

**Midland Borough SD**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>	AUN	
Midland Borough School District	127045303	
<b>Address 1</b>		
173-7th Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Midland	PA	15059
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Sean Tanner		sean.tanner@midlandpa.org
<b>Single Point of Contact Name</b>		
Sarah Saut		
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<b>Single Point of Contact Phone Number</b>		
724-643-8650		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cheryl Williams	Board Member	MBSD Board of Directors	leo_ladi@yahoo.com
Sean Tanner	Administrator	MBSD Superintendent	sean.tanner@midlandpa.org
Sarah Saut	Administrator	MBSD Director of Curriculum and Compliance	sarah.saut@midlandpa.org
Beth Calahan	Staff Member	MBSD Nurse	beth.calahan@midlandpa.org
Breonna Kopac	Administrator	MBSD Director of Special Education	breonna.kopac@midlandpa.org
Katie Lucas	Staff Member	MBSD Learning Support Teacher	katie.lucas@midlandpa.org
Jen Miller	Community Member	the Center, Director	jen@midland.center
Chris Shovlin	Community Member	Lincoln Park Performing Arts Center, Director	chris.shovlin@lppac.org
Will Leavell	Staff Member	MBSD Student Services Director	will.leavell@midlandpa.org
Katie Parks	Staff Member	MBSD Guidance Counselor	katie.parks@midlandpa.org
Shane McCall	Parent	MBSD Parent	
Britney McCall	Parent	MBSD Parent	
Kristen Dawson	Parent	MBSD Parent	
RaeAnn Kennedy	Staff Member	MBSD Lower Elementary Teacher	raeann.kennedy@midlandpa.org
Theresa Marksteiner	Staff Member	MBSD Upper Elementary Teacher	theresa.marksteiner@midlandpa.org

## LEA Profile

The Midland Borough School District is the smallest school district in Beaver County with one building housing students K4-8 with an additional building containing our gymnasium and additional classrooms. School building enrollment is approximately 250 students. The low enrollment is contributed to the lack of employment and non-existing high school. The high school situation has been controversial and uncertain since Midland's high school closed in 1986. Currently students have the choice to attend charter schools and the district has a tuition agreement with neighboring school district Beaver Area High School.

Approximately 125 students attend Beaver, Lincoln Park Performing Arts Charter School and PA Cyber. The district encompasses an area of 1 square mile with a large portion of its district residents being senior citizens. The district exceeds the poverty rate of 32% and fluctuates between 70 - 90% from year to year. The district is a CEP school receiving 98% reimbursement through the NSLP. The district receives over 80% of its fund through state and federal programs with 1 mill of real estate state equating to approximately \$24,000.00. The school building is a focal point of the local community, hosting many community events for the student body and the families.

## Mission and Vision

### **Mission**

The mission of Midland Borough School is to provide an academic environment in which our children may reflect upon their heritage and prepare themselves for both the challenges of the 21 Century and their future success.

### **Vision**

We are committed to the strategy of educating all students to higher performance levels through an emphasis on high-quality instruction that will enable all students to use their minds well and become productive, responsible citizens

## Educational Values

### **Students**

The district welcomes three current 8th graders chosen from the prior school year's 7th grade class to serve as student representatives to the administrative team. One message typically echoes throughout the annual meetings: Students want a year that is filled with fun and free of "drama". They expect their peers to perform well academically and strive for success.

### **Staff**

Our staff values their students, colleagues and community. The Midland Elementary-School resides in the center of the community. Our school is a focal point of school events. Our staff expends countless hours volunteering for evening programs within our building as well as at "the Center" a community stakeholder. Our staff puts our students at the forefront of their day. The teachers and staff initiate countless fundraisers and collections to provide food, clothing and gifts to our families throughout the school year.

### **Administration**

One of the primary roles of the administration of Midland Borough School District's is to ensure the success of their staff and students. Another is to ensure the safety and well-being of our staff and students. We combine these roles with our mission and vision of ensuring every child has an equal opportunity for educational success and that our staff is provided with all the necessary teaching tools to guide and lead to student success. We educate students in grades K4 (four-year old Kindergarten) through eighth grade so ensuring the students are prepared to leave our district and transition another LEA after eighth grade is of utmost importance. The administration also prioritizes providing all stakeholders with the necessary skills to ensure student success is not only measured by standardized test scores, but also by the character, social and emotional well-being, and

### **Parents**

Administration and staff are always open and available for our students' parents. We believe that communication is key in a successful and safe educational environment for our student body. In addition to many parent-teacher conference days scheduled into the school calendar and meetings held whenever they are requested, the district gives parents an opportunity to share what is or is not working with bi-annual surveys. Responses are reviewed by administration and changes are made where appropriate. Our recent Fall 2022 survey asked the parents about student programs, curriculum, and programs funded through grant money. Responses were overall positive, with some critiquing the lack of extra curriculum activities, like sports. The general consensus was that parents want their children to be happy, healthy, and successful. Our parents provide the supportive link to the social, emotional and academic success of our students, their children. Our parents are hard-working, faith based community members.

### **Community**

Our school physically sits in the center of our community. When a church needs a place to hold service because of a fire or electric failure, they come to the school. When our community loses power and families need fed and housed, they come to our school. If a community member wants to know when trick or treat is taking place, needs a phone number, or when a celebratory event is taking place, they call our school. Our school is the community. We are fortunate to

partner with agencies that support our vision and mission to include the Center, a faith based after-school center, 4-Mile Day Care, The Lincoln Park Performing Arts Center, and others to provide educational services beyond academics, and far too many to count church denominations.

**Other (Optional)**

Omit selected.

