

MONTGOMERY AREA SD

120 Penn St

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The mission of the Montgomery Area School District, as the leader of an educational partnership with the community, is to ensure that all students will become independent learners, will acquire respect for self and others, and will attain the knowledge and skills needed to become successful, productive members in the ever changing global community.

VISION STATEMENT

Students in the Montgomery Area School District will meet the standards necessary to compete in a global economy

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We expect students to participate fully in their education, to foster collaboration with peers and other stakeholders in and out of the classroom as they prepare for lifelong success in both their lives and in their careers. Our students are encouraged to engage fully in innovative instruction, be willing to take risks, and continue to develop their resiliency. Students will also develop their social, emotional, and physical wellness.

STAFF

Prepare all students for lifelong success by providing a safe, secure, and stimulating learning environment, encouraging innovation, collaboration, risk-taking, and self-reflection. Provide rigorous and engaging curriculum to promote College and Career Readiness that meets the diverse learning styles of individual students and supports educational opportunity for all. Foster social, emotional, physical, wellness and resiliency among staff and students. Cultivate positive, productive relationships with parents, community, administration, fellow staff, and students. Promote critical thinking, communication, collaboration, and creativity among our students and encourage the academic, athletic, and social emotional growth of students.

ADMINISTRATION

Prepare all students for lifelong success by providing a safe, secure, and stimulating learning environment, encouraging innovation, collaboration, risk-taking, and self-reflection. Provide rigorous and engaging curriculum to promote College and Career Readiness that meets the diverse learning styles of individual students and supports educational opportunity for all. Foster social, emotional, physical, wellness and resiliency among staff and students. Cultivate positive, productive relationships with parents, community, staff, and students. Promote critical thinking, communication, collaboration, and creativity among our students and encourage the academic, athletic, and social emotional growth of students.

PARENTS

Prepare students for lifelong success by encouraging innovation, collaboration, risk-taking, and self-reflection. Support the social, emotional, physical, wellness and resiliency development among students in their household. Cultivate positive, productive relationships with other parents, community, and staff. Encourage the academic, athletic, and social emotional growth of all students.

COMMUNITY

Prepare all students for lifelong success by encouraging innovation, collaboration, risk-taking, and self-reflection. Support the social, emotional, physical, wellness and resiliency development among students in their household. Cultivate positive, productive relationships with other parents, community, and staff. Encourage the academic, athletic, and social emotional growth of all students.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Daphne Bowers	Administrator	Professional Education, Special Education
Karen Snyder	Administrator	Professional Education, Special Education
Joseph Stoudt	Administrator	Professional Education, Special Education
Kelly Concini	Administrator	Professional Education: Supervisor, Instructional Technology & Curriculum
Kyle Brown	Administrator	Special Education Director/Specialist: Professional Education, Special Education
Tara Bozella	Administrator	Student Services Director/Specialist: Professional Education
Paula Yeckley	Board Member	Board Member: Schoolwide Plan
Dana Pick	Board Member	Board Member: Schoolwide Plan
Tom Persing	Board Member	Board Member: Schoolwide Plan
Denise Liscum	Staff Member	Ed Specialist - School Counselor - Professional Education
Tara Condit	Staff Member	Ed Specialist - School Counselor - Professional Education
Chris Ulrich	Staff Member	Business Representative: Professional Education
Kim Delullo	Staff Member	Elementary School Teacher - Regular Education : Professional Education

Name	Position	Building/Group
Kaelie Good	Staff Member	Elementary School Teacher - Regular Education : Professional Education
Joi Sullivan	Staff Member	Elementary School Teacher - Regular Education : Professional Education
Elizabeth Zettlemyer	Staff Member	Elementary School Teacher - Regular Education : Professional Education
Randi Jo Preston	Staff Member	Elementary School Teacher - Special Education : Professional Education
Elizabeth Desantis	Community Member	Community Representative: School Wide Plan
Danielle Hack	Staff Member	High School School Teacher - Regular Education : Professional Education
Katie Nichols	Staff Member	High School School Teacher - Special Education : Professional Education
Danielle Hugar	Parent	Parent: Schoolwide Plan
Jessica Carpenter	Staff Member	High School School Teacher - Regular Education : Professional Education
Nina Green	Staff Member	High School School Teacher - Regular Education : Professional Education
Jason Ottman	Community Member	Community Representative: School wide Plan
Cari McNear	Staff Member	High School School Teacher - Regular Education : Professional Education
Jamie Bohner	Parent	Parent: Professional Education
Jeffrey Deisher	Community Member	Community Representative: Professional Education
Brett Taylor	Community Member	Community Representative: School wide Plan

Name	Position	Building/Group
Brad Harding	Community Member	Community Representative: School wide Plan
Kaylee Sargent	Student	High School Student
Addison Heasley	Student	High School Student
Lily Burchell	Student	Middle School Student
Owen Sherman	Student	High School Student
Bradley Leon	Student	High School Student

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
With the adoption of new Science standards by PDE we will need to adjust our practice to implement the new curriculum.	STEM
Our current SAP program does not address all needs of our students. With the incorporation of MTSS principles in the secondary level, we will develop a more proactive and data-informed approach to support students learning and overall health & wellness.	Essential Practices 3: Provide Student-Centered Support Systems Other Parent and family engagement
While we are above the state average for most groups at each grade level, we have yet to return to our pre-Covid levels of performance.	Essential Practices 1: Focus on Continuous Improvement of Instruction Other Industry-Based Learning
We are intending to increase the opportunities for students and growing our music education program participation by 25%	Other

ACTION PLAN AND STEPS

Evidence-based Strategy

Multi-Tiered Systems of Support

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS

Given professional development, resources, and support, our Junior/Senior High School will implement an MTSS program.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Plan for Implementation (including Needs Assessment), create MTSS committee, develop procedures & norms for data collection and analysis.

