161 North Main Street

Comprehensive Plan | 2022 - 2025

- -

MISSION STATEMENT

The Upper Adams School District provides challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.

VISION STATEMENT

All students college and career ready.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

A commitment to the success of each Student by emphasizing: -Essential curriculum through high quality instruction -Analysis of data to make decisions in the best interest of students -The use of a variety of assessments to identify student needs and measure student progress -Ongoing assessment is necessary to improve student achievement

STAFF

A commitment to Staff that affirms the following to provide a quality education to our students: -Analyzing data to improve and clearly focus classroom instruction -Literacy instruction for all teachers in all subjects at all levels -Motivating students -Nurturing interpersonal and social skills for all students

ADMINISTRATION

A commitment from the Administration that affirms: -Public education is a shared responsibility -Students will need a variety of skill sets to be equipped for an ever-changing, technological global society -High expectations for staff will result in continuous improvement -Setting high expectations for each student helps them to achieve continuous improvement and to meet their full individual potential

PARENTS

A commitment by Parents that affirms: -Self-discipline is critical to learning -Parent and guardians ensure that children will arrive at school ready to learn

COMMUNITY

A commitment from the Community that affirms: -A safe, clean, secure, and supportive environment is essential to learning -A successful school district requires an involved and supportive community

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Wesley T. Doll	Superintendent	District Administration Office/District Administrator/Upper Adams School District
Joseph L. Albin	Director of Curriculum, Instruction, & Assessment	District Administration Office/District Administrator/Upper Adams School District
Anne K. Corwell	Director of Student Services	District Administration Office/District Administrator/Upper Adams School District
Shelley L. Hobbs	Business Administrator	District Administration Office/District Administrator/Upper Adams School District
Jim VanDyke	Director of Technology & Transportation	District Administration Office/District Administrator/Upper Adams School District
Beth Graham	Building Principal	Biglerville High School/Building Administrator/Upper Adams School District
Nathan Becker	Building Assistant Principal	Biglerville High School/Building Administrator/Upper Adams School District
Anthony Graham	Director of Athletics & Property	Biglerville High School/Building Administrator/Upper Adams School District
Shane Brewer	Building Principal	Upper Adams Middle School/Building Administrator/Upper Adams School

Name	Position	Building/Group
		District
Sonia Buckley	Building Principal	Upper Adams Intermediate School/Building Administrator/Upper Adams School District
Jamie Kerstetter	Building Principal	Biglerville Elementary School/Building Administrator/Upper Adams School District
Jennifer Nelson	Building Assistant Principal	Biglerville Elementary School/Building Administrator/Upper Adams School District
James Lady	School Board Member	Upper Adams School District/Board Member/Upper Adams School District
Cindy Janczyk	School Board Member	Upper Adams School District/Board Member/Upper Adams School District
Susan Crouse	School Board Member	Upper Adams School District/Board Member/Upper Adams School District
Kimberly Jenkins	School Counselor	Upper Adams Middle School/Educational Specialist/Upper Adams School District
Heather Then	School Nurse	Biglerville Elementary School/Educational Specialist/Upper Adams School District
Melissa McLean	School Psychologist	District-Wide/Educational Specialist/Upper Adams School District
Steve Kissner	Elementary School Teacher	Biglerville Elementary School/Classroom Teacher/Upper Adams School District
Caroline Bruder	Elementary School Teacher	Upper Adams Intermediate School/Classroom Teacher/Upper Adams

Name	Position	Building/Group
		School District
Rachel Hertzog	Elementary School Teacher	Upper Adams Intermediate School/Classroom Teacher/Upper Adams School District
Kelly Kuntz	Elementary School Special Education Teacher	Upper Adams Intermediate School/Special Education Teacher/Upper Adams School District
Judy Pitzer	Elementary School Special Education Teacher	Upper Adams Intermediate School/Special Education Teacher/Upper Adams School District
Leigh Kathryn-Smith	High School Teacher	Biglerville High School/Business Education Teacher/Upper Adams School District
Jennifer McCleaf	Business Representative	Gettysburg/Adams Chamber of Commerce
Robert Moore	Community Representative	Biglerville, PA
Candy Bretzman	Community Representative	Bendersville, PA
Dee Bailey	Community Representative	Biglerville, PA
Tina Fair	Community Representative	Biglerville, PA
Brad Showers	High School Special Education Teacher	Biglerville High School/Special Education Teacher/Upper Adams School District
Zachary Ramsey	Middle School Special Education Teacher	Upper Adams Middle School/Gifted & Talented Teacher/Upper Adams School District

