

MOON AREA SD

8353 University Boulevard

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

Moon Area School District, in partnership with the community, is dedicated to educating every individual in a respectful, safe, enriching environment through a challenging, comprehensive approach that inspires excellence, lifelong learning, and responsibility.

VISION STATEMENT

With purpose, innovation, and excellence, we guide and develop students by providing quality experiences that enhance their character intellectually and personally, preparing them to become lifelong learners for an ever-changing society.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Learning is a lifelong process. Every person is unique and has intrinsic worth. Honest, open, and on-going communication promotes trust and mutual understanding. Relevance is an important catalyst for learning. Higher expectations promote greater achievement. Education is a shared responsibility of the student, school, family, and community. Essential elements to the educational process include confidence, competence, respect, and cooperation.

STAFF

Learning is a lifelong process. The education of our youth is the most valuable investment for our future success. Every person is unique and has intrinsic worth. Honest, open, and on-going communication promotes trust and mutual understanding. Relevance is an important catalyst for learning. Higher expectations promote greater achievement. Education is a shared responsibility of the student, school, family, and community. Essential elements to the educational process include confidence, competence, respect, and cooperation.

ADMINISTRATION

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PARENTS

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COMMUNITY

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STEERING COMMITTEE

Name	Position	Building/Group
Michelle Zinsser	Parent	High School
Julie Moore	Parent	Elementary School
Jenn Daugherty	Community Member	Moon Township
Joe Martonik	Community Member	Moon Township
Kellie Crago	Local Business Representative	Patrick's Pub
Allan Bross	Local Business Representative	Moon Township Ford
Caryn Glassbrenner, Elementary Teacher	Staff Member	McCormick Elementary
Tiffany Broderick, Middle School Teacher	Staff Member	Moon Area Upper Middle School
Diane Corsi	Educational Specialist	Moon Area High School
Sarah Durham	Educational Specialist	Moon Area School District
Barry Balaski	Administrator	Moon Area School District
Jill Regan	Administrator	Moon Area School District
Mike Haslett	Administrator	Moon Area School District

Name	Position	Building/Group
Jeffrey Beltz	Administrator	Moon Area School District
David Gallup	Administrator	Moon Area School District
Jason D'Alesio	Administrator	Moon Area School District
Brendan Hathaway	Administrator	Moon Area School District
Kimberly Prevost	Administrator	Moon Area School District
Julie Briggs, High School Teacher	Staff Member	Moon Area High School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Establishing a system to implement and monitor a consistent standards-aligned curriculum for ELA and all content areas is essential to improving student performance.	English Language Growth and Attainment
Despite a student's learning level, all students can demonstrate academic growth. Math growth and achievement measurements have been inconsistent. Student growth is essential to quality teaching and learning.	Mathematics Career Standards Benchmark Other

ACTION PLAN AND STEPS

Evidence-based Strategy	
Common Formative Assessments and Data Review Processes	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Culture of Data	MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring.

Goal Nickname**Measurable Goal Statement (Smart Goal)****Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Create and communicate assessment plans, revising as needed, for the 2020-2021 academic year. Determine what we have and the degree of implementation for each common tested content area. Assessment calendars for subsequent years will be developed in accordance with recommendations to improve future implementation.

2020-08-24 -
2021-04-01

Director of
Data and
Analysis

Microsoft Office 365

Create Assessment Calendar with specified testing and data meeting Dates for 21-22 and 22-23 academic years, in advance of the start of each school year.

2021-05-12 -
2023-08-16

Director of
Data and
Analysis

Microsoft Office 365

Anticipated Outcome

A comprehensive, written assessment calendar will be published prior to the start of each academic year.

Monitoring/Evaluation

The assessment calendar will contain all internal, common assessments. Data review activities will be documented.

Evidence-based Strategy

Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Culture of Data

MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Implement the use of Classroom Diagnostic Tools testing and interactive reporting in grades 5-8 plus HS Keystone courses.

2020-09-14 -
2021-06-04

Director of Data
and Analysis
Middle and High
School Principals

DRC Insight software

Conduct baseline, midyear, and year end data meetings to discuss student growth measured by CDTs, MAPs, and Acadience Reading assessments.

2021-10-18 -
2023-06-09

Director of Data
and Analysis

MS Teams & Office 365,
assessment software portals
and data warehouse software
systems

Prepare a report of student performance on local and state assessments that show student growth and achievement throughout the 20-21 SY and subsequent years thereafter.

2021-11-01 -
2023-07-13

Director of Data
and Analysis
Assistant
Superintendent
Superintendent

Office 365, public relations
support

Communicate AP test score data in relation to PVAAS

2021-01-22 -

Director of Data

PVAAS probabilities, EdInsight

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
probabilities of success on AP Exams with teachers, explain their relevance, and suggest potential ways to utilize the data.	2023-06-13	and Analysis High School Principals School Counselors	and Skyward data warehouses, Microsoft Teams, Office 365
Identify students who show the potential for AP course success and communicate that data to the students.	2022-01-10 - 2023-06-30	Director of Data and Analysis High School Principals School Counselors	PVAAS probabilities, EdInsight and Skyward data warehouses, Microsoft Teams, Office 365
Increase access to data sources for teachers and parents by improving on the quantity of data that is uploaded to EdInsight and Skyward (i.e. Acadience, MAPs, CDT, PVAAS probabilities, SAT, ACT, etc.)	2020-10-01 - 2023-06-30	Director of Data and Analysis	PVAAS probabilities, Assessment product portals, EdInsight and Skyward data warehouses, Microsoft Teams, Office 365
Create informational videos for parents on interpreting their child's data reports	2022-07-01 - 2023-06-30	Director of Data and Analysis	Office 365

Anticipated Outcome

A system of collecting, analyzing, utilizing, and sharing data among key stakeholders will foster a culture of data within the District.