2023-07-01 -
2023-12-31

Kyle Brown, Director of
Student Services

MTSS Framework, Guide for
Implementation, Needs
Assessment

Professional learning for Junior Senior High Teachers on MTSS and how to implement, audit of current practices in Tier I and II.

2024-08-19 -
2026-06-30

Kyle Brown, Director of
Student Services

MTSS Framework, Guide for
Implementation.

Professional Learning on the use of LinkIt for data tracking and analysis.

2024-08-19 -
2025-06-30

Kelly Concini, Supervisor
of Instructional
Technology & Curriculum

Trainer & Materials, (LinkIt)
Ongoing technical
assistance & support,

Anticipated Outcome

MTSS Secondary program to support student growth, achievement, and wellness.

Monitoring/Evaluation

Kyle Brown (Student Services), Joe Stoudt (HS Principal), Tara Bozella (Dean), Denise Liscum (Counselor) will meet at the beginning, middle & end of each year to examine the impact of implementation and adjust as needed.

Evidence-based Strategy

Instructional Excellence

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Growth & Achievement

Given professional development, resources, and support, student growth and achievement will grow 3% or more in all ELA, Math, and Science each year.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Differentiated Instruction

2023-08-21 -
2024-05-31

Kyle Brown, Director of
Special Education

Technology, materials

Curriculum Review and Pilot for Mathematics K-6,
Professional Development on curriculum.

2023-08-21 -
2024-05-31

Karen Snyder

Piloted materials.

Structured Literacy Professional Development

2023-08-21 -

Amanda Stoudt, Reading

Materials & trainer

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
	2026-06-01	Specialist	

Anticipated Outcome
Increase in growth & achievement in ELA and Math.

Monitoring/Evaluation
Future Ready Index Data, Local assessment data (Acadience, Aimsweb). Yearly review of data.

Evidence-based Strategy
STEM

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
New Science Standards	Given professional development, resources, and support, science teachers will examine and implement the new science standards and 3-Dimensional teaching practices.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Current Curriculum Audit &	2023-07-01 -	Kelly Concini, Supervisor of Instructional	New PDE Standards, written

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Alignment to new standards.	2024-06-30	Technology & Curriculum	curriculums, STEELS Hub in SAS portal,.
Curriculum writing to address new standards	2023-07-01 - 2024-06-30	Karen Snyder & Joe Stoudt: Building Principals; Kelly Concini; Supervisor of Instructional Technology & Curriculum	PDE Standards, Curriculum templates, technology.
Professional learning and support on implementing new standards and 3-Dimensional teaching	2023-07-01 - 2026-06-30	Karen Snyder & Joe Stoudt: Building Principals; Kelly Concini; Supervisor of Instructional Technology & Curriculum	3-D Teaching professional learning through NGSS, STEELS Hub in SAS portal, on-going coaching.

Anticipated Outcome
Full implementation of new science standards in an updated curriculum PK-12.

Monitoring/Evaluation
Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School), Supervisor of Instructional Technology & Curriculum Kelly Concini, Science teachers. Yearly review of progress toward full implementation of new standards.

Evidence-based Strategy
Music Education

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Music	Given access to appropriate instruments, the district will increase marching and concert band participation 25%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Purchase additional instruments for student use.	2023-07-01 - 2024-06-30	Trey Fox, HS Band Director	Instruments
Recruiting sessions for students in the elementary and middle school music to encourage participation in marching and concert bands.	2023-07-01 - 2026-06-30	Trey Fox, HS Band Director	Instruments

Anticipated Outcome
Increased participation in concert & marching band.

Monitoring/Evaluation
Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School),

Evidence-based Strategy
Curriculum & Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Curriculum	The district will complete a comprehensive review of the articulation of curriculum from kindergarten through 12th grade and begin the process of revisions/updates to the curriculum.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Review of curriculum articulation K-12	2023-07-01 - 2026-06-30	Kelly Concini, Supervisor of Instructional Technology & Curriculum	PDE Standards, Curriculum templates, technology.	
Expand apprenticeship & internship opportunities for students.	2023-07-01 - 2026-06-30	Tara Bozella, HS Dean of Students	Research & data from surrounding businesses.	
Revise & write curriculum as needed. Address any gaps uncovered in curriculum audits/review, address Act 158 in high school curriculum to ensure students will meet the necessary requirements for graduation by embedding them into curriculum.	2023-07-01 - 2026-06-30	Kelly Concini, Supervisor of Instructional Technology & Curriculum	PDE Standards, Curriculum templates, technology.	
Expand virtual course offerings through our virtual program	2023-06-30 - 2026-06-30	Kelly Concini, Supervisor of Instructional	Virtual program materials.	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Technology & Curriculum	

Anticipated Outcome
Updated & re-written (where necessary) curriculum to better meet out students' needs. Improvement in student growth & achievement as well as college & career readiness.