## Future Ready PA Index

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

#### Strengths

Indicator	Comments/Notable Observations
All student group scoring proficient or advanced was higher than statewide average for the 2023 Science Assessments	
All student group meets the standard academic growth score for the 2023 Mathematics Assessments	
All student group meets the standard academic growth score for the 2023 Science Assessments	
All student group exceeds performance standard for College and Career Measures in 2022-2023 school year	
All student group academic growth score exceeded statewide average growth score for the 2024 ELA Assessments	Increase in academic growth score from 59.0 in 22-23 to 76.0 in 23-24.
All student group academic growth score met the standard demonstrating growth score for the 2024 Math Assessments	Maintaining statewide growth standard for third year in a row
All student group meets performance standard for career standards benchmark, exceeding statewide average	
All student group attendance increased from 2022-2023 to 2023-2024 school year	60.6% to 74.0% not chronically absent

#### Challenges

Indicator	Comments/Notable Observations
All student group did not meet interim goal/improvement target for the 2023 English Language Arts Assessment	
All student group did not meet interim goal/improvement target for the 2023 Mathematics Assessment	
All student group did not meet interim goal/improvement target for the 2023 Science Assessment	
All student group did not meet the standard academic growth score for the 2023 English Language Arts Assessments	While interim goal/improvement targets weren't met for any subject, growth was seen in other subject areas except ELA
All student group did not meet performance standard for regular attendance	New interventions put in place for 2023-2024 include automated notification system for student absences.
All student group did not meet statewide goal/improvement target, nor the statewide average for the 2024 ELA Assessments	
All student group did not meet statewide goal/improvement target, nor the statewide average for the 2024 Math Assessments	



All student group did not meet statewide goal/improvement target, nor the statewide average for the 2024 Science Assessments	Significant decline from 2023 scores
All student group did not meet the statewide growth standard for 2024 Science Assessments	
All student group did not meet statewide performance standard for attendance	

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

### Strengths

<b>Indicator</b> Economically Disadvantaged and Students with Disabilities attendance drastically increased for the 2023-2024 school year <b>Grade Level(s) and/or Student Group(s)</b> Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Economically Disadvantaged: 2022-2023: 53.8% - 2023-2024: 74.8% Students with Disabilities: 2022-2023: 48.7% - 2023-2024: 71.4%
<b>Indicator</b> Grades 5, 6, 7, and 8 meets or exceeds academic growth score for the 2024 Mathematics Assessment <b>Grade Level(s) and/or Student Group(s)</b> Grades 5, 6, 7, 8	<b>Comments/Notable Observations</b> Grade 7 was Well Above
<b>Indicator</b> Grades 6, 7, and 8 meets or exceeds academic growth score for the 2024 English Language Arts Assessment <b>Grade Level(s) and/or Student Group(s)</b> Grades 6, 7, and 8	<b>Comments/Notable Observations</b> Grade 7 was Above Grade 8 was Well Above
<b>Indicator</b> Grade 8 meets or exceeds academic growth score for the 2024 Science Assessment <b>Grade Level(s) and/or Student Group(s)</b> Grade 8	<b>Comments/Notable Observations</b>

### Challenges

<b>Indicator</b> Performance of students with disabilities have decreased when comparing 2023 and 2024 English Language Arts and Mathematics Assessments <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities	<b>Comments/Notable Observations</b> Insufficient sample for Science Number of students with diagnoses is increasing annually
<b>Indicator</b> Grade 4 did not meet academic growth score for the 2024 Mathematics Assessment	<b>Comments/Notable Observations</b>

<b>Grade Level(s) and/or Student Group(s)</b> Grade 4	Students transition to a new mathematics teacher between grade 3 and grade 4, higher expectations
<b>Indicator</b> Grade 4 and 5 did not meet academic growth score for the 2024 English Language Arts Assessment <b>Grade Level(s) and/or Student Group(s)</b> Grades 4 and 5	<b>Comments/Notable Observations</b> Students transition to a new ELA teacher between grade 3 and grade 4, higher expectations
<b>Indicator</b> Grade 4 did not meet academic growth score for the 2024 Science Assessment <b>Grade Level(s) and/or Student Group(s)</b> Grade 4	<b>Comments/Notable Observations</b> Students transition to a new science teacher between grade 3 and grade 4, higher expectations
<b>Indicator</b> Black student group scores significantly decreased in 2024 for ELA and Mathematics Assessments <b>Grade Level(s) and/or Student Group(s)</b> Black Ethnicity Group	<b>Comments/Notable Observations</b> Insufficient sample for science

## 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.

All student group academic growth score exceeded statewide average growth score for the 2024 ELA Assessments
All student group academic growth score met the standard demonstrating growth score for the 2024 Math Assessments
All student group meets performance standard for career standards benchmark, exceeding statewide average
All student group attendance increased from 2022-2023 to 2023-2024 school 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.