Monitoring/Evaluation

Participation in data meetings and discussions, utilization of data resources and explanatory videos

Evidence-based Strategy

Connecting Career Standards Content to Individual Career interests

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Career Standards Benchmark	MASD students will meet or exceed the state's career benchmark goal and each school will maintain student evidence of meeting the benchmark criteria for their designated grade level band(s).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a written plan that maps out the collection of artifacts to store evidence of meeting the Career Standards benchmarks	2020-09-01 - 2021-01-01	Director of Data and Analysis College and Career Counselor	Office 365
Streamline the archiving process of career readiness artifacts to maintain evidence of standards completion.	2021-01-04 - 2023-06-23	Director of Data and Analysis College and Career Counselor	Office 365 Naviance

Anticipated Outcome

Written plan for the collection of Career Benchmark artifacts for each grade level band and the utilization of a data collection and tracking system to know which students met the benchmarks and those who did not.

Monitoring/Evaluation

At the end of each academic year, a PIMS report is filed, showing the percentage of students who met the benchmark standards for each grade level band. MASD will meet or exceed the state's benchmark standard.

Evidence-based Strategy

Improving Math Performance

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Increasing math performance

Increasing student math performance through personalizing instruction and support programs. With a focusing on growth, students will be challenged to improve individually, and staff will support students at their appropriate achievement level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Adoption of a K-7 math series. Solidify a consistent, local assessment platform for comparisons and diagnostic measurements. Use grade-level and team meetings for collaboration of proper pacing and data-team meetings to identify students who need additional support.	2020-08-24 - 2021-06-02	Assistant Superintendent	EnVision Math Textbook and supplemental materials
Create a system for student support. Professional development with differentiation practices for all learners. Diagnostic tools used to	2021-08-23 - 2022-06-03	Assistant Superintendent	Online math tutorial resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
advance individual learning. Teachers use formative assessments to guide instruction.			
Increasing student math performance through personalizing instruction and support programs. With a focus on growth, students will be challenged to improve individually, and staff will support students at their appropriate achievement level.	2022-08-22 - 2023-06-02	Assistant Superintendent	Online tutorial resources, before/after school tutoring, flexible grouping practices

Anticipated Outcome

Teachers will implement the newly adopted textbook series and supplemental resources with fidelity and alignment to the PA Core Standards.

Monitoring/Evaluation

Student growth will be monitored by teachers and administered through formative and summative assessments.

Evidence-based Strategy

Equity and Inclusion Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

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

Establishing a standards-aligned system for ELA and all curriculum

Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed****Anticipated Outcome****Monitoring/Evaluation****Evidence-based Strategy**

Curriculum Mapping

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

Establishing a standards-aligned system for ELA and all curriculum

Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Complete a diagnostic ELA curriculum system assessment with recommendations. Scope and sequencing (K-8) development and selection of curriculum mapping tool identified.	2021-01-04 - 2021-12-31	Assistant Superintendent	Curriculum mapping tool, ELA instructional materials, specialized training to use supplemental resources
Curriculum mapping for all grades and content areas will be completed. Essential questions, standards, content, skills, and common assessments will be included in curriculum maps.	2021-08-30 - 2022-08-26	Assistant Superintendent	Curriculum mapping software
Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs.	2022-09-05 - 2023-08-31	Assistant Superintendent	PA Voluntary Model Curriculum, curriculum mapping software, data analysis, intervention resources
During the curriculum revision and adoption process, all curriculum and supporting materials are reviewed through the lens of equity and inclusion as decisions are made.	2021-01-04 - 2023-12-30	Assistant Superintendent	Equity and Inclusion toolkit within the Standards Aligned System (SAS) portal Professional Development on Equity and Inclusion

Anticipated Outcome

Students will make continuous growth in academic areas as shown in formative and summative assessment data.

Monitoring/Evaluation

Administrators and teachers will meet regularly to discuss student growth as it relates to and contributes to academic achievement.

Evidence-based Strategy

Equity and Inclusion

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Establishing a standards-aligned system for ELA and all curriculum	Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
During the curriculum revision and adoption process, curriculum and supporting materials are reviewed through the lens of equity and inclusion as decisions are made.	2020-08-24 - 2023-08-27	Assistant Superintendent	Equity and Inclusion Toolkit - PDE SAS Portal

Anticipated Outcome

Students will demonstrate an understanding about equity and inclusive practices through their classroom discussions and behavior toward others.