Monitoring/Evaluation
Daphne Bowers (yearly)

Evidence-based Strategy
Transient Student Support

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Transient Students	The district will develop a plan to support the increasing student transient population.

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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Research best practices to support transient populations.	2023-07-01 - 2024-06-01	Kyle Brown, Director of Special Education	Research
Collect and examine data related to transient student population	2023-07-01 - 2024-06-01	Kyle Brown, Director of Special Education	Data collected (test scores, screener results) in LinkIt, teacher surveys
Develop & implement a plan to address impact of transient students K-6; 7-12 and to provide support for these students.	2024-06-01 - 2026-06-30	Kyle Brown, Director of Special Education	Research, data collected

Anticipated Outcome
Implement a plan to provide support for transient students.

Monitoring/Evaluation
Daphne Bowers (yearly), Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School), Kelly Concini, Kyle Brown, Tara Bozella. Utilize data collected yearly to meet and discuss.

Evidence-based Strategy
Career Readiness

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Career Readiness

The district will expand internship and apprenticeship opportunities for students by 25%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Increase student participation in apprenticeship and internship programs through our approved programs.

2023-07-01 -
2026-06-30

Tara Bozella

Anticipated Outcome

Increased participation in internship and apprenticeship programs.

Monitoring/Evaluation

Daphne Bowers, yearly review of participation.

Evidence-based Strategy

Parent Engagement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Parent Engagement	We will increase parent engagement in the learning process through online and face-to-face interactions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set up online registration of new students & emergency card online portal for all students.	2023-07-01 - 2024-06-30	Jeremey Rhoades, Network Administrator	SIS, registration forms.
Set up SIS portal with bussing information	2023-07-01 - 2024-06-30	Jeremey Rhoades, Network Administrator	Bussing routes & assignments, SIS.

Anticipated Outcome
Increased parent engagement with student information system.

Monitoring/Evaluation
Daphne Bowers, semi-annual review of progress.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given professional development, resources, and support, our Junior/Senior High School will implement an MTSS program. (MTSS)	Multi-Tiered Systems of Support	Professional learning for Junior Senior High Teachers on MTSS and how to implement, audit of current practices in Tier I and II.	08/19/2024 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given professional development, resources, and support, our Junior/Senior High School will implement an MTSS program. (MTSS)	Multi-Tiered Systems of Support	Professional Learning on the use of LinkIt for data tracking and analysis.	08/19/2024 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given professional development, resources, and support, student growth and achievement will grow 3% or more in all ELA, Math, and Science each year. (Growth & Achievement)	Instructional Excellence	Differentiated Instruction	08/21/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given professional development, resources, and support, student growth and achievement will grow 3% or more in all ELA, Math, and Science each year. (Growth & Achievement)	Instructional Excellence	Structured	08/21/2023
		Literacy	-
		Professional Development	06/01/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given professional development, resources, and support, science teachers will examine and implement the new science standards and 3-Dimensional teaching practices. (New Science Standards)	STEM	Professional learning and support on implementing new standards and 3-Dimensional teaching	07/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Given professional development, resources, and support, our Junior/Senior High School will implement an MTSS program. (MTSS)	Multi-Tiered Systems of Support	Plan for Implementation (including Needs Assessment), create MTSS committee, develop procedures & norms for data collection and analysis.	07/01/2023 - 12/31/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Given professional development, resources, and support, science teachers will examine and implement the new science standards and 3-Dimensional teaching practices. (New Science Standards)	STEM	Current Curriculum Audit & Alignment to new standards.	07/01/2023 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will complete a comprehensive review of the articulation of curriculum from kindergarten through 12th grade and begin the process of revisions/updates to the curriculum. (Curriculum)	Curriculum & Instruction	Review of curriculum articulation K-12	07/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will expand internship and apprenticeship opportunities for students by 25%. (Career Readiness)	Career Readiness	Increase student participation in apprenticeship and internship programs through our approved programs.	07/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
We will increase parent engagement in the learning process through online and face-to-face interactions. (Parent Engagement)	Parent Engagement	Set up online registration of new students & emergency card online portal for all students.	07/01/2023 - 06/30/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA and Math Academic growth score

Percent advanced in ELA

Our current kindergarten demonstrated 61% proficient on Acadience Reading Composite score and Grade 1 demonstrated 67% proficient on the Acadience Reading Composite. It appears we are on the upswing after recovering from the pandemic.

Career benchmark

Although beginning of year CDT scores appeared relatively low, many student were in the high red range, nearly proficient.

Last year's PSSA scores revealed high numbers of students in the advanced range. Equally important is the low percentage of students in the Below Basic range.

TDA scores on the 21-22 PSSA's were the highest ever, with fourth grade demonstrating nearly 50% of students scoring proficient or advanced on the TDA.

Almsweb demonstrated relatively high beginning of year scores.