All student group did not meet statewide performance standard for attendance
All student group did not meet statewide goal/improvement target, nor the statewide average for the 2024 ELA Assessments
All student group did not meet statewide goal/improvement target, nor the statewide average for the 2024 Mathematics Assessments
All student group did not meet statewide goal/improvement target for the 2024 Science Assessments
Black student group scores significantly decreased in 2024 for ELA and Mathematics Assessments



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2022-2023 SY i-Ready Reading: Final Diagnostic Results found 56% of K-8 students were at or above grade level compared to 45% at the middle of the year diagnostic.	MOY Mid or Above - 12%; EOY - 39% MOY Grade Level - 13%; EOY - 17% MOY One grade level below - 50%; EOY - 27% MOY Two grade levels below - 12%; EOY - 6% MOY Three+ grade levels below - 14% - EOY 11%
2023-2024 SY i-Ready Reading: Mid-Year Diagnostic Results found 44% of K-8 students were at or above grade level compared to 19% at the beginning of the year diagnostic.	BOY Mid or Above - 8%; MOY - 22% BOY Grade Level - 11%; MOY - 22% BOY One grade level below - 49%; MOY - 37% BOY Two grade levels below - 15% - MOY - 9% BOY Three+ grade levels below - 18%; MOY - 11%
2022-2023 DIBELS: EOY Diagnostic Results found 74% of students grades K-6 were at or above grade level compared to 59% in the beginning of the year assessment.	BOY Well Below Benchmark - 17%; EOY - 13% BOY Below Benchmark - 23%; EOY - 13% BOY At Benchmark - 33%; EOY - 41% BOY Above Benchmark - 26% - 33%
2023-2024 SY DIBELS: EOY Diagnostic Results found 73% of students grades K-6 were at or above grade level compared to 54% in the beginning of the year	Well Below Benchmark BOY - 19%; MOY - 13%; EOY - 13% Below Benchmark BOY - 17%; MOY - 17%; EOY - 14% At Benchmark BOY - 41%; MOY - 42%; EOY - 37% Above Benchmark BOY - 23%; MOY - 28%; EOY - 36%
2024-2025 MOY Classroom Diagnostic Tool in Reading: 37% of 3-8 students scoring proficiently or advanced.	Under performing: 63% On track: 36% Exceeding: 1% This assessment compares performance to where a student should be at the end of that school year. MOY assessment was taken in December
2024-2025 MOY Classroom Diagnostic Tool in Writing: 35% of 3-8 students scoring proficiently or advanced.	Under performing: 65% On track: 34% Exceeding: 1% This assessment compares performance to where a student should be at the end of that school year. MOY assessment was taken in December

### English Language Arts Summary

#### Strengths

Newly implemented phonics and fluency program, Reading Horizons, started in 2022-2023 school year for grades K-6.
Literacy coach position created and implemented to work with small groups, whole groups, and teachers for grades K-8
Teachers attending further educational trainings, including Science of Reading and Implementing Reading Horizons.
Small class sizes in most grade levels, allows for identifying needs of students more effectively.

#### Challenges

One teacher teaches grades 6, 7, and 8 for English Language Arts.
One teacher teaches grades 4 and 5 English Language Arts.
Increase in mental health concerns in the student body and decrease in family engagement.
Large number of teachers retiring after 2024-2025 school year.

## Mathematics

Data	Comments/Notable Observations
2022-2023 SY i-Ready Math: Final Diagnostic Results found 50% of K-8 students were at or above grade level, as opposed to 12% at the middle of the year diagnostic.	MOY Mid or Above - 3%; EOY - 25% MOY Grade Level - 9%; EOY - 25% MOY One grade level below - 60%; EOY - 36% MOY Two grade levels below - 14%; EOY - 6% MOY Three+ grade levels below - 14% - EOY 8%
2023-2024 SY i-Ready Math: Mid-Year Diagnostic Results found 25% of K-8 students were at or above grade level, as opposed to 10% at the beginning of the year diagnostic.	BOY Mid or Above - 3%; MOY - 8% BOY Grade Level - 7%; MOY - 17% BOY One grade level below - 57%; MOY - 56% BOY Two grade levels below - 19% - MOY - 11% BOY Three+ grade levels below - 13%; MOY - 8%
2023-2024 SY Forefront: BOY Diagnostic Results found 58% of K-6 students were scoring proficiently, as opposed to 54% at the beginning of the year	Well Below BOY - 2%; EOY - 3% Below Basic BOY - 16%; EOY - 10% Basic BOY - 28%; EOY - 29% Proficient BOY 54%; EOY 58% Increase by seven students between BOY and EOY
2024-2025 SY Forefront Diagnostic BOY data: 59% of K-6 students scoring proficiently	BOY Proficient 2023-2024 - 54%
2024-2025 MOY Classroom Diagnostic Tool in Mathematics: 9% of 3-8 students scoring proficiently or advanced.	Under performing: 91% On track: 9% Exceeding: 0% This assessment compares performance to where a student should be at the end of that school year. MOY assessment was taken in December

## Mathematics Summary

### Strengths

Mathematics coach position created and implemented to work with small groups, whole groups, and teachers for grades K-8.
Small class sizes in most grade levels, allows for identifying needs of students more effectively.
Increase is being reflected in all local and statewide data.
New curriculum to be purchased starting the 2025-2026 school year, more aligned to state standards and passing efficacy studies

### Challenges

One teacher teaches grades 6, 7, and 8 Mathematics.
One teacher teaches grades 4 and 5 Mathematics.
Increase in mental health concerns in the student body.
Large number of teachers retiring after 2024-2025 school year.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All student group for proficient or advanced in 2023 Science PSSA (62.5%) did not meet interim statewide goal (83.0%), but was higher than the statewide average (58.9%)	Increase from 50% in 2022 Spring assessments to 62.5% in 2023 Spring assessments.

All student group 2023 Science academic growth score (72.0) exceeded the statewide growth standard of 70.0.	Slight decrease from 74.0 in 2022 Spring assessments to 72.0 in 2023 Spring assessments.
2024-2025 MOY Classroom Diagnostic Tool in Science: 40% of 3-8 students scoring proficiently or advanced.	Under performing: 60% On track: 37% Exceeding: 3% This assessment compares performance to where a student should be at the end of that school year. MOY assessment was taken in December

## Science, Technology, and Engineering Education Summary

### Strengths

Small class sizes in most grade levels, allows for identifying needs of students more effectively.
Staff attending several STEELS standards and Productive Talk professional development sessions throughout the 2022-2023 and 2023-2024 school year.
Curriculum mapping occurring throughout 2023-2024 school year for implementation based on STEELS standards for 2024-2025 school year.