Monitoring/Evaluation

Principals observe all teaching and non-teaching professionals using the Charlotte Danielson Framework and evaluation rubrics.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Implement the use of Classroom Diagnostic Tools testing and interactive reporting in grades 5-8 plus HS Keystone courses.	09/14/2020 - 06/04/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Conduct baseline, midyear, and year end data meetings to discuss student growth measured by CDTs, MAPs, and Acadience Reading assessments.	10/18/2021 - 06/09/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Communicate AP test score data in relation to PVAAS probabilities of success on AP Exams with teachers, explain their relevance, and suggest potential ways to utilize the data.	01/22/2021 - 06/13/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Identify students who show the potential for AP course success and communicate that data to the students.	01/10/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	<p>Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction</p>	<p>Increase access to data sources for teachers and parents by improving on the quantity of data that is uploaded to EdInsight and Skyward (i.e. Acadience, MAPs, CDT, PVAAS probabilities, SAT, ACT, etc.)</p>	<p>10/01/2020 - 06/30/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increasing student math performance through personalizing instruction and support programs. With a focusing on growth, students will be challenged to improve individually, and staff will support students at their appropriate achievement level. (Increasing math performance)	Improving Math Performance	Adoption of a K-7 math series. Solidify a consistent, local assessment platform for comparisons and diagnostic measurements. Use grade-level and team meetings for collaboration of proper pacing and data-team meetings to identify students who need additional support.	08/24/2020 - 06/02/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increasing student math performance through personalizing instruction and support programs. With a focusing on growth, students will be challenged to improve individually, and staff will support students at their appropriate achievement level. (Increasing math performance)	Improving Math Performance	Create a system for student support. Professional development with differentiation practices for all learners. Diagnostic tools used to advance individual learning. Teachers use formative assessments to guide instruction.	08/23/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)	Curriculum Mapping	Complete a diagnostic ELA curriculum system assessment with recommendations. Scope and sequencing (K-8) development and selection of curriculum mapping tool identified.	01/04/2021 - 12/31/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)	Curriculum Mapping	Curriculum mapping for all grades and content areas will be completed. Essential questions, standards, content, skills, and common assessments will be included in curriculum maps.	08/30/2021 - 08/26/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)</p>	<p>Curriculum Mapping</p>	<p>Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs.</p>	<p>09/05/2022 - 08/31/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)</p>	Curriculum Mapping	During the curriculum revision and adoption process, all curriculum and supporting materials are reviewed through the lens of equity and inclusion as decisions are made.	01/04/2021 - 12/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)	Equity and Inclusion	During the curriculum revision and adoption process, curriculum and supporting materials are reviewed through the lens of equity and inclusion as decisions are made.	08/24/2020 - 08/27/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	<p>Common Formative Assessments and Data Review Processes</p>	<p>Create and communicate assessment plans, revising as needed, for the 2020-2021 academic year. Determine what we have and the degree of implementation for each common tested content area. Assessment calendars for subsequent years will be developed in accordance with recommendations to improve future implementation.</p>	<p>08/24/2020 - 04/01/2021</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Common Formative Assessments and Data Review Processes	Create Assessment Calendar with specified testing and data meeting Dates for 21-22 and 22-23 academic years, in advance of the start of each school year.	05/12/2021 - 08/16/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Implement the use of Classroom Diagnostic Tools testing and interactive reporting in grades 5-8 plus HS Keystone courses.	09/14/2020 - 06/04/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Conduct baseline, midyear, and year end data meetings to discuss student growth measured by CDTs, MAPs, and Acadience Reading assessments.	10/18/2021 - 06/09/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Prepare a report of student performance on local and state assessments that show student growth and achievement throughout the 20-21 SY and subsequent years thereafter.	11/01/2021 - 07/13/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Communicate AP test score data in relation to PVAAS probabilities of success on AP Exams with teachers, explain their relevance, and suggest potential ways to utilize the data.	01/22/2021 - 06/13/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Increase access to data sources for teachers and parents by improving on the quantity of data that is uploaded to EdInsight and Skyward (i.e. Acadience, MAPs, CDT, PVAAS probabilities, SAT, ACT, etc.)	10/01/2020 - 06/30/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	Monitoring Student Growth	Create informational videos for parents	07/01/2022
	with Data Analysis Procedures and Data Informed Instruction	on interpreting their child's data reports	-
06/30/2023			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
MASD students will meet or exceed the state's career benchmark goal and each school will maintain student evidence of meeting the benchmark criteria for their designated grade level band(s). (Career Standards Benchmark)	Connecting Career Standards Content to Individual Career interests	Create a written plan that maps out the collection of artifacts to store evidence of meeting the Career Standards benchmarks	09/01/2020 - 01/01/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
MASD students will meet or exceed the state's career benchmark goal and each school will maintain student evidence of meeting the benchmark criteria for their designated grade level band(s). (Career Standards Benchmark)	Connecting Career Standards Content to Individual Career interests	Streamline the archiving process of career readiness artifacts to maintain evidence of standards completion.	01/04/2021 - 06/23/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increasing student math performance through personalizing instruction and support programs. With a focusing on growth, students will be challenged to improve individually, and staff will support students at their appropriate achievement level. (Increasing math performance)	Improving Math Performance	Create a system for student support. Professional development with differentiation practices for all learners. Diagnostic tools used to advance individual learning. Teachers use formative assessments to guide instruction.	08/23/2021 - 06/03/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

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

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

HS offers AP courses in ELA content areas

Overall percentage of students scoring proficient or advanced is above PA state average in all schools.

The high school, Bon Meade, and McCormick have already exceeded the PA state goal for 2030 for achieving at the proficient or advance level.

HS offers AP courses in mathematics content areas

Overall percentage of students scoring proficient or advanced is above PA state average in all schools.