Name	Position	Building/Group
Nicole Starner	High School Libraian	Biglerville High School/Library Science Teacher/Upper Adams School District
Chris Berger	Middle School Teacher	Upper Adams Middle School/Social Studies Teacher/Upper Adams School District
Ellie Hollabaugh-Vranich	Business Representative	Hollabaugh Brothers Produce Market/Upper Adams School District
William Woodward	Business Representative	International Paper/Biglerville, PA
Dana Newberry	Student Representative	Biglerville High School Student/Upper Adams School District
Maggie Rutkowski	Parent Representative	Upper Adams Intermediate School Parent/Upper Adams School District
Laura Glassmann	Parent Representative	Biglerville High School Parent/Upper Adams School District
Donna Gano	Parent Representative	Biglerville High School Parent/Upper Adams School District
Keith Tyson	Parent Representative	Upper Adams Middle School Parent/Upper Adams School District
Jill Stoner	Parent Representative	Biglerville High School Parent/Upper Adams School District
Jen Nelson	Parent Representative	Upper Adams Intermediate School Parent/Upper Adams School District
Ryan VanDyke	Student Representative	Biglerville High School Student/Upper Adams School District
Kristen Fulton	Parent	Biglerville High School Parent/Upper Adams School District

Name	Position	Building/Group
Morgan Unger	Student	Biglerville High School Student/Upper Adams School District
Edy Sarnoff	Community Member	Biglerville, PA
Virginia Martin	Community Member	Biglerville, PA
Jared Mummert	Administrator	Upper Adams Intermediate School/Building Administrator/Upper Adams School District
Rylie Brewer	Student	Biglerville High School Student/Upper Adams School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Through gathering and analyzing data on student academic, attendance, and behavioral outcomes, the district can provide access to resources and support to effectively promote student achievement and growth.	Essential Practices 1: Focus on Continuous Improvement of Instruction
By involving stakeholders at all levels and representatives of all sub-groups to examine and refine current processes, the district can engage in more meaningful two-way communication that invites student, family, and community voice and promotes equal access.	Essential Practices 2: Empower Leadership
The Upper Adams School District building leaders will create a positive school climate.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy
Effective Literacy and Math Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Achievement	By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented

Goal Nickname	Measurable Goal Statement (Smart Goal)
and Effective Instructional Practices	for students at risk (for achievement or growth) to allow for adjustments, as needed.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify the literacy and math data at each grade level that will be collected and provide access to all necessary personnel.	2022-07-01 - 2023-06-30	Building Principals / Curriculum Director / Classroom Teachers	Assessment review to determine what is currently available
Identify the math and literacy thresholds that will be used to trigger instructional decision making beyond planned core instruction.	2023-07-01 - 2024-06-30	Building Principals / Curriculum Director / Classroom Teachers	Assessment Data, Optional IU Supports: TaC personnel,
Monitor math and literacy adjustments for effectiveness	2024-07-01 - 2025-06-30	Building Principals / Curriculum Director / Classroom Teachers	Assessment Data, Optional IU Supports: TaC personnel,

Anticipated Outcome

Assessment Review/Data Thresholds For Each Level

Monitoring/Evaluation

Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration

Evidence-based Strategy

Behavior Interventions & Supports

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Achievement and Effective Instructional Practices	By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Through Building Committees, Evaluate Behavior Interventions & Supports At The Building Level	2022-07-01 - 2023-06-30	Building Principals/Committee Members	Discipline Data, Academic Data, Counseling Information, School Climate Survey (As Applicable), PAYS Survey (As Applicable)
Based on the data review, implement behavior interventions and supports to match the school's values and culture.	2023-07-01 - 2024-06-30	Building Principals/Committee Members	Discipline Data, Academic Data, Counseling Information, School Climate Survey (As Applicable), PAYS Survey (As Applicable)
Continue to monitor, evaluate, and adjust implementation of behavior interventions and supports.	2024-07-01 - 2025-06-30	Building Principals/Committee Members	Discipline Data, Academic Data, Counseling Information, School Climate Survey (As Applicable), PAYS Survey (As

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

Anticipated Outcome

Team development and sharing of implementation outcomes with involvement of the administrator and/or peers

Monitoring/Evaluation

Student profiles / graphs showing increase in achievement of growth based on behavioral interventions, enrichment, or acceleration supports.