### Challenges

Science teacher for grades 6, 7, and 8 also taught Social Studies for 2023-2024 school year.
Large number of teachers retiring after 2024-2025 school year.
Lacking local assessment data that we have for other subject areas of ELA and Mathematics until 2024-2025 school year

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
100% of all student group met career standards benchmark for 2022-2023 school year.	Increase from 96.4% during 2021-2022 school year.
All student group exceeded statewide average performance and statewide performance goal for career standards benchmark for 2022-2023 school year.	Statewide average performance was 89.6%; statewide performance standard was 98.0%
96% of all student group met career standards benchmark for 2023-2024 school year.	Decrease from 100% during 2022-2023 school year - one student did not complete
All student group exceeded statewide average performance for career standards benchmark for 2023-2024 school year.	Statewide average performance was 91.4%; statewide performance standard was 98.0%

### 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

**True** 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.

## 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.

New Smart Futures curriculum and full-time guidance counselor increased career standards benchmark performance.
Small class sizes in most grade levels allow for teachers and guidance counselor to increase frequency of career readiness objectives.
Middle school students in seventh and eighth grade attend multiple events in the career readiness fields (i.e., visits to the local CTC, spokespersons coming to discuss careers and pathways with them, etc.)
Eighth grade students are required to complete an eighth grade project focusing on career pathways as part of their promotion requirement.
Career Benchmark standard met at 100% for 2022-2023 school year

### 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.

Attendance leads to inconsistencies in students completing career readiness objectives at the same time.
Enrollments late in the year can affect students completing career readiness objectives.



## 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
Percent proficient or advanced decreased slightly from 20.0% in 2022 ELA PSSA assessments to 19.0% in 2023 ELA PSSA assessments for this student group.	Students in Special Education increased from 13.0% in 2022 to 15.2% in 2023.
Percent proficient or advanced decreased from 4.0% in 2022 Math PSSA assessments to 0.0% in 2023 Math PSSA assessments for this student group.	Extremely concerning data - 0% proficient or advanced Students in Special Education increased from 13.0% in 2022 to 15.2% in 2023.
Insufficient data from 2022 and 2023 Science PSSA assessments.	

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Percent proficient or advanced decreased from 49.9% in 2022 ELA PSSA assessments to 41.1% in 2023 ELA PSSA assessments for this student group.	Percentage of student body economically disadvantaged increased from 60.7% to 68.3% between 2022 and 2023.
Percent proficient or advanced increased from 15.3% in 2022 Math PSSA assessments to 21.6% in 2023 Math PSSA assessments for this student group.	Percentage of student body economically disadvantaged increased from 60.7% to 68.3% between 2022 and 2023.
Percent proficient or advanced increased from 36.0% in 2022 Science PSSA assessments to 54.5% in 2023 Science PSSA assessments for this student group.	Percentage of student body economically disadvantaged increased from 60.7% to 68.3% between 2022 and 2023. Science assessments would be entirely separate groups of students being assessed in 4th and 8th grades between school years. May account for some of the drastic change.

## Student Groups by Race/Ethnicity

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

### Summary

#### Strengths

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

Economically disadvantaged student group had gains in Mathematics and Science.
Drastic increase in performance in Science by students who are economically disadvantaged.

#### 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.

0% proficient or advanced in Mathematics for students with disabilities.
Economically disadvantaged student group is continuously increasing each year, increasing the needs of that group.
Students with disabilities subgroup is continuously increasing each year, increasing the needs of that group.

Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Special education numbers are continuously increasing - earlier intervention practices may be needed
Title 1 Program	Majority covers two full-time teacher's salaries and benefits
Student Services	Director of Student Services hired in 2020-2021
K-12 Guidance Plan (339 Plan)	NA - LEA contains only K4-8th grade
Technology Plan	
English Language Development Programs	NA - Contracted through BVIU

### Strengths

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

### 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.

## 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	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
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	Exemplary

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Exemplary
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	Operational

## 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.

Student-centered supports. The LEA's teachers and central, guidance, and nurse's offices make it a priority to ensure every student has the supports they need to succeed, including mental, physical, social and emotional, and educational supports. There are many community organizations and agencies that the LEA's
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staff works very closely with to provide the best supports possible for the student body. Starting during the 2022-2023 school year, the District's Guidance Counselor position was increased to full-time to be able to further meet the needs of the students.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers. The current staffing at the LEA consists of a large number of highly tenured and highly experienced educators. During the 2023-2024 school year, only two teachers have less than 3 years of experience.

Empowering Leadership. The LEA strives to foster communication between the school and parents and guardians. Through multiple climate surveys each year, and monthly parent-teacher conferences, families have ample opportunity to give feedback on programs, curriculum, etc. The District hosts evening events at least four times throughout the school year.

Continuous Improvement of Instruction. Starting during the 2022-2023 school year, a Literacy Coach and Mathematics Coach were hired to analyze student and teacher performance, give feedback based on data, and provide support to teachers. A Director of Curriculum was hired as well to ensure the curriculum framework and teaching materials are up-to-date with the most recent curriculum updates and state mandates.

### 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.

Ensure effective, standards-aligned curriculum and assessment and implementing evidence-based instructional strategies. The LEA is at the peak of a large turnover due to retirement in the professional teaching staff. New and evidence-based strategies and practices are increasingly difficult to implement due to timeline for the full training and implementation.

