our 10.86% average over the last 5 years.	True
In the winter of 23/24, 4% of students in grade 7, 20% of students in grade 8, and 8% of students in Algebra 1 are projected to be proficient or advanced on the state assessment in the Spring.	True
Based on the overall growth score if If the number of proficent students increased by 7.4 % based on the growth score we would see an improvement.	False
Based on the overall growth score if If the number of proficent students increased by 8.4 % based on the growth score we would see an improvement.	False
In 23/24, 52.1% of our high school students were proficient or advanced on the Literature Keystone. This was 1.8% below the state average.	False
In 23/24, Grade 7 is the only grade to meet the growth requirement (-0.97). Grade 8 (-1.09) and Keystone (-3.82) test takers did not met the growth requirement.	False
In 23/24, students who took the Keystone Biology (-2.19) significantly did not meet the growth standard.	False
Less than 50% of all 4th and 5th graders are at benchmark.	False
In 23/24 only 1% of studnets in 2nd grade and 5% of studnets in 6th grade were at benchmark in Acadience.	False
In 23/24 we lost 5% of our students at benchmark on the Acadience.	False
Implementing the special education plan has become more difficult as staffing issues persist.	False
Funding challenges are impacting our ability to obtain needed resources.	False
In 23/24, 97.1% of students met the performance standard which is 0.9% lower than the statewide performance standard.	False

In 23/24, 34.8% of students met the standard for industry-based learning, which is 4.4% lower than the state average.	False
In 2017-18 school year, the high school was in the 61st percentile statewide for economically disadvantaged students in Math. In the 2022-23 school year, we have dropped to the 22nd percentile.	False
In 2018-19 school year, the high school was in the 71st percentile statewide for economically disadvantaged students in ELA. In the 2022-23 school year, we have dropped to the 23rd percentile.	False
In 2022-23 school year, the high school was in the 19th percentile statewide for students with disabilities in math achievement. This is an increase from 2018-19 when we were in the 1st percentile statewide but still among the lowest in the state.	False
Organize and allocate resources and services strategically and fairly. Our district is organized and allocates resources to our school based on the analysis of a variety of data that is disaggregated by student groups to determine district and school needs. Fiscal resources from local, state, and federal programs are used strategically and equitably to achieve our district's goals and priorities. We currently experiencing a budget crisis that has the potential to present multiple challenges for the district moving forward.	False
In 23/24 100% of students in grades 3-6 showed growth in both Reading and Math but only 85% of students in 4th grade showed growth in Science.	False
In 2017-18 school year, the high school was in the 80th percentile statewide for students with disabilities in ELA. In the 2022-23 school year, we have dropped to the 31st percentile.	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.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In 23/24, our elementary school ELA PSSA Score was 46.5%. This was 7.4% points below the state average.	Due to the ongoing teacher shortage and challenges we face with teacher retention, we are experiencing lower test scores. The frequent staff turnover has made it difficult for educators to develop expertise in specific skills/ subject areas.	True
In 23/24, our elementary school Math PSSA Score was 31.8%. This was 8.4% points below the state average.	Due to the ongoing teacher shortage and challenges we face with teacher retention, we are experiencing lower test scores. The frequent staff turnover has made it difficult for educators to develop expertise in specific skills/ subject areas.	True
In 23/24, 46.5% of our high school students with disabilities scores 4.8% on the ELA PSSA and 4.8% on the Math PSSA. This is a significant drop from our 10.86% average over the last 5 years.	A likely root cause is the lack of consistent, targeted interventions and data-driven instruction specific to student needs. Furthermore, curriculum alignment and mapping may not clearly identify learning progressions and gaps, resulting in repeated teaching of skills already mastered or missed opportunities to address critical foundational math concepts.	True
In the winter of 23/24, 4% of students in grade 7, 20% of students in grade 8, and 8% of students in Algebra 1 are projected to be proficient or advanced on the state assessment in the Spring.	A primary root cause is likely insufficient curriculum alignment and limited use of data-driven instructional strategies, resulting in gaps in foundational math skills. Teachers may also need more professional development on using benchmark assessments effectively to target and address specific learning deficiencies. Additionally, instructional pacing may not adequately address students' prerequisite skill gaps, leading to persistent struggles in mastering Algebra 1 content.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
In 23/24, 100% of ALL elementary school students showed growth on the ELA PSSA. This was 24.6% above the state average.	Over the past three years, our elementary school has transitioned to a fully data-driven instructional model. To support student achievement, we have implemented two 30-minute intervention periods - one for math and one for reading - in grades K-2, in addition to 30 additional minutes dedicated to Tier 3 intervention periods. We are now in the second year of employing instructional coaches who collaborate with teachers daily through a scheduled Professional