Challenges

Proficient or Advanced on ELA PSSA

Proficient or Advanced on Math PSSA

Our current fourth grade only had 39% proficient or advanced on Acadience Reading Composite. Last year this cohort ended the year with only 53% Proficient/Advanced. Whole grade level and individual interventions need to be accommodated.

Industry-based learning

Third grade demonstrated only 7% advanced on ELA PSSA. This year the same cohort began the year with only 20% proficient or advanced. Again, targeted instructional interventions for this cohort need to be implemented. The Craft and Structure reporting category consistently was the lowest category across all grade levels on the 21-22 PSSA at the Elementary Level. The current fourth grade scored low on the Vocabulary reporting category. This category historically has been one of our grade span's highest reporting category. Interventions for this group need to be carefully implemented. In grades 7/8, 13.6% of special education students scored proficient/advanced (state average unknown).

Strengths

Sound foundational skills in math are a must to be successful with PA Common Core eligible content.

By the time our elementary students leave 6th grade, they are demonstrating PSSA Math scores well above the state average. Our scores on the Fractions reporting category in grades 3-5 have showed an improvement over the past years. Grades 3, 4, and 6 had low percentage of student in the Below Basic range. In grades 7/8, 45.3% of all students scored proficient/advanced (state average was 34.4%) and overall proficiency increased nearly 14% over 2021 results (45.3% - 2022 vs. 31.5% - 2021).

Keystone Algebra - 62.8% of first-time testers scored proficient/advanced (state average was 36.8%) while 36.6% of economically disadvantaged students scored proficient/advanced (state average was 17.1%)

Attendance

Graduation Rate

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

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data *

Challenges

Keystone Literature - 22.2% of special education students scored proficient/advanced (state average was 18.7%).

Keystone Literature - 18.2% of retesters scored proficient/advanced (state average was 29.7%). This is an area we need to improve on to ensure students pass their Keystone in accordance with Act 158 requirements.

Grades 3-6 all demonstrated lower scores on the open ended prompts. Grade 3-5 scores on operations and Algebraic Thinking reporting category need to improve, as demonstrated on end of year PSSA and beginning of year CDT's. Geometry reporting category on PSSA remains low at the elementary level.

At the elementary level, low percentage of student in the advanced range on PSSA. We want to see above 25% Advanced. 9.1% of special education students scored proficient/advanced (state average unknown) in grades 7/8.

Overall student achievement on PSSA / Keystone across all grade groups.

Mathematics/Algebra - All student group did not meet interim goal

Science/Biology - All student group did not meet interim goal

We do not have any essential practices that are Emerging or Not

Strengths

In grade 4, PSSA Science showed 35% advanced. PSSA Science showed 78% Proficient/Adv. We consistently score above the state average in Science. In grade 8, PSSA Science - 73.3% of all students scored proficient/advanced (state average was 62.2%)

Keystone Biology - Basic Biological Principles, Bioenergetics, Genetics, and Theory of Evolution were areas of strength among first-time test takers. Keystone Biology - 25% of economically disadvantaged students scored proficient/advanced (state average was 24.8)

Integrating STEM across all curricular areas has been a goal of our entire school for the past couple of years.

The use of science notebooks to foster higher order thinking is required at all grade levels.

Our growing social emotional interventions through our strong MTSS framework at the Elementary Level.

Our elementary students with IEP's receive daily targeted skill instruction to match IEP goals.

All students with IEP's receive support, modifications and accommodations in the regular education classroom.

Students with IEP's in Grade 6 demonstrated no scores in the

Challenges

Yet Evident

Keystone Algebra - 21.1% of retesters scored proficient/advanced (state average was 14.7%) while 21.7% of special education students scored proficient/advanced (state average was 7.8%)

During the pandemic, ELA and Math took time away from Science. We are now seeing our scores trend higher as in past year prior to the pandemic and academic recovery years.

We are currently in search of a systematic, spiraled science curriculum with a strong engineering component.

Although our menu of tier 2 and 3 interventions continues to increase, we continue to see a higher and higher need among our very young students for interventions.

The severity of mental health concerns among our young learners keeps increasing.

Our students with IEP's in ELA continue to struggle with reading demands of both ELA and Math PSSA tasks.

Our district is seeing a rise in transient students moving into our district with IEP's. They have not had the privilege of our strong pre-k, strong Core curriculums, and systemic MTSS system.

Behavioral support services for emotional support students.

Strengths

Below Basic range.

At the elementary level, our strong MTSS framework has reduced the number of students needing IEP's.

Our pre-k program allows us to target students with potential learning issues at age 3 and 4.

Montgomery Elementary utilizes a Title I Math Interventionist to support student learning in addition to our three reading specialists. Our Math interventionist will address gaps in early mathematical learning.

Our Technology Plan incorporates a blended learning environment to support student learning anytime, anywhere. We leverage technology to deliver instruction as well as remediate and accelerate learning.

Our career readiness lessons provide much exposure to building skills for students to enter the workforce and Smart Futures has allowed us to streamline data keeping.

Our student services suite provides community and family supports to students including counseling, social work, and other behavioral supports.