Allocation of resources. Hiring of qualified professional staff has been difficult. Resources of staffing have continued to be in the highest need area of struggling students.

While a slight increase during the 2023-2024 school year, the LEA has seen continued decreased enrollments from the last Comp Plan submission. These decreases continue to lead to misrepresentation in data where there are insufficient data in subgroups to pull from.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

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

Strength	Check for Consideration in Plan
All student group academic growth score exceeded statewide average growth score for the 2024 ELA Assessments	True
All student group academic growth score met the standard demonstrating growth score for the 2024 Math Assessments	True
All student group meets performance standard for career standards benchmark, exceeding statewide average	False
All student group attendance increased from 2022-2023 to 2023-2024 school year	True
Newly implemented phonics and fluency program, Reading Horizons, started in 2022-2023 school year for grades K-6.	True
Literacy coach position created and implemented to work with small groups, whole groups, and teachers for grades K-8	True
Teachers attending further educational trainings, including Science of Reading and Implementing Reading Horizons.	True
Small class sizes in most grade levels, allows for identifying needs of students more effectively.	False
Mathematics coach position created and implemented to work with small groups, whole groups, and teachers for grades K-8.	True
Small class sizes in most grade levels, allows for identifying needs of students more effectively.	False
Increase is being reflected in all local and statewide data.	False
Small class sizes in most grade levels, allows for identifying needs of students more effectively.	False
Staff attending several STEELS standards and Productive Talk professional development sessions throughout the 2022-2023 and 2023-2024 school year.	False
Curriculum mapping occurring throughout 2023-2024 school year for implementation based on STEELS standards for 2024-2025 school year.	False
Economically disadvantaged student group had gains in Mathematics and Science.	False
Drastic increase in performance in Science by students who are economically disadvantaged.	False
Small class sizes in most grade levels allow for teachers and guidance counselor to increase frequency of career readiness objectives.	False
Middle school students in seventh and eighth grade attend multiple events in the career readiness fields (i.e., visits to the local CTC, spokespersons coming to discuss careers and pathways with them, etc.)	False
Eighth grade students are required to complete an eighth grade project focusing on career pathways as part of their promotion requirement.	False
Career Benchmark standard met at 100% for 2022-2023 school year	False
Student-centered supports. The LEA's teachers and central, guidance, and nurse's offices make it a priority to ensure every student has the supports they need to succeed, including mental, physical, social and emotional, and educational supports. There are many community organizations and agencies that the LEA's staff works very closely with to provide the best	True

supports possible for the student body. Starting during the 2022-2023 school year, the District's Guidance Counselor position was increased to full-time to be able to further meet the needs of the students.	
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers. The current staffing at the LEA consists of a large number of highly tenured and highly experienced educators. During the 2023-2024 school year, only two teachers have less than 3 years of experience.	False
Empowering Leadership. The LEA strives to foster communication between the school and parents and guardians. Through multiple climate surveys each year, and monthly parent-teacher conferences, families have ample opportunity to give feedback on programs, curriculum, etc. The District hosts evening events at least four times throughout the school year.	False
Continuous Improvement of Instruction. Starting during the 2022-2023 school year, a Literacy Coach and Mathematics Coach were hired to analyze student and teacher performance, give feedback based on data, and provide support to teachers. A Director of Curriculum was hired as well to ensure the curriculum framework and teaching materials are up-to-date with the most recent curriculum updates and state mandates.	False
New Smart Futures curriculum and full-time guidance counselor increased career standards benchmark performance.	False
New curriculum to be purchased starting the 2025-2026 school year, more aligned to state standards and passing efficacy studies	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
All student group did not meet statewide performance standard for attendance	True
All student group did not meet statewide goal/improvement target, nor the statewide average for the 2024 ELA Assessments	True
All student group did not meet statewide goal/improvement target, nor the statewide average for the 2024 Mathematics Assessments	True
All student group did not meet statewide goal/improvement target for the 2024 Science Assessments	True
Black student group scores significantly decreased in 2024 for ELA and Mathematics Assessments	False
One teacher teaches grades 6, 7, and 8 for English Language Arts.	False
One teacher teaches grades 4 and 5 English Language Arts.	False
Increase in mental health concerns in the student body and decrease in family engagement.	True
Large number of teachers retiring after 2024-2025 school year.	False
One teacher teaches grades 6, 7, and 8 Mathematics.	False
One teacher teaches grades 4 and 5 Mathematics.	False
Increase in mental health concerns in the student body.	False
Large number of teachers retiring after 2024-2025 school year.	False
Large number of teachers retiring after 2024-2025 school year.	False



Lacking local assessment data that we have for other subject areas of ELA and Mathematics until 2024-2025 school year	True
0% proficient or advanced in Mathematics for students with disabilities.	False
Economically disadvantaged student group is continuously increasing each year, increasing the needs of that group.	False
Students with disabilities subgroup is continuously increasing each year, increasing the needs of that group.	False
Attendance leads to inconsistencies in students completing career readiness objectives at the same time.	False
Enrollments late in the year can affect students completing career readiness objectives.	False
Ensure effective, standards-aligned curriculum and assessment and implementing evidence-based instructional strategies. The LEA is at the peak of a large turnover due to retirement in the professional teaching staff. New and evidence-based strategies and practices are increasingly difficult to implement due to timeline for the full training and implementation.	True
Allocation of resources. Hiring of qualified professional staff has been difficult. Resources of staffing have continued to be in the highest need area of struggling students.	True
While a slight increase during the 2023-2024 school year, the LEA has seen continued decreased enrollments from the last Comp Plan submission. These decreases continue to lead to misrepresentation in data where there are insufficient data in subgroups to pull from.	False
Science teacher for grades 6, 7, and 8 also taught Social Studies for 2023-2024 school year.	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.