HS offers AP courses in science content areas.

All five elementary schools exceed the state's 2030 performance goal for science.

The Upper Middle School is on target to meet the state's 2030 performance goal.

Career benchmark goals exceed or are on target to meet the state's 2030 goal at all schools.

Challenges

Continue to improve the percentages of students who earn a score of 3 or higher on Advanced Placement (AP) exams while simultaneously increasing the number of students who take the courses.

Plan for improvement in ELA PVAAS Growth measures. ELA growth did not meet the interim state goal at the Lower MS, Allard, Bon Meade, or Hyde in 2019. Overall ELA growth is below PA growth standard at the Lower Middle School, Allard, Bon Meade, and Hyde.

Improve ELA performance among subgroup populations. There are pockets of student subgroups that have lower ELA achievement and/or growth, compared to the overall state average.

Continue to improve the percentages of students who earn a score of 3 or higher while simultaneously increasing the number of students who take the courses.

Math growth did not meet the interim state goal at the high school, Allard, or Bon Meade in 2019.

There is a significant disparity in math performance across the five

Strengths

A number of career readiness activities are implemented across the district, among various grade levels.

EL students are progressing toward English Language goals as they "level up" on the performance scale. The vast majority are making growth each year.

The graduation rate for economically disadvantaged students is higher than the overall PA State average and is on track to meet the state's 2030 goal.

Students with disabilities are performing at or above target levels in ELA and math at Bon Meade.

Students with disabilities have regular school attendance rates that meet or exceed state expectations at all but two schools.

Overall achievement for all schools are on track to meet or have already exceeded the state's 2030 goals in reading, math, and science.

All schools' regular attendance rates either exceed or are on target to meet the state's goal for 2030.

High school 4-year cohort graduation rate exceeds PA state goal for 2030.

All schools' regular attendance rates either exceed or are on

Challenges

elementary schools.

There is a drop in overall math performance on the PSSA within the Upper Middle School.

Continue to improve the percentages of students who earn a score of 3 or higher while simultaneously increasing the number of students who take the courses.

Science growth at Allard and Bon Meade is below the state goal/standard.

The career benchmark goal for the economically disadvantaged subgroup is not on track to meet the state's 2030 goal at the high school.

With the large influx of new English Language learners at lower language levels, we have fewer students at the highest levels of EL support. Therefore, it may take longer to exit significant numbers from EL services.

The system for tracking and archiving evidence of career benchmark standards being met could be improved upon.

Students who have disabilities perform at a proficient and advanced level to a much lesser degree than their peers at most schools in most tested subject areas.

Strengths

target to meet the state's goal for 2030.

Have technology hardware and software tools to engage students in learning

Have high quality educational programs with well rounded opportunities

Have dedicated, committed, experienced, passionate staff & teachers

Have hardworking, motivated students who are excited to learn

Challenges

Students with disabilities do not attend school regularly at the high school or at Hyde.

Students who are economically disadvantaged perform at a proficient and advanced level to a much lesser degree than their peers at the middle schools and Hyde in all tested subject areas.

Student growth in ELA, math, and science is not consistently on target for meeting the state goal for 2030.

Students with disabilities and those who are economically disadvantaged have achievement levels that are significantly lower than their peers without disabilities. This creates an achievement gap that may be a target for improvement.

District has budgetary limitations, must do more with less

Need to improve balance, equity of personnel and resources

Need to align curriculum and update curricular resources

Need to strengthen a systemic model for formative data collection and review to make data-informed decisions

Need more support for mental health, wellness



Most Notable Observations/Patterns

The District is in need of a systemic, interrelated model for curriculum mapping, alignment, and formative data analysis that is designed to improve student achievement through consistent growth year after year.

Challenges	Discussion Point	Priority for Planning
Continue to improve the percentages of students who earn a score of 3 or higher on Advanced Placement (AP) exams while simultaneously increasing the number of students who take the courses.	There are a number of students who show a strong probability that they would be successful in Advanced Placement (AP) courses but don't enroll in the class or take the AP test.	
Plan for improvement in ELA PVAAS Growth measures. ELA growth did not meet the interim state goal at the Lower MS, Allard, Bon Meade, or Hyde in 2019. Overall ELA growth is below PA growth standard at the Lower Middle School, Allard, Bon Meade, and Hyde.	ELA (K-8) alignment is a curricular need within the district.	
There is a significant disparity in math performance across the five	Consistent implementation and monitoring of a standards-aligned curriculum for not only math, but all curricular areas is essential to improve student	

Challenges	Discussion Point	Priority for Planning
elementary schools.	performance.	
The system for tracking and archiving evidence of career benchmark standards being met could be improved upon.	Naviance is the primary tool used to archive artifacts; however, teachers manage class rosters for reporting to administration as students meet objectives. Although the current system is accurate, there is no automated "check-off" system in place.	
Students who have disabilities perform at a proficient and advanced level to a much lesser degree than their peers at most schools in most tested subject areas.	The administrative team will continue to determine ways in which the educational program can be enhanced to reduce achievement gaps among student subgroups.	
Students with disabilities do not attend school regularly at the high school or at Hyde.	Regular attendance is essential to academic growth. Students who do not attend school regularly are more likely to be at risk for academic failure. A review and revision of attendance policies and procedures that focuses on improving attendance rates by student subgroup will have an impact on the reduction of academic achievement gaps.	
Students who are economically disadvantaged perform at a proficient and advanced level to a much lesser degree than their peers at the middle schools and Hyde in all tested subject areas.	The allocation and assignment of student interventions may take a student's economic status into consideration when resources are limited.	
Student growth in ELA, math, and science is not consistently on target	The implementation and consistent usage of a system of formative assessments, such as the Classroom Diagnostic Tools, Acadience, and NWEA	

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

for meeting the state goal for 2030.