Evidence-based Strategy

Community Conversations/Stakeholder Feedback

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Improving Communication	By June 30, 2025, increase the engagement with two-way communication channels among stakeholders.
Positive School Climate	By June 30, 2025, all buildings' school climate results will show a total average of 3.4 or higher for the student stakeholder group.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Gather regular input from families, students, and educators through community conversations.	2022-07-01 - 2025-06-30	District Administration/Board of School Directors/Teachers	Survey Tools / School Climate Data Community Data/Demographics (As Applicable)
Collect and analyze data to measure student, staff, and family engagement.	2022-07-01 - 2025-06-30	District Administration/Board of School Directors/Teachers	Survey Tools / School Climate Data Community Data/Demographics (As Applicable)
Develop and implement a strategy for partnering with local businesses, community organizations, and other agencies aligned to the needs of the Upper Adams School District	2022-07-01 - 2025-06-30	District Staff Members	Key Stakeholders Contact Information

Anticipated Outcome

The Upper Adams School District will secure positive relationships and community buy-in with their initiatives and operations.

Monitoring/Evaluation

Continuous Review Of School Climate Data / Building Survey Data / Event Involvement

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math Instruction	Identify the literacy and math data at each grade level that will be collected and provide access to all necessary personnel.	07/01/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math Instruction	Identify the math and literacy thresholds that will be used to trigger instructional decision making beyond planned core instruction.	07/01/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math Instruction	Monitor math and literacy adjustments for effectiveness	07/01/2024 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Behavior Interventions & Supports	Through Building Committees, Evaluate Behavior Interventions & Supports At The Building Level	07/01/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Behavior Interventions & Supports	Based on the data review, implement behavior interventions and supports to match the school's values and culture.	07/01/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Behavior Interventions & Supports	Continue to monitor, evaluate, and adjust implementation of behavior interventions and supports.	07/01/2024 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math Instruction	Identify the math and literacy thresholds that will be used to trigger instructional decision making beyond planned core instruction.	07/01/2023 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math Instruction	Monitor math and literacy adjustments for effectiveness	07/01/2024 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, increase the engagement with two-way communication channels among stakeholders. (Improving Communication) By June 30, 2025, all buildings' school climate results will show a total average of 3.4 or higher for the student stakeholder group. (Positive School Climate)	Community Conversations/Stakeholder Feedback	Gather regular input from families, students, and educators through community conversations.	07/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, increase the engagement with two-way communication channels among stakeholders. (Improving Communication) By June 30, 2025, all buildings' school climate results will show a total average of 3.4 or higher for the student stakeholder group. (Positive School Climate)	Community Conversations/Stakeholder Feedback	Collect and analyze data to measure student, staff, and family engagement.	07/01/2022 - 06/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, increase the engagement with two-way communication channels among stakeholders. (Improving Communication) By June 30, 2025, all buildings' school climate results will show a total average of 3.4 or higher for the student stakeholder group. (Positive School Climate)	Community Conversations/Stakeholder Feedback	Develop and implement a strategy for partnering with local businesses, community organizations, and other agencies aligned to the needs of the Upper Adams School District	07/01/2022 - 06/30/2025

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.

School Board Minutes or Affirmation Statement	2022-04-19

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

Chief School Administrator	Wesley T. Doll	2022-05-18

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

High School Graduation Rate/Four-Year Cohort - All Student Group Exceeds 2030 Statewide Goal/College & Career Measures

Meeting Annual Academic Growth Expectations (PVAAS)/Science/Biology All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures / Upper Adams Intermediate School

Regular Attendance/On-Track Measures - All Grade 3 Student Cohort / Biglerville Elementary School

Percent English Language Growth and Attainment/On-Track Measures - English Learner Cohort In Grades 7 & 8 / Upper Adams Middle School

The Upper Adams School district fosters a vision and culture of high expectations for success for all students, educators, and families. Our vision is all students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.