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

Challenges

Establishing an effective MTSS program at the secondary level to support students academic and behavioral goals. Intervention is challenging in the high school setting. At present, we do not have the staffing to accommodate intervention similar to the elementary school. And MTSS program at the secondary level would also assist the district in supporting our transient population.

Keystone Biology - 40.6% of first-time testers scored proficient/advanced (state average was 48%); 6.7% of resters scored proficient/advanced (state average was 12.4%)

In grade 8, PSSA Science - 0% of special education students (11) scored proficient/advanced (state average unknown) / Earth and Space Sciences (school average of 4.6) was the lowest reporting category

The number of student eligible to take the NOCTI is extremely low.

There exists a need to integrate career lessons in to existing curriculum to ease burden on the school counselor.

We are in need of instruments to support the growing band participation and support our goal of 25% increase in participation.

Strengths

Foster a vision and culture of high expectations for success for all students, educators, and families

Ag Science courses have provided more options for students

Our music program is growing as student interest in band and chorus at the 4th, 5th, and 6th grade levels continues to grow.

Most Notable Observations/Patterns

The number of transient students and the increased behavioral health needs of our students have impacted our students' academic performance. Coupled this with the disruption to learning as a result of the Covid-19 crisis and we have a clear uphill battle to meet the needs of our students. We're seeing some positive growth and recovery in many of students, but we still have some areas to address.

Challenges

Keystone Literature - 18.2% of retesters scored proficient/advanced (state average was 29.7%). This is an area we need to improve on to ensure students pass their Keystone in accordance with Act 158 requirements.

Discussion Point

The alternate pathways will be challenging for our students so the best option for us to ensure as many pass their Keystone exam as possible to eliminate the need to utilize one of those pathways and that will include improving the performance of those re-taking the exam.

Priority for Planning

Challenges	Discussion Point	Priority for Planning
Overall student achievement on PSSA / Keystone across all grade groups.	While we are above the state average in most categories, we are still aiming to see more students reaching proficiency on these exams.	✓
Keystone Algebra - 21.1% of retesters scored proficient/advanced (state average was 14.7%) while 21.7% of special education students scored proficient/advanced (state average was 7.8%)	The alternate pathways will be challenging for our students so the best option for us to ensure as many pass their Keystone exam as possible to eliminate the need to utilize one of those pathways and that will include improving the performance of those re-taking the exam.	
During the pandemic, ELA and Math took time away from Science. We are now seeing our scores trend higher as in past year prior to the pandemic and academic recovery years.	With the adoption of new Science standards by PDE we will need to adjust our practice to implement the new curriculum.	
We are currently in search of a systematic, spiraled science curriculum with a strong engineering component.	With the adoption of new Science standards by PDE we will need to adjust our practice to implement the new curriculum.	✓
Although our menu of tier 2 and 3 interventions continues to increase, we continue to see a higher and higher need among our very young students for interventions.	Pandemic did not help this. Our transient population is also impacting the amount of need we're seeing here.	
The severity of mental health concerns among our young learners keeps increasing.	This is also true of our Secondary learners. We're seeing anxiety and depression in our students.	

Challenges	Discussion Point	Priority for Planning
Proficient or Advanced on ELA PSSA	We're closer to back on track post-pandemic but not quite there yet, esp. with our economically disadvantaged and our learning support students.	
Proficient or Advanced on Math PSSA	We're closer to back on track post-pandemic but not quite there yet, esp. with our economically disadvantaged and our learning support students.	
Our district is seeing a rise in transient students moving into our district with IEP's. They have not had the privilege of our strong pre-k, strong Core curriculums, and systemic MTSS system.	This is impacting at the secondary level as well so it's worth looking at the ways in which we can address some of these needs there.	
Behavioral support services for emotional support students.	As we bring more students back into our building from outside placements, we'll continue to see a need for support services.	
Establishing an effective MTSS program at the secondary level to support students academic and behavioral goals. Intervention is challenging in the high school setting. At present, we do not have the staffing to accommodate intervention similar to the elementary school. And MTSS program at the secondary level would also assist the district in supporting our transient population.	We have seen evidence of a strong MTSS system implemented with fidelity and its impact on learners at our elementary level. Our secondary level tends to be reactive to problems instead of proactive to address potential problems before they arise. We don't currently have the staff to provide the same level of support as at the elementary, but there are some Tier I and II level supports we can definitely implement. We believe this will also help us better address the needs of our transient students.	✓
Industry-based learning		
Keystone Biology - 40.6% of first-time testers	The alternate pathways will be challenging for our students so	

Challenges	Discussion Point	Priority for Planning
scored proficient/advanced (state average was 48%); 6.7% of resters scored proficient/advanced (state average was 12.4%)	the best option for us to ensure as many pass their Keystone exam as possible to eliminate the need to utilize one of those pathways and that will include improving the performance of those re-taking the exam.	
The number of student eligible to take the NOCTI is extremely low.	NOCTI provides our students with career readiness skills and an additional pathway for graduation through Act 158.	
There exists a need to integrate career lessons in to existing curriculum to ease burden on the school counselor.	We have on counselor PK-6 and one 7-12 to handle counseling & emotional needs as well as academic and college/career readiness.	
We are in need of instruments to support the growing band participation and support our goal of 25% increase in participation.		✓