The upcoming overturn of teachers will be a tricky situation to navigate. Right now, it is extremely difficult to implement new curriculums and programs effectively because of the time commitment to the training and implementation process extending past the school year that the group of retiring teachers will be here. Filling all of the positions will be troublesome as well, but hiring new staff will be likely more up-to-date on current pedagogical practices and strategies and will provide a new mindset in the school. ESSERS funding will be ending after 2023-2024 school year which will pose some budget issues for the positions created and successfully implemented into the school during the ESSERS years.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student group did not meet statewide performance standard for attendance	Attendance Intervention Suite implemented 2023-2024 school year. Attendance policy will be adjusted each year as administration identifies weaknesses.	True
All student group did not meet statewide goal/improvement target, nor the statewide average for the 2024 ELA Assessments	Adjustments to curriculum will be addressed.	True
All student group did not meet statewide goal/improvement target, nor the statewide average for the 2024 Mathematics Assessments	Adjustments to curriculum will be addressed	True
All student group did not meet statewide goal/improvement target for the 2024 Science Assessments		False
Increase in mental health concerns in the student body and decrease in family engagement.	Needs are so much higher than academics. Continue to provide programs, supports and resources to students and families.	True
Lacking local assessment data that we have for other subject areas of ELA and Mathematics until 2024-2025 school year	Will be addressed 2024-2025 school year	False
Ensure effective, standards-aligned curriculum and assessment and implementing evidence-based instructional strategies. The LEA is at the peak of a large turnover due to retirement in the professional teaching staff. New and evidence-based strategies and practices are increasingly difficult to implement due to timeline for the full training and implementation.	Curriculum changes will be implemented throughout the next several years.	False
Allocation of resources. Hiring of qualified professional staff has been difficult. Resources of staffing have continued to be in the highest need area of struggling students.	The district will make all attempts to market and employ highly qualified staff and add additional staff.	False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
All student group academic growth score exceeded statewide average growth score for the 2024 ELA Assessments	interested in change for 2024 spring with new teacher structure
All student group academic growth score met the standard demonstrating growth score for the 2024 Math Assessments	not reaching proficient levels, but improvement is there
All student group attendance increased from 2022-2023 to 2023-2024 school year	Not reaching proficient levels, but improvement is there. Identify differences

	between grade levels - one teacher for grades 6-8.
Newly implemented phonics and fluency program, Reading Horizons, started in 2022-2023 school year for grades K-6.	Track progress as students who received it in younger grades get older.
Literacy coach position created and implemented to work with small groups, whole groups, and teachers for grades K-8	Sustaining these efforts. Data provided shows great improvement in reading fluency and accuracy.
Teachers attending further educational trainings, including Science of Reading and Implementing Reading Horizons.	Sustaining these efforts.
Mathematics coach position created and implemented to work with small groups, whole groups, and teachers for grades K-8.	Sustaining these efforts.
Student-centered supports. The LEA's teachers and central, guidance, and nurse's offices make it a priority to ensure every student has the supports they need to succeed, including mental, physical, social and emotional, and educational supports. There are many community organizations and agencies that the LEA's staff works very closely with to provide the best supports possible for the student body. Starting during the 2022-2023 school year, the District's Guidance Counselor position was increased to full-time to be able to further meet the needs of the students.	Sustaining these efforts.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will continue to closely monitor students who are truant or attendance issues. Adjusting attendance policy annually as weaknesses are identified.
	The district will research and implement curriculum changes to address gaps in instruction exposed from local and standardized data collection in ELA results.
	The district will research and implement curriculum changes to address gaps in instruction exposed from local and standardized data collection in Mathematics results.
	The district will provide supports and resources to students and families, decreasing barriers to education in any way we can.

## Goal Setting

Priority: The district will continue to closely monitor students who are truant or attendance issues. Adjusting attendance policy annually as weaknesses are identified.

<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
Percentage of students not chronically absent will increase by 4% (starting at 74%) annually, to at least 87% by the end of Year 3		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Attendance Improvement Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
.Percentage of students not chronically absent will increase to at least 79% for the 2025-2026 school year.	Percentage of students not chronically absent will increase to at least 83% for the 2026-2027 school year.	Percentage of students not chronically absent will increase by 4% (starting at 74%) annually, to at least 87% by the end of Year 3

<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
Early intervention and education efforts will decrease TEP Parent Class occurrences to 10% (starting at 16% of students) and decrease magistrate referrals to 1% (starting at 4% of students) by the end of year 3.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
TEP and Magistrate Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Early intervention and education efforts will decrease TEP Parent Class occurrences to 14% of the student body and decrease magistrate referrals to 3% of the student body.	Early intervention and education efforts will decrease TEP Parent Class occurrences to 12% of the student body and decrease magistrate referrals to 2% of the student body.	Early intervention and education efforts will decrease TEP Parent Class occurrences to 10% (starting at 16% of students) and decrease magistrate referrals to 1% (starting at 4% of students) by the end of year 3.