The Upper Adams School District supports schools in implementing evidence-based instructional strategies and

Challenges

Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Mathematics Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School

Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Grade 8 Science Cohort / Upper Adams Middle School

Percent English Language Growth and Attainment/On-Track Measures - English Learner Cohort In Grade 3 / Biglerville Elementary School

Meeting Annual Academic Growth Expectations (PVAAS)/Student Assessment Measures - English Language Arts/Literature Cohort/Biglerville High School

The Upper Adams School District's ultimate goal is to allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. Unfortunately, current fiscal constraints and lack of State funding narrowly focuses needed funds to the essential operations of the District first with opportunities to discuss other academic priorities once those obligations are met.

Strengths

programs to ensure all students have access to rigorous, standards-aligned instruction. District Curriculum Committees meet annually and building-level curriculum meet to discuss local needs with current strategies, assessment practices, and pedagogies as the foundational level of all discussions.

The Upper Adams School District, in particular the Department of Student Services, coordinates and monitors supports aligned with students' and families' needs. These include students with disabilities, language barriers, or health concerns.

The Upper Adams School District supports the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. This is evident in allocating funds specifically designed for professional development use each school year for professional, classified, and administrative staff members.

Universal screenings provide excellent data for teachers to plan acceleration and remedial reading groups as needed and appropriate/English Language Arts.

End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/English Language Arts.

Diagnostic Assessments utilized in English Language Arts provide

Challenges

The Upper Adams School District contracts with an outside party for recruitment of substitutes and classified staff members. Professional positions are filled by the District. The goal is to always recruit and retain fully credentialed, experienced and high-quality leaders and teachers. It continues to be a challenge to find qualified people for some positions that require specific certifications in special education or the fine arts. The school district partners with local colleges to increase the potential of qualified candidates applying for open positions as well as advertising on local and digital platforms.

Personnel resources to provide needed interventions and acceleration can be challenging to sustain/English Language Arts.

Professional development must be maintained and updated as new information is available/English Language Arts.

Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/English Language Arts.

Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/English Language Arts.

Personnel resources to provide needed interventions and acceleration can be challenging to sustain/Mathematics.

Strengths

specific and actionable data to help teachers meet the needs of the students/English Language Arts.

State diagnostic tools provide teachers with reliable and predictive data to develop and individualized learning pathway for success for each of their learners/English Language Arts.

End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/Mathematics.

Diagnostic Assessments utilized in English Language Arts provide specific and actionable data to help teachers meet the needs of the students/Mathematics.

Online learning tools provide motivation, high student engagement, and prescriptive data for teachers to better plan for the needs of their students/Mathematics.

Environmental Education continues benefit the students at the Upper Adams School District with robust and diverse experiences in agriculture, ecology, sustainability, and general environmental concepts/Science, Technology, & Engineering.

All Upper Adams Middle School students must complete the 21st Century Computer Skills Learning Course which helps to prepare them for digital learning/Science, Technology, & Engineering..

Challenges

Professional development must be maintained and updated as new information is available/Mathematics.

Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/Mathematics.

Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Mathematics.

Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Science, Technology, & Engineering..

Limited personnel to provide technology coaching and experiences at the elementary level will present challenges in implementing a systemic approach to computer science/Science, Technology, & Engineering..

Quality professional development must be maintained and updated as new information is available and also be fiscally manageable/Science, Technology, & Engineering..

Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Science, Technology, & Engineering..

Strengths

The Upper Adams School District is a 1:1 school district with every student having their own device/Science, Technology, & Engineering..

Students can take various computer application and computer language courses to develop a foundation in coding, applications, and other digital platforms/Science, Technology, & Engineering..

Federal Programs funding has provided supplemental resources for both our economically disadvantaged students and English Learners and has helped the Upper Adams School District to enhance the programs for these specific student groups/Students Considered Economically Disadvantaged .