	Learning Community (PLC) sessions. As we continue to enhance our support structures, we are actively working towards becoming a Multi-Tiered System of Supports (MTSS) school.
In 23/24, 100% of ALL elementary school students showed growth on the Math PSSA. This was 25.1% above the state average.	Over the past three years, our elementary school has transitioned to a fully data-driven instructional model. To support student achievement, we have implemented two 30-minute intervention periods - one for math and one for reading - in grades K-2, in addition to 30 additional minutes dedicated to Tier 3 intervention periods. We are now in the second year of employing instructional coaches who collaborate with teachers daily through a scheduled Professional Learning Community (PLC) sessions. As we continue to enhance our support structures, we are actively working towards becoming a Multi-Tiered System of Supports (MTSS) school.
In 23/24, students who took the PSSA Science Grade 8 (2.01) significantly exceeded the growth standard.	Our success in the Grade 8 Science PSSA, where students significantly exceeded the growth standard, demonstrates the effectiveness of our instructional strategies, targeted interventions, and the alignment of curriculum with state standards in science. We can leverage these proven instructional practices by replicating them in mathematics classrooms, particularly in Grade 7 and Algebra 1, where proficiency projections remain low. Specifically, we should analyze the effective instructional methods, hands-on approaches, and data-informed practices used in science and adapt them to support student growth in mathematics. Expanding professional collaboration across content areas can help share best practices, ultimately leading to improved proficiency outcomes in mathematics.
The four year cohort graduation rate is 92.9%. This is 0.5% above the state average.	We can leverage these successful strategies by applying them earlier in students' academic journeys, particularly targeting students struggling in Grade 7 mathematics and Algebra 1. By replicating the individualized supports, monitoring, and interventions that contribute to our strong graduation outcomes, we can proactively address academic challenges in mathematics, thus improving proficiency and better preparing students for academic success.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our goal is to provide ongoing professional development for teachers through the support of instructional coaches. We are continually refining our recently adopted reading series while ensuring the delivery of differentiated instruction to meet the diverse needs of all students.
	Our goal is to provide ongoing professional development for teachers through the support of instructional coaches. We are continually refining our recently adopted math series while ensuring the delivery of differentiated instruction to meet the diverse needs of all students.



	We must provide professional development and structured support for educators to consistently apply differentiated instructional strategies and utilize formative assessment data effectively, especially to improve outcomes for students with disabilities in English Language Arts and Mathematics.
	We need to implement consistent, data-driven instructional practices and targeted interventions in Grade 7 Mathematics and Algebra 1 to address foundational skill gaps, improve curriculum alignment, and better support educators in delivering effective instruction.

## Goal Setting

**Priority:** Our goal is to provide ongoing professional development for teachers through the support of instructional coaches. We are continually refining our recently adopted reading series while ensuring the delivery of differentiated instruction to meet the diverse needs of all students.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the 27/28 school year, the elementary school ELA PSSA achievement score will be at or above the state average.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Elementary ELA PSSA Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Within 5% of the state average	Within 2.5% of the state average	By the 27/28 school year, the elementary school ELA PSSA achievement score will be at or above the state average.

**Priority:** Our goal is to provide ongoing professional development for teachers through the support of instructional coaches. We are continually refining our recently adopted math series while ensuring the delivery of differentiated instruction to meet the diverse needs of all students.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
The elementary school Math PSSA achievement score will be within 1% of the state average.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Elementary Math PSSA		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Within 5% of the state average	Within 2.5% of the state average	The elementary school Math PSSA achievement score will be within 1% of the state average.

**Priority:** We must provide professional development and structured support for educators to consistently apply differentiated instructional strategies and utilize formative assessment data effectively, especially to improve outcomes for students with disabilities in English Language Arts and Mathematics.