Priority: The district will research and implement curriculum changes to address gaps in instruction exposed from local and standardized data collection in ELA results.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA English Language Arts assessment will increase to 70% (starting at 40%) by the end of Year 3.		
<b>Measurable Goal Nickname (35 Character Max)</b>		

English Language Arts Performance Goal		
Target Year 1	Target Year 2	Target Year 3
Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA English Language Arts assessment will increase to 50%.	Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA English Language Arts assessment will increase to 60%.	Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA English Language Arts assessment will increase to 70% (starting at 40%) by the end of Year 3.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
Students at or above benchmark on the DIBELS assessment will increase to 80% (starting at 73%) by the end of year 3 and the students well below benchmark will decrease to 7% (starting at 13%).		
Measurable Goal Nickname (35 Character Max)		
DIBELS Goal		
Target Year 1	Target Year 2	Target Year 3
Students at or above benchmark will increase to 75% by the end of year 3 and the students well below benchmark will decrease to 11%.	Students at or above benchmark will increase to 77% by the end of year 3 and the students well below benchmark will decrease to 9%	Students at or above benchmark on the DIBELS assessment will increase to 80% (starting at 73%) by the end of year 3 and the students well below benchmark will decrease to 7% (starting at 13%).

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
End of year On or Above Grade Level diagnostic results from iReady will increase to 75% (starting at 54%) by the end of year 3.		
Measurable Goal Nickname (35 Character Max)		
iReady Reading Diagnostic Goal		
Target Year 1	Target Year 2	Target Year 3
End of year On or Above Grade Level diagnostic results from iReady will increase to 61% by the end of year 3.	End of year On or Above Grade Level diagnostic results from iReady will increase to 68% by the end of year 3.	End of year On or Above Grade Level diagnostic results from iReady will increase to 75% (starting at 54%) by the end of year 3.

Priority: The district will provide supports and resources to students and families, decreasing barriers to education in any way we can.

Outcome Category
Parent and family engagement
Measurable Goal Statement (Smart Goal)

By the end of year 3, the district will host 4 family engagement events that will align with student outcomes and provide guidance and empower families.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Family Engagement and Family-School Relationship Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
One repeating event will be structured to engage and empower families, instead of just providing rote information.	Two repeating events will be structured to engage and empower families with individual student input and guidance for parents and families to help.	By the end of year 3, the district will host 4 family engagement events that will align with student outcomes and provide guidance and empower families.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
Increase awareness of Student Assistance Program and increase parent permission for students to participate to 80% (starting from 66%) based on referrals sent versus referrals returned.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Student Assistance Program Participation Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Increase presence of SAP advertisement at the District's Open House event increase parent permission for students to participate to 70% based on referrals sent versus referrals returned.	Increase presence of SAP advertisement at the District's Spring Family Night and Open House. Provide SAP training for staff. Increase parent permission for students to participate to 75% based on referrals sent versus referrals returned.	Increase awareness of Student Assistance Program and increase parent permission for students to participate to 80% (starting from 66%) based on referrals sent versus referrals returned.

Priority: The district will research and implement curriculum changes to address gaps in instruction exposed from local and standardized data collection in Mathematics results.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA Mathematics assessment will increase to 50% (starting at 18%) by the end of Year 3.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Mathematics Performance Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the	Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA	Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA Mathematics

PSSA Mathematics assessment will increase to 29%.	English Language Arts assessment will increase to 40%.	assessment will increase to 50% (starting at 18%) by the end of Year 3.
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<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
Students scoring proficiently on the Forefront assessment will increase to 80% (starting at 58%) by the end of Year 3.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Forefront Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Students scoring proficiently on the Forefront assessment will increase to 65%.	Students scoring proficiently on the Forefront assessment will increase to 73%.	Students scoring proficiently on the Forefront assessment will increase to 80% (starting at 58%) by the end of Year 3.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
End of year On or Above Grade Level diagnostic results from iReady will increase to 60% (starting at 40%) by the end of year 3.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
iReady Mathematics Diagnostic Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
End of year On or Above Grade Level diagnostic results from iReady will increase to 47%	End of year On or Above Grade Level diagnostic results from iReady will increase to 53%.	End of year On or Above Grade Level diagnostic results from iReady will increase to 60% (starting at 40%) by the end of year 3.

## Action Plan

### Measurable Goals

TEP and Magistrate Goal	Attendance Improvement Goal
English Language Arts Performance Goal	DIBELS Goal
iReady Reading Diagnostic Goal	Family Engagement and Family-School Relationship Goal
Student Assistance Program Participation Goal	Mathematics Performance Goal
Forefront Goal	iReady Mathematics Diagnostic Goal

### Action Plan For: Attendance Incentive Program

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Percentage of students not chronically absent will increase by 4% (starting at 74%) annually, to at least 87% by the end of Year 3</li> <li>Early intervention and education efforts will decrease TEP Parent Class occurrences to 10% (starting at 16% of students) and decrease magistrate referrals to 1% (starting at 4% of students) by the end of year 3.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Guidance Counselor and TIPs representatives meet with students and/or families twice a month to review attendance policies and provide incentives for attendance improvement. End of year celebration for students who have less than three unexcused absences.		2025-08-25	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Katie Parks, Guidance Counselor	TIPs staff and incentives provided through program	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
TEP Parent Class occurrences decrease to 10% (starting at 16% of students) and decrease magistrate referrals to 1% (starting at 4% of students) by the end of year 3. Percentage of students not chronically absent will increase by 4% (starting at 74%) annually, to at least 86% by the end of Year 3	Semi-annually by Katie Parks, Guidance Counselor, and Sarah Saut, Director of Curriculum and Compliance

### Action Plan For: Tier 2 Intervention Groups

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>End of year On or Above Grade Level diagnostic results from iReady will increase to 60% (starting at 40%) by the end of year 3.</li> </ul>



- Students at or above benchmark on the DIBELS assessment will increase to 80% (starting at 73%) by the end of year 3 and the students well below benchmark will decrease to 7% (starting at 13%).
- End of year On or Above Grade Level diagnostic results from iReady will increase to 75% (starting at 54%) by the end of year 3.
- Students scoring proficiently on the Forefront assessment will increase to 80% (starting at 58%) by the end of Year 3.