The 1:1 initiative has enabled our economically disadvantaged students to have greater accessibility to technology in order for them to have higher student engagement with the digital content/resources the school district provides//Students Considered Economically Disadvantaged.

The specific curriculum designed for students with disabilities and English Learners provides a direct correlation to the core curriculum in the classroom for greater cohesiveness with content and alignment with pacing and learning goals between the regular and special education classroom/English Learners.

Challenges

Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Students With Disabilities & Students Considered Economically Disadvantaged.

Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Student Considered Economically Disadvantaged..

Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.

Professional development must be maintained and updated as new information is available/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.

Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Supplemental LEA Plans.

Professional development must be maintained and updated as new information is available/Supplemental LEA Plans

Strengths

The intervention programs in place for our struggling students provide actionable data to the teacher to measure progress on goals and individual learning pathways/Students With Disabilities & Students Considered Economically Disadvantaged.

The Title I Program provides supplemental reading resources and instruction to the lowest 20% of struggling students at Biglerville Elementary School/Supplemental LEA Plans.

All plans are reviewed annually and provided any revisions as needed based on current law and legislation/Supplemental LEA Plans.

The technology plan provides a 1:1 experience for all students as well as opportunities for accessibility to "Hotspots" for Internet connectivity/Supplemental LEA Plans.

The K-12 Guidance Plan (339 Plan) is continuously evaluated by the school counselors for compliance and student need/Supplemental LEA Plans.

With the implementation of Smart Futures, the career evidence and readiness standards are being met with high student engagement and and a systemic pathway to explore, research, and identify potential career aspirations from students/Career Readiness.

Challenges

Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Career Readiness, Career & Technical Education, & Social Studies.

The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.

Professional development must be maintained and updated as new information is available/Career Readiness, Career & Technical Education, & Social Studies.

Strengths

The Upper Adams School District offers two approved Career & Technical Education (CTE) programs from the Pennsylvania Department of Education/CTE Programs.

The Upper Adams School District continues to utilize the United States Naturalization Test to meet the expectations and spirit of ACT 35 implementation/Social Studies.

Most Notable Observations/Patterns

Fiscal constraints have a direct impact on the variety of instructional practices and resources. The Upper Adams School District provides a well-rounded, quality education to all students with a variety of supports and choice built into the educational experience.
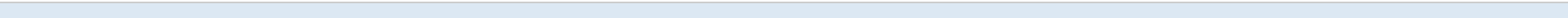
Challenges	Discussion Point	Priority for Planning
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Mathematics Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	Exposure versus mastery appear to be a competing set of values and goals. Pacing impacts each approach differently leading to inconsistencies in implementation and covered content.	

Challenges	Discussion Point	Priority for Planning
Meeting Annual Academic Growth Expectations (PVAAS)/Student Assessment Measures - English Language Arts/Literature Cohort/Biglerville High School		
Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Science, Technology, & Engineering..	Fiscal challenges continue to increase while the Upper Adams School District works diligently to sustain purchasing/renewal cycles for District devices. The unknown fiscals realities from year to year place the school district in a uncertain position not knowing if the affordability of the current replacement/renewal cycle for devices has the ability to be implemented with fidelity.	
Quality professional development must be maintained and updated as new information is available and also be fiscally manageable/Science, Technology, & Engineering..		
Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Career Readiness, Career & Technical Education, & Social Studies.		
The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.	Larger class sizes create challenges in delivering academic content, meeting the needs of special learners, student engagement, and classroom management. Personnel is one of the largest fixed costs a school district faces with budget planning. With the fiscal constraints increasing	

Challenges	Discussion Point	Priority for Planning
	each year, adding new personnel gets more difficult which creates challenges in providing support services for students as well as delivering content to student with fidelity.	
The Upper Adams School District's ultimate goal is to allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. Unfortunately, current fiscal constraints and lack of State funding narrowly focuses needed funds to the essential operations of the District first with opportunities to discuss other academic priorities once those obligations are met.		
The Upper Adams School District contracts with an outside party for recruitment of substitutes and classified staff members. Professional positions are filled by the District. The goal is to always recruit and retain fully credentialed, experienced and high-quality leaders and teachers. It continues to be a challenge to find qualified people for some positions that require specific certifications in special education or the fine arts. The school district partners with local colleges to increase the potential of qualified candidates applying for open positions as well as advertising on local and digital platforms.		