MAPs will enable teachers and administrators to monitor student growth throughout the year rather than waiting until summative assessment data is released. Monitoring student growth throughout the year provides greater opportunity for teachers to provide interventions to students so that growth is more likely to be achieved.

Students with disabilities and those who are economically disadvantaged have achievement levels that are significantly lower than their peers without disabilities. This creates an achievement gap that may be a target for improvement.

The implementation and consistent usage of a system of formative assessments, such as the Classroom Diagnostic Tools, Acadience, and NWEA MAPs will enable teachers and administrators to monitor student growth throughout the year rather than waiting until summative assessment data is released. Monitoring student growth throughout the year provides greater opportunity for teachers to provide interventions to students so that growth is more likely to be achieved and achievement gaps can be reduced over time.

ADDENDUM B: ACTION PLAN

Action Plan: Common Formative Assessments and Data Review Processes

Action Steps	Anticipated Start/Completion Date
<p>Create and communicate assessment plans, revising as needed, for the 2020-2021 academic year.</p> <p>Determine what we have and the degree of implementation for each common tested content area.</p> <p>Assessment calendars for subsequent years will be developed in accordance with recommendations to improve future implementation.</p>	08/24/2020 - 04/01/2021

Monitoring/Evaluation	Anticipated Output
<p>The assessment calendar will contain all internal, common assessments. Data review activities will be documented.</p>	<p>A comprehensive, written assessment calendar will be published prior to the start of each academic year.</p>

Material/Resources/Supports Needed	PD Step	Comm Step
Microsoft Office 365	no	yes

Action Steps**Anticipated Start/Completion Date**

Create Assessment Calendar with specified testing and data meeting Dates for 21-22 and 22-23 academic years, in advance of the start of each school year.

05/12/2021 - 08/16/2023

Monitoring/Evaluation**Anticipated Output**

The assessment calendar will contain all internal, common assessments. Data review activities will be documented.

A comprehensive, written assessment calendar will be published prior to the start of each academic year.

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

Microsoft Office 365

no

yes

Action Plan: Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction

Action Steps**Anticipated Start/Completion Date**

Implement the use of Classroom Diagnostic Tools testing and interactive reporting in grades 5-8 plus HS Keystone courses.

09/14/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Participation in data meetings and discussions, utilization of data resources and explanatory videos

A system of collecting, analyzing, utilizing, and sharing data among key stakeholders will foster a culture of data within the District.

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

DRC Insight software

yes

yes



Action Steps**Anticipated Start/Completion Date**

Conduct baseline, midyear, and year end data meetings to discuss student growth measured by CDTs, MAPs, and Acadience Reading assessments.

10/18/2021 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

Participation in data meetings and discussions, utilization of data resources and explanatory videos

A system of collecting, analyzing, utilizing, and sharing data among key stakeholders will foster a culture of data within the District.

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

MS Teams & Office 365, assessment software portals and data warehouse software systems

yes

yes



Action Steps**Anticipated Start/Completion Date**

Prepare a report of student performance on local and state assessments that show student growth and achievement throughout the 20-21 SY and subsequent years thereafter.

11/01/2021 - 07/13/2023

Monitoring/Evaluation**Anticipated Output**

Participation in data meetings and discussions, utilization of data resources and explanatory videos

A system of collecting, analyzing, utilizing, and sharing data among key stakeholders will foster a culture of data within the District.

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

Office 365, public relations support

no

yes



Action Steps**Anticipated Start/Completion Date**

Communicate AP test score data in relation to PVAAS probabilities of success on AP Exams with teachers, explain their relevance, and suggest potential ways to utilize the data.

01/22/2021 - 06/13/2023

Monitoring/Evaluation**Anticipated Output**

Participation in data meetings and discussions, utilization of data resources and explanatory videos

A system of collecting, analyzing, utilizing, and sharing data among key stakeholders will foster a culture of data within the District.

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

PVAAS probabilities, EdInsight and Skyward data warehouses, Microsoft Teams, Office 365

yes

yes



Action Steps**Anticipated Start/Completion Date**

Identify students who show the potential for AP course success and communicate that data to the students.

01/10/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Participation in data meetings and discussions, utilization of data resources and explanatory videos

A system of collecting, analyzing, utilizing, and sharing data among key stakeholders will foster a culture of data within the District.

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

PVAAS probabilities, EdInsight and Skyward data warehouses, Microsoft Teams, Office 365

yes

yes



Action Steps**Anticipated Start/Completion Date**

Increase access to data sources for teachers and parents by improving on the quantity of data that is uploaded to EdInsight and Skyward (i.e. Acadience, MAPs, CDT, PVAAS probabilities, SAT, ACT, etc.)

10/01/2020 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Participation in data meetings and discussions, utilization of data resources and explanatory videos

A system of collecting, analyzing, utilizing, and sharing data among key stakeholders will foster a culture of data within the District.