ADDENDUM B: ACTION PLAN

Action Plan: Multi-Tiered Systems of Support

Action Steps	Anticipated Start/Completion Date	
Plan for Implementation (including Needs Assessment), create MTSS committee, develop procedures & norms for data collection and analysis.	07/01/2023 - 12/31/2023	
Monitoring/Evaluation	Anticipated Output	
Kyle Brown (Student Services), Joe Stoudt (HS Principal), Tara Bozella (Dean), Denise Liscum (Counselor) will meet at the beginning, middle & end of each year to examine the impact of implementation and adjust as needed.	MTSS Secondary program to support student growth, achievement, and wellness.	
Material/Resources/Supports Needed	PD Step	Comm Step
MTSS Framework, Guide for Implementation, Needs Assessment	no	yes

Action Steps		Anticipated Start/Completion Date	
Professional learning for Junior Senior High Teachers on MTSS and how to implement, audit of current practices in Tier I and II.		08/19/2024 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Kyle Brown (Student Services), Joe Stoudt (HS Principal), Tara Bozella (Dean), Denise Liscum (Counselor) will meet at the beginning, middle & end of each year to examine the impact of implementation and adjust as needed.		MTSS Secondary program to support student growth, achievement, and wellness.	
Material/Resources/Supports Needed		PD Step	Comm Step
MTSS Framework, Guide for Implementation.		yes	no

Action Steps	Anticipated Start/Completion Date
Professional Learning on the use of LinkIt for data tracking and analysis.	08/19/2024 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Kyle Brown (Student Services), Joe Stoudt (HS Principal), Tara Bozella (Dean), Denise Liscum (Counselor) will meet at the beginning, middle & end of each year to examine the impact of implementation and adjust as needed.	MTSS Secondary program to support student growth, achievement, and wellness.

Material/Resources/Supports Needed	PD Step	Comm Step
Trainer & Materials, (LinkIt) Ongoing technical assistance & support,	yes	no

Action Plan: Instructional Excellence

Action Steps	Anticipated Start/Completion Date
Differentiated Instruction	08/21/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Future Ready Index Data, Local assessment data (Acadience, Aimsweb). Yearly review of data.	Increase in growth & achievement in ELA and Math.

Material/Resources/Supports Needed	PD Step	Comm Step
Technology, materials	yes	no

Action Steps	Anticipated Start/Completion Date
Curriculum Review and Pilot for Mathematics K-6, Professional Development on curriculum.	08/21/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Future Ready Index Data, Local assessment data (Acadience, Aimsweb). Yearly review of data.	Increase in growth & achievement in ELA and Math.

Material/Resources/Supports Needed	PD Step	Comm Step
Piloted materials.	no	no

Action Steps	Anticipated Start/Completion Date
Structured Literacy Professional Development	08/21/2023 - 06/01/2026

Monitoring/Evaluation	Anticipated Output
Future Ready Index Data, Local assessment data (Acadience, Aimsweb). Yearly review of data.	Increase in growth & achievement in ELA and Math.

Material/Resources/Supports Needed	PD Step	Comm Step
Materias & trainer	yes	no

Action Plan: STEM

Action Steps	Anticipated Start/Completion Date
Current Curriculum Audit & Alignment to new standards.	07/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School), Supervisor of Instructional Technology & Curriculum Kelly Concini, Science teachers. Yearly review of progress toward full implementation of new standards.	Full implementation of new science standards in an updated curriculum PK-12.

Material/Resources/Supports Needed	PD Step	Comm Step
New PDE Standards, written curriculums, STEELS Hub in SAS portal,.	no	yes

Action Steps	Anticipated Start/Completion Date
Curriculum writing to address new standards	07/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School), Supervisor of Instructional Technology & Curriculum Kelly Concini, Science teachers. Yearly review of progress toward full implementation of new standards.	Full implementation of new science standards in an updated curriculum PK-12.

Material/Resources/Supports Needed	PD Step	Comm Step
PDE Standards, Curriculum templates, technology.	no	no

Action Steps	Anticipated Start/Completion Date
Professional learning and support on implementing new standards and 3-Dimensional teaching	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School), Supervisor of Instructional Technology & Curriculum Kelly Concini, Science teachers. Yearly review of progress toward full implementation of new standards.	Full implementation of new science standards in an updated curriculum PK-12.

Material/Resources/Supports Needed	PD Step	Comm Step
3-D Teaching professional learning through NGSS, STEELS Hub in SAS portal, on-going coaching.	yes	no

Action Plan: Music Education

Action Steps	Anticipated Start/Completion Date
Purchase additional instruments for student use.	07/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School),	Increased participation in concert & marching band.

Material/Resources/Supports Needed	PD Step	Comm Step
Instruments	no	no

Action Steps	Anticipated Start/Completion Date
Recruiting sessions for students in the elementary and middle school music to encourage participation in marching and concert bands.	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School),	Increased participation in concert & marching band.

Material/Resources/Supports Needed	PD Step	Comm Step
Instruments	no	no

Action Plan: Curriculum & Instruction

Action Steps	Anticipated Start/Completion Date
Review of curriculum articulation K-12	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Daphne Bowers (yearly)	Updated & re-written (where necessary) curriculum to better meet out students' needs. Improvement in student growth & achievement as well as college & career readiness.