ADDENDUM B: ACTION PLAN

Action Plan: Effective Literacy and Math Instruction

Action Steps	Anticipated Start/Completion Date
Identify the literacy and math data at each grade level that will be collected and provide access to all necessary personnel.	07/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration	Assessment Review/Data Thresholds For Each Level

Material/Resources/Supports Needed		PD Step	Comm Step
Assessment review to determine what is currently available		yes	no

Action Steps	Anticipated Start/Completion Date
Identify the math and literacy thresholds that will be used to trigger instructional decision making beyond planned core instruction.	07/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration	Assessment Review/Data Thresholds For Each Level

Material/Resources/Supports Needed		PD Step	Comm Step
Assessment Data, Optional IU Supports: TaC personnel,		yes	yes

Action Steps	Anticipated Start/Completion Date
Monitor math and literacy adjustments for effectiveness	07/01/2024 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration	Assessment Review/Data Thresholds For Each Level

Material/Resources/Supports Needed		PD Step	Comm Step
Assessment Data, Optional IU Supports: TaC personnel,		yes	yes

Action Plan: Behavior Interventions & Supports

Action Steps	Anticipated Start/Completion Date
Through Building Committees, Evaluate Behavior Interventions & Supports At The Building Level	07/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Student profiles / graphs showing increase in achievement of growth based on behavioral interventions, enrichment, or acceleration supports.	Team development and sharing of implementation outcomes with involvement of the administrator and/or peers

Material/Resources/Supports Needed		PD Step	Comm Step
Discipline Data, Academic Data, Counseling Information, School Climate Survey (As Applicable), PAYS Survey (As Applicable)		yes	no

Action Steps	Anticipated Start/Completion Date
Based on the data review, implement behavior interventions and supports to match the school's values and culture.	07/01/2023 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Student profiles / graphs showing increase in achievement of growth based on behavioral interventions, enrichment, or acceleration supports.	Team development and sharing of implementation outcomes with involvement of the administrator and/or peers

Material/Resources/Supports Needed	PD Step	Comm Step
Discipline Data, Academic Data, Counseling Information, School Climate Survey (As Applicable), PAYS Survey (As Applicable)	yes	no

Action Steps	Anticipated Start/Completion Date
Continue to monitor, evaluate, and adjust implementation of behavior interventions and supports.	07/01/2024 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Student profiles / graphs showing increase in achievement of growth based on behavioral interventions, enrichment, or acceleration supports.	Team development and sharing of implementation outcomes with involvement of the administrator and/or peers

Material/Resources/Supports Needed	PD Step	Comm Step
Discipline Data, Academic Data, Counseling Information, School Climate Survey (As Applicable), PAYS Survey (As Applicable)	yes	no

Action Plan: Community Conversations/Stakeholder Feedback

Action Steps	Anticipated Start/Completion Date
Gather regular input from families, students, and educators through community conversations.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Continuous Review Of School Climate Data / Building Survey Data / Event Involvement	The Upper Adams School District will secure positive relationships and community buy-in with their initiatives and operations.

Material/Resources/Supports Needed	PD Step	Comm Step
Survey Tools / School Climate Data Community Data/Demographics (As Applicable)	no	yes

Action Steps	Anticipated Start/Completion Date
Collect and analyze data to measure student, staff, and family engagement.	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Continuous Review Of School Climate Data / Building Survey Data / Event Involvement	The Upper Adams School District will secure positive relationships and community buy-in with their initiatives and operations.

Material/Resources/Supports Needed	PD Step	Comm Step
Survey Tools / School Climate Data Community Data/Demographics (As Applicable)	no	yes

Action Steps	Anticipated Start/Completion Date
Develop and implement a strategy for partnering with local businesses, community organizations, and other agencies aligned to the needs of the Upper Adams School District	07/01/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Continuous Review Of School Climate Data / Building Survey Data / Event Involvement	The Upper Adams School District will secure positive relationships and community buy-in with their initiatives and operations.