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

PVAAS probabilities, Assessment product portals, EdInsight and Skyward data warehouses, Microsoft Teams, Office 365

yes

yes



Action Steps**Anticipated Start/Completion Date**

Create informational videos for parents on interpreting their child's data reports

07/01/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Participation in data meetings and discussions, utilization of data resources and explanatory videos

A system of collecting, analyzing, utilizing, and sharing data among key stakeholders will foster a culture of data within the District.

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

Office 365

no

yes

Action Plan: Connecting Career Standards Content to Individual Career interests

Action Steps**Anticipated Start/Completion Date**

Create a written plan that maps out the collection of artifacts to store evidence of meeting the Career Standards benchmarks

09/01/2020 - 01/01/2021

Monitoring/Evaluation**Anticipated Output**

At the end of each academic year, a PIMS report is filed, showing the percentage of students who met the benchmark standards for each grade level band. MASD will meet or exceed the state's benchmark standard.

Written plan for the collection of Career Benchmark artifacts for each grade level band and the utilization of a data collection and tracking system to know which students met the benchmarks and those who did not.

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

Office 365

no

yes



Action Steps**Anticipated Start/Completion Date**

Streamline the archiving process of career readiness artifacts to maintain evidence of standards completion.

01/04/2021 - 06/23/2023

Monitoring/Evaluation**Anticipated Output**

At the end of each academic year, a PIMS report is filed, showing the percentage of students who met the benchmark standards for each grade level band. MASD will meet or exceed the state's benchmark standard.

Written plan for the collection of Career Benchmark artifacts for each grade level band and the utilization of a data collection and tracking system to know which students met the benchmarks and those who did not.

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

Office 365 Naviance

no

yes

Action Plan: Improving Math Performance

Action Steps**Anticipated Start/Completion Date**

Adoption of a K-7 math series. Solidify a consistent, local assessment platform for comparisons and diagnostic measurements. Use grade-level and team meetings for collaboration of proper pacing and data-team meetings to identify students who need additional support.

08/24/2020 - 06/02/2021

Monitoring/Evaluation**Anticipated Output**

Student growth will be monitored by teachers and administered through formative and summative assessments.

Teachers will implement the newly adopted textbook series and supplemental resources with fidelity and alignment to the PA Core Standards.

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

EnVision Math Textbook and supplemental materials

yes

no



Action Steps**Anticipated Start/Completion Date**

Create a system for student support. Professional development with differentiation practices for all learners. Diagnostic tools used to advance individual learning. Teachers use formative assessments to guide instruction.

08/23/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Student growth will be monitored by teachers and administered through formative and summative assessments.

Teachers will implement the newly adopted textbook series and supplemental resources with fidelity and alignment to the PA Core Standards.

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

Online math tutorial resources

yes

yes



Action Steps**Anticipated Start/Completion Date**

Increasing student math performance through personalizing instruction and support programs. With a focus on growth, students will be challenged to improve individually, and staff will support students at their appropriate achievement level.

08/22/2022 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

Student growth will be monitored by teachers and administered through formative and summative assessments.

Teachers will implement the newly adopted textbook series and supplemental resources with fidelity and alignment to the PA Core Standards.

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

Online tutorial resources, before/after school tutoring, flexible grouping practices

no

no

Action Plan: Equity and Inclusion Practices**Action Plan: Curriculum Mapping**

Action Steps**Anticipated Start/Completion Date**

Complete a diagnostic ELA curriculum system assessment with recommendations. Scope and sequencing (K-8) development and selection of curriculum mapping tool identified.

01/04/2021 - 12/31/2021

Monitoring/Evaluation**Anticipated Output**

Administrators and teachers will meet regularly to discuss student growth as it relates to and contributes to academic achievement.

Students will make continuous growth in academic areas as shown in formative and summative assessment data.

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

Curriculum mapping tool, ELA instructional materials, specialized training to use supplemental resources

yes

no



Action Steps**Anticipated Start/Completion Date**

Curriculum mapping for all grades and content areas will be completed. Essential questions, standards, content, skills, and common assessments will be included in curriculum maps.

08/30/2021 - 08/26/2022

Monitoring/Evaluation**Anticipated Output**

Administrators and teachers will meet regularly to discuss student growth as it relates to and contributes to academic achievement.

Students will make continuous growth in academic areas as shown in formative and summative assessment data.

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

Curriculum mapping software

yes

no



Action Steps**Anticipated Start/Completion Date**

Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs.

09/05/2022 - 08/31/2023

Monitoring/Evaluation**Anticipated Output**

Administrators and teachers will meet regularly to discuss student growth as it relates to and contributes to academic achievement.

Students will make continuous growth in academic areas as shown in formative and summative assessment data.

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

PA Voluntary Model Curriculum, curriculum mapping software, data analysis, intervention resources

yes

no



Action Steps**Anticipated Start/Completion Date**

During the curriculum revision and adoption process, all curriculum and supporting materials are reviewed through the lens of equity and inclusion as decisions are made.

01/04/2021 - 12/30/2023

Monitoring/Evaluation**Anticipated Output**

Administrators and teachers will meet regularly to discuss student growth as it relates to and contributes to academic achievement.

Students will make continuous growth in academic areas as shown in formative and summative assessment data.