<b>Outcome Category</b>
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Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the 2027-28 school year, the percentage of high school students with disabilities scoring Proficient or Advanced on the ELA and Math PSSA will increase from 4.8% to 15%, bringing proficiency levels back above the five-year historical average.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
HS ELA/Math Supports for Disabilities		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Year 1 (2025-26): Increase proficiency to 8%.	Year 2 (2026-27): Increase proficiency to 12%.	By the end of the 2027-28 school year, the percentage of high school students with disabilities scoring Proficient or Advanced on the ELA and Math PSSA will increase from 4.8% to 15%, bringing proficiency levels back above the five-year historical average.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the 2027-28 school year, 100% of courses in Math and ELA will have curriculum maps aligned to state standards, clearly identifying skill progressions and eliminating content gaps between grade levels.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
HS Curriculum Alignment		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Year 1 (2025-26): Complete curriculum mapping and alignment for all Math courses (grades 7-12), ensuring alignment to state standards.	Year 2 (2026-27): Complete curriculum mapping and alignment for all ELA courses (grades 7-12), ensuring alignment to state standards.	By the end of the 2027-28 school year, 100% of courses in Math and ELA will have curriculum maps aligned to state standards, clearly identifying skill progressions and eliminating content gaps between grade levels.

**Priority: We need to implement consistent, data-driven instructional practices and targeted interventions in Grade 7 Mathematics and Algebra 1 to address foundational skill gaps, improve curriculum alignment, and better support educators in delivering effective instruction.**

<b>Outcome Category</b>
Mathematics
<b>Measurable Goal Statement (Smart Goal)</b>
By the end of the 2027-28 school year, the percentage of students projected to score Proficient or Advanced in Grade 7 Math and Algebra 1 will increase from the current 4% (Grade 7) and 8% (Algebra 1) to at least 30% in each grade, as measured by the Link-It Benchmark assessments winter assessment.

Measurable Goal Nickname (35 Character Max)		
HS Data-Driven Math Instruction		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2025-26): Increase to 15% proficiency in both Grade 7 and Algebra 1.	Year 2 (2026-27): Increase to 22% proficiency in both Grade 7 and Algebra 1.	By the end of the 2027-28 school year, the percentage of students projected to score Proficient or Advanced in Grade 7 Math and Algebra 1 will increase from the current 4% (Grade 7) and 8% (Algebra 1) to at least 30% in each grade, as measured by the Link-It Benchmark assessments winter assessment.

## Action Plan

### Measurable Goals

Elementary Math PSSA	HS ELA/Math Supports for Disabilities
Elementary ELA PSSA Goal	HS Curriculum Alignment
HS Data-Driven Math Instruction	

### Action Plan For: Action Plan for Curriculum Mapping Alignment to State Standards

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the 27/28 school year, the elementary school ELA PSSA achievement score will be at or above the state average.</li> <li>The elementary school Math PSSA achievement score will be within 1% of the state average.</li> <li>By the end of the 2027-28 school year, 100% of courses in Math and ELA will have curriculum maps aligned to state standards, clearly identifying skill progressions and eliminating content gaps between grade levels.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Conduct an Initial Audit of Existing Math Curriculum (Grades 7-12)		2025-07-01	2025-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Brian Randall. Principal IU08 Support	Time allocation for meetings, access to state standards, curriculum mapping templates, and IU08 support	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Develop and Align Math Curriculum Maps (Grades 7-12)		2025-09-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
IU08 Support Person	Curriculum mapping tools, collaborative planning time, substitute teachers	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Conduct an Initial Audit of Existing ELA Curriculum (Grades 7-12)		2026-08-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
IU08 Support Person	Time allocation for meetings, access to state standards, curriculum mapping templates, and IU08 support	Yes	Yes
Action Step		Anticipated Start/Completion Date	

Develop and Align ELA Curriculum Maps (Grades 7-12)		2026-10-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
IU08 Support Person	Curriculum mapping tools, collaborative planning time, substitute teachers	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Conduct a Comprehensive Review of All Curriculum Maps		2027-08-01	2028-05-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Brian Randall, Principal	Teacher collaboration time, student assessment data, instructional feedback, substitute teachers	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Continue to audit our existing ELA curriculum while developing a standards aligned curriculum map (Grades K-6)		2025-02-03	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Jen Stiffler, ELA Instructional Coach	Time allocation for meetings, access to state standards, curriculum mapping templates, and IU08 support	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Continue to audit our existing Math curriculum while developing a standards aligned curriculum map (Grades K-6)		2025-09-01	2027-05-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Michelle Miller, Math Instructional Coach	Time allocation for meetings, access to state standards, curriculum mapping templates, and IU08 support	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Identification of existing content gaps and redundancies Report summarizing findings Completed curriculum maps for all Math and ELA courses	Brian Randall, Principal, Monthly Michelle LaRose, Principal, Monthly, Team Meetings and Classroom Observations

### Action Plan For: Increasing Proficiency in Mathematics

<b>Measurable Goals:</b>
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- By the end of the 2027-28 school year, the percentage of students projected to score Proficient or Advanced in Grade 7 Math and Algebra 1 will increase from the current 4% (Grade 7) and 8% (Algebra 1) to at least 30% in each grade, as measured by the Link-It Benchmark assessments winter assessment.
- The elementary school Math PSSA achievement score will be within 1% of the state average.