Material/Resources/Supports Needed		PD Step	Comm Step
Key Stakeholders Contact Information		no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math Instruction	Identify the literacy and math data at each grade level that will be collected and provide access to all necessary personnel.	07/01/2022 - 06/30/2023
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math Instruction	Identify the math and literacy thresholds that will be used to trigger instructional decision making beyond planned core instruction.	07/01/2023 - 06/30/2024
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math	Monitor math and literacy adjustments for	07/01/2024 - 06/30/2025

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Instruction	effectiveness	
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Behavior Interventions & Supports	Through Building Committees, Evaluate Behavior Interventions & Supports At The Building Level	07/01/2022 - 06/30/2023
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Behavior Interventions & Supports	Based on the data review, implement behavior interventions and supports to match the school's values and culture.	07/01/2023 - 06/30/2024
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Behavior Interventions & Supports	Continue to monitor, evaluate, and adjust implementation of behavior interventions and supports.	07/01/2024 - 06/30/2025

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Assessment Review	Classroom Teachers Principals / Asst. Principals	Strategic Use Of Assessments How To Access Data Understanding What Data Is Telling You

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Data Profiles	07/01/2022 - 06/30/2023	Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Language and Literacy Acquisition for All Students
4d: Participating in a Professional Community	
1b: Demonstrating Knowledge of Students	
3d: Using Assessment in Instruction	

Professional Development Step

Identifying Assessment Thresholds

Audience

Classroom Teachers Principals / Asst. Principals

Topics of Prof. Dev

Evidence-based literacy and math Instruction, Evidence-based literacy and math interventions/enrichment, and acceleration

Evidence of Learning

Teacher Work Samples Threshold Indicators

Anticipated Timeframe

07/01/2023 - 06/30/2024

Lead Person/Position

Building Principals / Curriculum Director / Classroom Teachers

Danielson Framework Component Met in this Plan:

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

4d: Participating in a Professional Community

1b: Demonstrating Knowledge of Students

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step

Evaluate/Monitor Threshold Validity

Audience

Classroom Teachers Principals / Asst. Principals

Topics of Prof. Dev

Grade level data analysis and instructional matching: intervention, enrichment, and acceleration

Evidence of Learning

Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration

Anticipated Timeframe

07/01/2024 - 06/30/2025

Lead Person/Position

Building Principals / Curriculum Director / Classroom Teachers

Danielson Framework Component Met in this Plan:

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Evaluate Behavior Interventions & Student Supports	Classroom Teachers Principals / Asst. Principals	Identification of grade level data analysis and instructional matching: intervention, enrichment, and acceleration

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration	07/01/2022 - 06/30/2023	Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting
4e: Growing and Developing Professionally	
1d: Demonstrating Knowledge of Resources	
2d: Managing Student Behavior	

Professional Development Step	Audience	Topics of Prof. Dev
Implementation Of Behavior Interventions & Student Supports	Classroom Teachers Principals / Asst. Principals Director of Curriculum, Instruction, & Assessment	Implementation of grade level data analysis and instructional matching: intervention, enrichment, and acceleration

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration	07/01/2023 - 06/30/2024	Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Review /Evaluation/Revision Of Implemented Behavior Interventions & Student Supports	Classroom Teachers Principals / Asst. Principals	Data analysis of implemented behavior interventions and student supports.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration	07/01/2024 - 06/30/2025	Director of Curriculum, Instruction, & Assessment Director of Student Services Building Principals

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting
2d: Managing Student Behavior	
4e: Growing and Developing Professionally	
1d: Demonstrating Knowledge of Resources	

Professional Development Step	Audience	Topics of Prof. Dev
Integration of Technology (K-12) To Increase Student Growth & Achievement	Classroom Teachers Principals / Asst. Principals Director of Curriculum, Instruction, & Assessment School Counselors Classified Personnel	Staff members will review & evaluate current instructional practices in regards to technology integration & learn enhancements to better connect technology tools to the student growth & achievement. Best practices in technology integration

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	07/01/2022 - 06/30/2025	Building Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