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

Equity and Inclusion toolkit within the Standards Aligned System (SAS) portal Professional Development on Equity and Inclusion

yes

no



Action Plan: Equity and Inclusion

Action Steps

Anticipated Start/Completion Date

During the curriculum revision and adoption process, curriculum and supporting materials are reviewed through the lens of equity and inclusion as decisions are made.

08/24/2020 - 08/27/2023

Monitoring/Evaluation

Anticipated Output

Principals observe all teaching and non-teaching professionals using the Charlotte Danielson Framework and evaluation rubrics.

Students will demonstrate an understanding about equity and inclusive practices through their classroom discussions and behavior toward others.

Material/Resources/Supports Needed

PD Step

Comm Step

Equity and Inclusion Toolkit - PDE SAS Portal

yes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	<p>Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction</p>	<p>Implement the use of Classroom Diagnostic Tools testing and interactive reporting in grades 5-8 plus HS Keystone courses.</p>	<p>09/14/2020 - 06/04/2021</p>
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	<p>Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction</p>	<p>Conduct baseline, midyear, and year end data meetings to discuss student growth measured by CDTs, MAPs, and Acadience Reading assessments.</p>	<p>10/18/2021 - 06/09/2023</p>
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven</p>	<p>Monitoring Student</p>	<p>Communicate AP test score data in</p>	<p>01/22/2021 - 06/13/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
processes established for implementation and monitoring. (Culture of Data)	Growth with Data Analysis Procedures and Data Informed Instruction	relation to PVAAS probabilities of success on AP Exams with teachers, explain their relevance, and suggest potential ways to utilize the data.	
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Identify students who show the potential for AP course success and communicate that data to the students.	01/10/2022 - 06/30/2023
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures	Increase access to data sources for teachers and parents by improving on the quantity of data	10/01/2020 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	and Data Informed Instruction	that is uploaded to EdInsight and Skyward (i.e. Acadience, MAPs, CDT, PVAAS probabilities, SAT, ACT, etc.)	
<p>Increasing student math performance through personalizing instruction and support programs. With a focusing on growth, students will be challenged to improve individually, and staff will support students at their appropriate achievement level. (Increasing math performance)</p>	<p>Improving Math Performance</p>	<p>Adoption of a K-7 math series. Solidify a consistent, local assessment platform for comparisons and diagnostic measurements. Use grade-level and team meetings for collaboration of proper pacing and data-team meetings to identify students who need</p>	<p>08/24/2020 - 06/02/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increasing student math performance through personalizing instruction and support programs. With a focusing on growth, students will be challenged to improve individually, and staff will support students at their appropriate achievement level. (Increasing math performance)</p>	<p>Improving Math Performance</p>	<p>additional support. Create a system for student support. Professional development with differentiation practices for all learners. Diagnostic tools used to advance individual learning. Teachers use formative assessments to guide instruction.</p>	<p>08/23/2021 - 06/03/2022</p>
<p>Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)</p>	<p>Curriculum Mapping</p>	<p>Complete a diagnostic ELA curriculum system assessment with recommendations. Scope and sequencing (K-8) development and</p>	<p>01/04/2021 - 12/31/2021</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		selection of curriculum mapping tool identified.	
Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)	Curriculum Mapping	Curriculum mapping for all grades and content areas will be completed. Essential questions, standards, content, skills, and common assessments will be included in curriculum maps.	08/30/2021 - 08/26/2022
Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)	Curriculum Mapping	Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive	09/05/2022 - 08/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		(K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs.	
Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)	Curriculum Mapping	During the curriculum revision and adoption process, all curriculum and supporting materials are reviewed through the lens of equity and inclusion as decisions are made.	01/04/2021 - 12/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using Pennsylvania's voluntary model curriculum platform, MASD will align a comprehensive (K-12) curriculum model that increases student achievement and growth among all students. Protocols and procedures will be cohesively in place to identify and respond to curricular and student needs. (Establishing a standards-aligned system for ELA and all curriculum)	Equity and Inclusion	During the curriculum revision and adoption process, curriculum and supporting materials are reviewed through the lens of equity and inclusion as decisions are made.	08/24/2020 - 08/27/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Interactive Reporting and Data Analysis with the Classroom Diagnostic Tools	Middle School and High School Teachers	CDT interactive reporting: Group map, Learning Progression Map, Growth and Focus report, Status reports

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will access CDT interactive reports for their classes and use the learning progression map as a resource to guide instructional decisions for students.	09/07/2020 - 06/02/2021	Director of Data and Analysis

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
EnVision Math	Math teachers in grades K-7	Working with the EnVision Math textbook series, Alignment to PA Core Standards, Scope, Sequencing, and Pacing

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will gain confidence in designing and facilitating instruction with the new math series.	02/15/2021 - 08/31/2023	Assistant Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1e: Designing Coherent Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Online Math Resources to Individualize Instruction and Intervention

Teachers and Principals

IXL, Moby Max, Success Maker

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Student growth reports will provide evidence of learning.