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement Data-Driven Instructional Practices		2025-08-01	2028-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Brian Randall, Principal	Link-It Benchmark data, formative assessments, lesson planning time, professional development time	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Establish a Target Math Intervention Program during the WIN Block		2025-09-01	2028-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
7th/8th Grade Mathematics Teachers	Diagnostic assessments, Link-it data	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement a Problem-Solving and Real-World Application Focus in Math Instruction		2026-01-26	2028-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
7th,8th, 9th, and 10th grade mathematics teachers	Training on the PLTW programming, PLTW curriculum, project-based learning materials	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Conduct Quarterly Data Reviews and Adjust Instructional Strategies		2026-02-13	2028-06-26
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Brian Randall, Principal Math Department Head	Link-It Benchmark data, student progress reports, meeting time	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Monthly data meetings to review student progress at the Elementary School		2025-09-01	2028-05-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Michelle Miller, Math Instructional Coach	Benchmark data, formative assessments, lesson planning time, professional development time	No	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers consistently using benchmark data to adjust lesson plans Increased use of formative assessments to track student growth	Department Chairs, Monthly, via Department meetings Principal, bi-annually, observation and evaluation meeting Instructional Coaches, Monthly, Data Meetings

### Action Plan For: Improving Proficiency of High School Students with Disabilities in ELA and Math PSSA

Measurable Goals:
<ul style="list-style-type: none"> <li>By the end of the 2027-28 school year, the percentage of high school students with disabilities scoring Proficient or Advanced on the ELA and Math PSSA will increase from 4.8% to 15%, bringing proficiency levels back above the five-year historical average.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Identify and Analyze Student Data to Target Instruction		2025-08-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Special Education Coordinator Special Education Teachers General Education Teacher	State assessment data, Link-It benchmark data, progress monitoring, meeting time	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement Targeted Small-Group Instruction in ELA and Math during WIN period		2025-10-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Special Education Teachers	Differentiated instructional materials, small-group learning lesson plans, flexible scheduling	No	Yes
Action Step		Anticipated Start/Completion Date	
Provide Professional Development for Teachers on Evidence-Based Instructional Strategies		2026-01-02	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?



Brian Randall, Principal	PD facilitators, instructional coaching, teacher collaboration and meeting time	Yes	Yes
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Identification of students most in need of targeted instruction Creation of individualized improvement plans Improved instructional practices and classroom management	Principal, Monthly, Walkthroughs and reviewing lesson plans

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Action Plan for Curriculum Mapping Alignment to State Standards	Conduct an Initial Audit of Existing Math Curriculum (Grades 7-12)
Action Plan for Curriculum Mapping Alignment to State Standards	Develop and Align Math Curriculum Maps (Grades 7-12)
Action Plan for Curriculum Mapping Alignment to State Standards	Conduct an Initial Audit of Existing ELA Curriculum (Grades 7-12)
Action Plan for Curriculum Mapping Alignment to State Standards	Develop and Align ELA Curriculum Maps (Grades 7-12)
Action Plan for Curriculum Mapping Alignment to State Standards	Conduct a Comprehensive Review of All Curriculum Maps
Action Plan for Curriculum Mapping Alignment to State Standards	Continue to audit our existing ELA curriculum while developing a standards aligned curriculum map (Grades K-6)
Action Plan for Curriculum Mapping Alignment to State Standards	Continue to audit our existing Math curriculum while developing a standards aligned curriculum map (Grades K-6)
Increasing Proficiency in Mathematics	Implement Data-Driven Instructional Practices
Increasing Proficiency in Mathematics	Establish a Target Math Intervention Program during the WIN Block
Increasing Proficiency in Mathematics	Implement a Problem-Solving and Real-World Application Focus in Math Instruction
Increasing Proficiency in Mathematics	Conduct Quarterly Data Reviews and Adjust Instructional Strategies
Improving Proficiency of High School Students with Disabilities in ELA and Math PSSA	Identify and Analyze Student Data to Target Instruction
Improving Proficiency of High School Students with Disabilities in ELA and Math PSSA	Provide Professional Development for Teachers on Evidence-Based Instructional Strategies