4a: Reflecting on Teaching

Professional Development Step	Audience	Topics of Prof. Dev
Trauma-Informed Restorative Practices Training	Classroom Teachers Principals / Asst. Principals	Using restorative practices is a social science that teaches staff how to build social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to reduce crime, violence and bullying to improve human behavior.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data analysis of implemented behavior interventions and student supports. Student profiles / graphs showing decrease in concerning student behaviors. Increased scores on annual school climate and equity surveys.	07/01/2022 - 06/30/2025	Restorative Practices Professional Trainers & Building Committees

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2d: Managing Student Behavior	Trauma Informed Training (Act 18)
3e: Demonstrating Flexibility and Responsiveness	
2a: Creating an Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math Instruction	Identify the math and literacy thresholds that will be used to trigger instructional decision making beyond planned core instruction.	2023-07-01 - 2024-06-30
By June 30, 2025, monitor the effectiveness of academic, attendance, and behavioral supports implemented for students at risk (for achievement or growth) to allow for adjustments, as needed. (Student Achievement and Effective Instructional Practices)	Effective Literacy and Math Instruction	Monitor math and literacy adjustments for effectiveness	2024-07-01 - 2025-06-30
By June 30, 2025, increase the engagement with two-way communication channels among stakeholders. (Improving Communication) By June 30, 2025, all buildings' school climate results will show a total average of 3.4 or higher for the student stakeholder group. (Positive School Climate)	Community Conversations/Stakeholder Feedback	Gather regular input from families, students, and educators through community conversations.	2022-07-01 - 2025-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By June 30, 2025, increase the engagement with two-way communication channels among stakeholders. (Improving Communication) By June 30, 2025, all buildings' school climate results will show a total average of 3.4 or higher for the student stakeholder group. (Positive School Climate)	Community Conversations/Stakeholder Feedback	Collect and analyze data to measure student, staff, and family engagement.	2022-07-01 - 2025-06-30
By June 30, 2025, increase the engagement with two-way communication channels among stakeholders. (Improving Communication) By June 30, 2025, all buildings' school climate results will show a total average of 3.4 or higher for the student stakeholder group. (Positive School Climate)	Community Conversations/Stakeholder Feedback	Develop and implement a strategy for partnering with local businesses, community organizations, and other agencies aligned to the needs of the Upper Adams School District	2022-07-01 - 2025-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Identifying Assessment Thresholds	Teachers Staff Members	Assessment Type Assessment Administration Assessment Review Student Planning

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2023	During Faculty Meetings Aligned With Assessment Implementation	Memorandum Presentation

Lead Person/Position
Building Principals

Communication Step	Audience	Topics/Message of Communication
Assessment Threshold Analysis/Review	Teachers Staff Members	Assessment Type Assessment Administration Assessment Review Student Planning

Anticipated Timeframe	Frequency	Delivery Method
07/01/2023 - 06/30/2025	During Faculty Meetings Aligned With Assessment Implementation	Letter Presentation

Lead Person/Position

Building Principals

Communication Step	Audience	Topics/Message of Communication
Collection Of Data To Improve Communication & Transparency	Board Of School Directors District Administration Teachers Staff Members District Families Community Members/Stakeholders	Social-Emotional Learning Student Supports School Safety General School Climate

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	Annually	Other Presentation

Lead Person/Position

Administrative Team Building School Climate Committee Members IU Personnel (As Needed)

Communication Step	Audience	Topics/Message of Communication
School Climate Data Analysis	Board Of School Directors District Administration Teachers Staff Members	Social-Emotional Learning Student Supports School Safety General School Climate

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	Annually By IU Personnel (As Needed)	Presentation Brief

Lead Person/Position
Administrative Team Building School Climate Committee Members IU Personnel (As Needed)

Communication Step	Audience	Topics/Message of Communication
Community Collaboration	Board Of School Directors District Administration Teachers Staff Members Community Stakeholders	Community Partnerships Community Collaborations

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	Updated As Needed	Posting on district website Newsletter

Lead Person/Position
Administrative Team Community/Business Stakeholders Teachers Staff Members Board of School Directors

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Website Posting	Posting of Comprehensive Plan	Digital	Upper Adams School District Community	Summer 2022