02/15/2021 - 08/13/2023

Assistant Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Professional Development Step	Audience	Topics of Prof. Dev
Teaching EL (English Learner) students	teachers	Teaching and supporting EL students in the content areas

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will report increased confidence in meeting the needs of EL students in their classrooms.	02/15/2021 - 08/31/2023	Assistant Superintendent Director of Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
Using Technology to Create Content and Deliver Instruction	teachers	Microsoft TEAMS, Forms, OneNote, Class Notebook, and Office 365, Creating virtual content with KineMaster app.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Students will continue to engage in learning when they must attend school in a virtual learning format. Students will also be supported beyond the school day by utilizing digitized content that is accessible to them 24/7.	02/15/2021 - 08/31/2023	Assistant Superintendent Director of Technology

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Heggerty Phonemic Awareness	primary teachers	Heggerty Phonemic Awareness Curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Primary students will show growth on Acadience Reading assessments.	03/15/2021 - 08/31/2023	Assistant Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Mental Health: Barriers to Learning and Classroom Strategies	teachers	Mental Health Barriers to Learning Classroom Strategies for Students with Mental Health Challenges

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be able to identify the mental health barriers to learning and utilize strategies to assist students with mental health challenges.	03/15/2021 - 08/31/2023	Assistant Superintendent Director of Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Mapping	teachers and principals	Curriculum mapping design and development, Curriculum mapping software, Alignment PA Standards

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Articulated curriculum maps will be updated and accessible to professional staff	08/02/2021 - 08/31/2023	Assistant Superintendent

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

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step	Audience	Topics of Prof. Dev
Making Data-Informed Instructional Decisions	K-12 teachers of ELA, mathematics, and science	Analyzing student growth and achievement data using a variety of local assessments that include, but are not limited to PSSAs, Keystones, PASA, Wida Access, NWEA MAPs, Acadience, Classroom Diagnostic Tools, and IXL.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers and principals will make data-informed decisions to maximize student growth and achievement.	01/04/2021 - 12/31/2023	Director of Data and Analysis

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	<p>Common Formative Assessments and Data Review Processes</p>	<p>Create and communicate assessment plans, revising as needed, for the 2020-2021 academic year. Determine what we have and the degree of implementation for each common tested content area. Assessment calendars for subsequent years will be developed in accordance with recommendations to improve future implementation.</p>	<p>2020-08-24 - 2021-04-01</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	<p>Common Formative Assessments and Data Review Processes</p>	<p>Create Assessment Calendar with specified testing and data meeting Dates for 21-22 and 22-23 academic years, in advance of the start of each school year.</p>	<p>2021-05-12 - 2023-08-16</p>
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	<p>Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction</p>	<p>Implement the use of Classroom Diagnostic Tools testing and interactive reporting in grades 5-8 plus HS Keystone courses.</p>	<p>2020-09-14 - 2021-06-04</p>
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	<p>Monitoring Student Growth with Data</p>	<p>Conduct baseline, midyear, and year end data meetings to discuss student</p>	<p>2021-10-18 - 2023-06-09</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Analysis Procedures and Data Informed Instruction	growth measured by CDTs, MAPs, and Acadience Reading assessments.	
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Prepare a report of student performance on local and state assessments that show student growth and achievement throughout the 20-21 SY and subsequent years thereafter.	2021-11-01 - 2023-07-13
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data	Communicate AP test score data in relation to PVAAS probabilities of success on AP Exams with teachers, explain	2021-01-22 - 2023-06-13

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Informed Instruction	their relevance, and suggest potential ways to utilize the data.	
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Identify students who show the potential for AP course success and communicate that data to the students.	2022-01-10 - 2023-06-30
MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)	Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction	Increase access to data sources for teachers and parents by improving on the quantity of data that is uploaded to EdInsight and Skyward (i.e. Acadience, MAPs, CDT, PVAAS)	2020-10-01 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>MASD will use data from local and state metrics to identify, allocate, deploy, and assess supports to reduce gaps among students. Achieve 100% participation in the data-driven processes established for implementation and monitoring. (Culture of Data)</p>	<p>Monitoring Student Growth with Data Analysis Procedures and Data Informed Instruction</p>	<p>probabilities, SAT, ACT, etc.) Create informational videos for parents on interpreting their child's data reports</p>	<p>2022-07-01 - 2023-06-30</p>
<p>MASD students will meet or exceed the state's career benchmark goal and each school will maintain student evidence of meeting the benchmark criteria for their designated grade level band(s). (Career Standards Benchmark)</p>	<p>Connecting Career Standards Content to Individual Career interests</p>	<p>Create a written plan that maps out the collection of artifacts to store evidence of meeting the Career Standards benchmarks</p>	<p>2020-09-01 - 2021-01-01</p>
<p>MASD students will meet or exceed the state's career benchmark goal and each school will maintain student evidence of meeting the benchmark criteria for their designated grade level band(s). (Career Standards Benchmark)</p>	<p>Connecting Career Standards Content to</p>	<p>Streamline the archiving process of career readiness artifacts</p>	<p>2021-01-04 - 2023-06-23</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Individual Career interests	to maintain evidence of standards completion.	
<p>Increasing student math performance through personalizing instruction and support programs. With a focusing on growth, students will be challenged to improve individually, and staff will support students at their appropriate achievement level. (Increasing math performance)</p>	Improving Math Performance	<p>Create a system for student support. Professional development with differentiation practices for all learners. Diagnostic tools used to advance individual learning. Teachers use formative assessments to guide instruction.</p>	2021-08-23 - 2022-06-03



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Assessment Calendars and Plans	staff, students, and parents	State Assessments Local Assessments
Anticipated Timeframe	Frequency	Delivery Method
08/24/2020 - 06/30/2023	annually	Posting on district website Email
Lead Person/Position		
Director of Data and Analysis		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