Material/Resources/Supports Needed	PD Step	Comm Step
PDE Standards, Curriculum templates, technology.	no	yes

Action Steps		Anticipated Start/Completion Date	
Expand apprenticeship & internship opportunities for students.		07/01/2023 - 06/30/2026	
Monitoring/Evaluation		Anticipated Output	
Daphne Bowers (yearly)		Updated & re-written (where necessary) curriculum to better meet out students' needs. Improvement in student growth & achievement as well as college & career readiness.	
Material/Resources/Supports Needed		PD Step	Comm Step
Research & data from surrounding businesses.		no	no

Action Steps	Anticipated Start/Completion Date	
Revise & write curriculum as needed. Address any gaps uncovered in curriculum audits/review, address Act 158 in high school curriculum to ensure students will meet the necessary requirements for graduation by embedding them into curriculum.	07/01/2023 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
Daphne Bowers (yearly)	Updated & re-written (where necessary) curriculum to better meet out students' needs. Improvement in student growth & achievement as well as college & career readiness.	
Material/Resources/Supports Needed	PD Step	Comm Step
PDE Standards, Curriculum templates, technology.	no	no

Action Steps	Anticipated Start/Completion Date
Expand virtual course offerings through our virtual program	06/30/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Daphne Bowers (yearly)	Updated & re-written (where necessary) curriculum to better meet out students' needs. Improvement in student growth & achievement as well as college & career readiness.

Material/Resources/Supports Needed	PD Step	Comm Step
Virtual program materials.	no	no

Action Plan: Transient Student Support

Action Steps		Anticipated Start/Completion Date	
Research best practices to support transient populations.		07/01/2023 - 06/01/2024	
Monitoring/Evaluation		Anticipated Output	
Daphne Bowers (yearly), Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School), Kelly Concini, Kyle Brown, Tara Bozella. Utilize data collected yearly to meet and discuss.		Implement a plan to provide support for transient students.	
Material/Resources/Supports Needed		PD Step	Comm Step
Research		no	no

Action Steps		Anticipated Start/Completion Date	
Collect and examine data related to transient student population		07/01/2023 - 06/01/2024	
Monitoring/Evaluation		Anticipated Output	
Daphne Bowers (yearly), Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School), Kelly Concini, Kyle Brown, Tara Bozella. Utilize data collected yearly to meet and discuss.		Implement a plan to provide support for transient students.	
Material/Resources/Supports Needed		PD Step	Comm Step
Data collected (test scores, screener results) in LinkIt, teacher surveys		no	no

Action Steps	Anticipated Start/Completion Date
Develop & implement a plan to address impact of transient students K-6; 7-12 and to provide support for these students.	06/01/2024 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Daphne Bowers (yearly), Building Principals (Karen Snyder-Elementary; Joe Stoudt-High School), Kelly Concini, Kyle Brown, Tara Bozella. Utilize data collected yearly to meet and discuss.	Implement a plan to provide support for transient students.

Material/Resources/Supports Needed	PD Step	Comm Step
Research, data collected	no	no

Action Plan: Career Readiness

Action Steps	Anticipated Start/Completion Date	
Increase student participation in apprenticeship and internship programs though our approved programs.	07/01/2023 - 06/30/2026	
Monitoring/Evaluation	Anticipated Output	
Daphne Bowers, yearly review of participation.	Increased participation in internship and apprenticeship programs.	
Material/Resources/Supports Needed	PD Step	Comm Step
	no	yes

Action Plan: Parent Engagement

Action Steps		Anticipated Start/Completion Date	
Set up online registration of new students & emergency card online portal for all students.		07/01/2023 - 06/30/2024	
Monitoring/Evaluation		Anticipated Output	
Daphne Bowers, semi-annual review of progress.		Increased parent engagement with student information system.	
Material/Resources/Supports Needed		PD Step	Comm Step
SIS, registration forms.		no	yes

Action Steps	Anticipated Start/Completion Date
Set up SIS portal with bussing information	07/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Daphne Bowers, semi-annual review of progress.	Increased parent engagement with student information system.

Material/Resources/Supports Needed	PD Step	Comm Step
Bussing routes & assignments, SIS.	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Given professional development, resources, and support, our Junior/Senior High School will implement an MTSS program. (MTSS)	Multi-Tiered Systems of Support	Professional learning for Junior Senior High Teachers on MTSS and how to implement, audit of current practices in Tier I and II.	08/19/2024 - 06/30/2026
Given professional development, resources, and support, our Junior/Senior High School will implement an MTSS program. (MTSS)	Multi-Tiered Systems of Support	Professional Learning on the use of LinkIt for data tracking and analysis.	08/19/2024 - 06/30/2025
Given professional development, resources, and support, student growth and achievement will grow 3% or more in all ELA, Math, and Science each year. (Growth & Achievement)	Instructional Excellence	Differentiated Instruction	08/21/2023 - 05/31/2024
Given professional development, resources, and support, student growth and achievement will grow 3% or more in all ELA, Math, and Science each year. (Growth &	Instructional Excellence	Structured Literacy	08/21/2023 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achievement)		Professional Development	06/01/2026
Given professional development, resources, and support, science teachers will examine and implement the new science standards and 3-Dimensional teaching practices. (New Science Standards)	STEM	Professional learning and support on implementing new standards and 3-Dimensional teaching	07/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Structured Literacy	All teachers holding certificates in Special Education, ESL, Reading Specialist, and Elementary (K-6, PK-4, 4-8).	Structured Literacy