### Curriculum Mapping

Action Step
<ul style="list-style-type: none"> <li>• Conduct an Initial Audit of Existing Math Curriculum (Grades 7-12)</li> <li>• Develop and Align Math Curriculum Maps (Grades 7-12)</li> <li>• Conduct an Initial Audit of Existing ELA Curriculum (Grades 7-12)</li> <li>• Develop and Align ELA Curriculum Maps (Grades 7-12)</li> </ul>

<ul style="list-style-type: none"> <li>• Conduct a Comprehensive Review of All Curriculum Maps</li> <li>• Continue to audit our existing ELA curriculum while developing a standards aligned curriculum map (Grades K-6)</li> <li>• Continue to audit our existing Math curriculum while developing a standards aligned curriculum map (Grades K-6)</li> </ul>		
<b>Audience</b>		
K-12 Professional Staff		
<b>Topics to be Included</b>		
Standards aligned curriculum mapping for math and ELA		
<b>Evidence of Learning</b>		
A standards-aligned well developed curriculum map for every course in math and ELA		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
IU Support Personnel, Building Principals, Special Education Facilitator	2025-07-01	2027-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1f: Designing Student Assessments</li> <li>• 4d: Participating in a Professional Community</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 4e: Growing and Developing Professionally</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Increasing Proficiency in Mathematics through Data Driven Instructional Practices

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• Implement Data-Driven Instructional Practices</li> <li>• Identify and Analyze Student Data to Target Instruction</li> <li>• Establish a Target Math Intervention Program during the WIN Block</li> <li>• Provide Professional Development for Teachers on Evidence-Based Instructional Strategies</li> <li>• Implement a Problem-Solving and Real-World Application Focus in Math Instruction</li> <li>• Conduct Quarterly Data Reviews and Adjust Instructional Strategies</li> </ul>

<b>Audience</b>		
K-12 Professional Staff		
<b>Topics to be Included</b>		
Evidenced based instructional practices as well as using and interpreting data to inform decisions		
<b>Evidence of Learning</b>		
Increased PSSA and Keystone scores Increased Benchmark Scores Proficient Ratings on Teacher Evaluations		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building Principals, Deans, and Instructional Coaches	2025-06-01	2027-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Classroom/school visitation	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>4b: Maintaining Accurate Records</li> <li>4a: Reflecting on Teaching</li> <li>1b: Demonstrating Knowledge of Students</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Book study	Quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2c: Managing Classroom Procedures</li> <li>2b: Establishing a Culture for Learning</li> </ul>	

- 4e: Growing and Developing Professionally
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 2d: Managing Student Behavior

**This Step Meets the Requirements of State Required Trainings**

Professional Ethics

## Communications Activities

Curriculum Mapping					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Conduct an Initial Audit of Existing Math Curriculum (Grades 7-12)</li> <li>Develop and Align Math Curriculum Maps (Grades 7-12)</li> <li>Conduct an Initial Audit of Existing ELA Curriculum (Grades 7-12)</li> <li>Develop and Align ELA Curriculum Maps (Grades 7-12)</li> <li>Conduct a Comprehensive Review of All Curriculum Maps</li> <li>Continue to audit our existing ELA curriculum while developing a standards aligned curriculum map (Grades K-6)</li> <li>Continue to audit our existing Math curriculum while developing a standards aligned curriculum map (Grades K-6)</li> </ul>	K-12 Professional Staff	Curriculum Mapping	Building Principals	06/01/2025	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			Monthly		

Increasing Proficiency in Mathematics through Data Driven Instructional Practices					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Implement Data-Driven Instructional Practices</li> <li>Establish a Target Math Intervention Program during the WIN Block</li> <li>Implement a Problem-Solving and Real-World Application Focus in Math Instruction</li> <li>Conduct Quarterly Data Reviews and Adjust Instructional Strategies</li> <li>Identify and Analyze Student Data to Target Instruction</li> <li>Implement Targeted Small-Group Instruction in ELA and Math during WIN period</li> <li>Provide Professional Development for Teachers on Evidence-Based Instructional Strategies</li> <li>Monthly data meetings to review student progress at the Elementary School</li> </ul>	K-12 Professional Staff	Increasing Proficiency in Mathematics through Data Driven Instructional Practices	Building Principals, Instructional Coaches, and Deans	06/01/2025	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			Monthly		

**Approvals & Signatures**

Uploaded Files

Chief School Administrator	Date