Action Step		Anticipated Start/Completion Date	
Reading Coach and Mathematics Coach run Tier 2 groups with students below or well-below benchmark at the Beginning or Middle diagnostic periods.		2025-08-25	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mia Wright, Mathematics Coach Justine Long, Reading/Literacy Coach	DIBELS Forefront	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students scoring proficiently on the Forefront assessment will increase to 80% (starting at 58%) by the end of Year 3. Students at or above benchmark on the DIBELS assessment will increase to 80% (starting at 73%) by the end of year 3 and the students well below benchmark will decrease to 7% (starting at 13%).	Data reviewed at each benchmark period: beginning of the year, middle of the year, and end of year to evaluate current intervention groups and make necessary changes. Mathematics Coach and Reading Coach meet with Sarah Saut, Director of Curriculum and Compliance

### Action Plan For: Dual-Capacity Framework for Family-School Partnerships

Measurable Goals:
<ul style="list-style-type: none"> <li>• Increase awareness of Student Assistance Program and increase parent permission for students to participate to 80% (starting from 66%) based on referrals sent versus referrals returned.</li> <li>• By the end of year 3, the district will host 4 family engagement events that will align with student outcomes and provide guidance and empower families.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Work through dual-capacity framework to transform the District's family engagement nights to effectively connect family engagement to learning and development.		2025-08-25	2028-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Katie Parks, Guidance Counselor (SAP Liaison) SAP Team Members	N/A	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Effective partnerships that support student and school improvement will be nurtured through family engagement, communications regarding Comp Plan goals, and SAP education.	Katie Parks, Guidance Counselor and Sarah Saut, Director of Curriculum and compliance bi-weekly SAP in-person meetings.

### Action Plan For: Comprehensive Evaluation of Curriculum Alignment

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA Mathematics assessment will increase to 50% (starting at 18%) by the end of Year 3.</li> <li>Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA English Language Arts assessment will increase to 70% (starting at 40%) by the end of Year 3.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		
Current curriculum will be continuously evaluated according to alignment to standards and usability reports and teacher input	2025-08-25	2028-06-09	
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Sarah Saut, Director of Curriculum Teacher Curriculum Teams	Into Math Curriculum, Ready Reading, Reading Horizons, OpenSciEd, etc.	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Through continued intervention and curriculum and instructional strategy improvement, students scoring proficient or advanced on the PSSA Mathematics assessment will increase to 50% (starting at 18%) and 70% (starting at 40%) on the PSSA English Language Arts assessment by the end of Year 3.	Quarterly review of grade reports, diagnostic data, CDT and iReady data Sarah Saut, Director of Curriculum and Compliance and teacher curriculum teams

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Attendance Incentive Program	Guidance Counselor and TIPs representatives meet with students and/or families twice a month to review attendance policies and provide incentives for attendance improvement. End of year celebration for students who have less than three unexcused absences.
Comprehensive Evaluation of Curriculum Alignment	Current curriculum will be continuously evaluated according to alignment to standards and usability reports and teacher input

### New Curriculum Trainings

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Current curriculum will be continuously evaluated according to alignment to standards and usability reports and teacher input</li> </ul>		
<b>Audience</b>		
Teachers K-8		
<b>Topics to be Included</b>		
IntoMath Curriculum		
<b>Evidence of Learning</b>		
Pre-test, post-test and quarterly reviews of curriculum by teachers and Director of Curriculum and Compliance.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Sarah Saut, Director of Curriculum and Compliance	2025-05-25	2028-06-09

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Two Day
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### SAP Staff Refresher

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Guidance Counselor and TIPs representatives meet with students and/or families twice a month to review attendance policies and provide incentives for attendance improvement. End of year celebration for students who have less than three unexcused absences.</li> </ul>
<b>Audience</b>

Teachers and staff		
<b>Topics to be Included</b>		
Student Assistance Program - review with staff the referral process, why and how to make referrals, who the SAP team is at the district, concerning observable behaviors, and the importance of confidentiality in SAP		
<b>Evidence of Learning</b>		
Pre and post tests		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Katie Parks, Guidance Counselor/SAP Liaison	2026-08-24	2026-08-25

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Once every three years
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 4d: Participating in a Professional Community</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Communications Activities

Board Meeting					
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>Work through dual-capacity framework to transform the District's family engagement nights to effectively connect family engagement to learning and development.</li> <li>Current curriculum will be continuously evaluated according to alignment to standards and usability reports and teacher input</li> </ul>	Board of Directors and public attendees at meeting	Curriculum updates and changes annual update Dual capacity-building framework for future parent events, obtain Board buy in	Sarah Saut, Director of Curriculum and Compliance	08/01/2025	06/09/2028
Communications					
Type of Communication			Frequency		
Presentation			Annual update		

Open House					
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>Work through dual-capacity framework to transform the District's family engagement nights to effectively connect family engagement to learning and development.</li> <li>Current curriculum will be continuously evaluated according to alignment to standards and usability reports and teacher input</li> </ul>	Parents and families, community members, stakeholders, etc.	Curriculum updates, Title I resources, SAP information, parent resources	Sarah Saut, Director of Curriculum and Compliance Katie Parks, Guidance Counselor	10/01/2025	10/31/2027
Communications					
Type of Communication			Frequency		
Other			Annually		

Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>