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will implement structured literacy practices	08/21/2023 - 06/30/2026	Amanda Stoudt, Reading Specialist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Structured Literacy
1e: Designing Coherent Instruction	
1c: Setting Instructional Outcomes	
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development		
Professional Development Step	Audience	Topics of Prof. Dev
Multi-Tiered Systems of Support	All 7th-12th grade teachers and paraprofessionals	MTSS Framework, expectations for implementation.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will utilize the framework to support students.	08/21/2023 - 06/30/2024	Kyle Brown, Director of Special Education.

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

3e: Demonstrating Flexibility and Responsiveness

1b: Demonstrating Knowledge of Students

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

Professional Development Step**Audience****Topics of Prof. Dev**

MTSS Data

All teachers of students in grades 7-12

Linklt data warehousing platform

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Teachers will utilize platform.

08/21/2023 - 06/30/2024

Kelly Concini, Supervisor of Instructional
Technology & Curriculum

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

3d: Using Assessment in Instruction

4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

Professional Development Step**Audience****Topics of Prof. Dev**

STEM

K-4 teachers, 5th-12th grade science teachers.

Phenomena-based learning, 3-D Teaching, STEELS standards

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Teachers will implement phenomena-based approach to lesson design, 3-D teaching principals.

01/01/2023 - 06/30/2026

Kelly Concini, Supervisor of Instructional Technology & Curriculum

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

Professional Development Step**Audience****Topics of Prof. Dev**

Instructional Excellence

All teachers PK-12

Supporting the needs of all learners in inclusive classroom, instructional best practices, assessment.

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Teachers will implement best practices in their instructional practice.

08/21/2023 - 06/30/2026

Kyle Brown, Director of Special Education

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in Inclusive Settings

1c: Setting Instructional Outcomes

3a: Communicating with Students

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Given professional development, resources, and support, our Junior/Senior High School will implement an MTSS program. (MTSS)	Multi-Tiered Systems of Support	Plan for Implementation (including Needs Assessment), create MTSS committee, develop procedures & norms for data collection and analysis.	2023-07-01 - 2023-12-31
Given professional development, resources, and support, science teachers will examine and implement the new science standards and 3-Dimensional teaching practices. (New Science Standards)	STEM	Current Curriculum Audit & Alignment to new standards.	2023-07-01 - 2024-06-30
The district will complete a comprehensive review of the articulation of curriculum from kindergarten through 12th grade and begin the process of revisions/updates to the curriculum. (Curriculum)	Curriculum & Instruction	Review of curriculum articulation K-12	2023-07-01 - 2026-06-30
The district will expand internship and apprenticeship opportunities for students by	Career	Increase student	2023-07-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
25%. (Career Readiness)	Readiness	participation in apprenticeship and internship programs through our approved programs.	- 2026-06-30
We will increase parent engagement in the learning process through online and face-to-face interactions. (Parent Engagement)	Parent Engagement	Set up online registration of new students & emergency card online portal for all students.	2023-07-01 - 2024-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
STEELS Standards & Assessment Updates	School Board of Directors, Public	Changes to new Science (STEELS) Standards, changes to PSSA/Keystone Biology assessment, changes to curriculum.

Anticipated Timeframe	Frequency	Delivery Method
05/01/2023 - 08/30/2023	Once during a school board meeting.	Presentation Posting on district website
Lead Person/Position		
Kelly Concini, Supervisor of Instructional Technology & Curriculum		

Communication Step	Audience	Topics/Message of Communication
Parent Engagement	School Board of Directors, Parents/Caregivers	Online Emergency Cards, Online student registration.

Anticipated Timeframe	Frequency	Delivery Method
08/21/2023 - 06/30/2024	Once (board presentation)	Presentation Posting on district website Other
Lead Person/Position		
Jeremey Rhoades, Network Administrator		

Communication Step	Audience	Topics/Message of Communication
Curriculum	School Board of Directors, Public, Parents/Caregivers	Expansion of apprentice and internship programs
Anticipated Timeframe	Frequency	Delivery Method
08/21/2023 - 06/30/2026	initial presentation to board, updates presented throughout school year.	Presentation Posting on district website
Lead Person/Position		
Tara Bozella		

Communication Step	Audience	Topics/Message of Communication
Curriculum & Instruction	School Board of Directors, Public	Review of curriculum, progress on curriculum revisions/rewrites, expansion of virtual offerings, changes to curriculum to address Act 158 graduation requirements.

Anticipated Timeframe

07/01/2023 - 06/30/2026

Frequency

Board presentation with updates to the
board to report progress

Delivery Method

Presentation
Posting on district website

Lead Person/Position

Kelly Concini, Supervisor of Instructional Technology & Curriculum

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
<hr/>				