Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Molly Nied	Superintendent	Danville Area School District	mnied@danvillesd.org
Alyssa Wenrich	Director of Special Education	Danville Area School District	awenrich@danvillesd.org
Lee Gump	Administrator	Liberty Valley Intermediate School	lgump@danvillesd.org
Jeremy Winn	Administrator	Danville Area High School	jwinn@danvillesd.org
Amy Willoughby	Administrator	Danville Primary School	awilloughby@danvillesd.org
Jeff Ryan	Administrator	Danville Area School District	jryan@danvillesd.org
Dave Snover	Administrator	Danville Area Middle School	dsnover@danvillesd.org
Stephanie Bower	Staff	Liberty Valley Intermediate	sbower@danvillesd.org
Dr. Sarah Marks	Community Partner	Geisinger Health	slmarks@geisinger.edu
Robin Drogan	Community Partner	Bloomsburg University	rdrogan@bloomu.edu
Jeff Emanuel	Community Partner	Columbia Montour Chamber of Commerce	foundation@columbiamontourchamber.com
Megan Geise	Staff	Danville Primary School	mgeise@danvillesd.org
Lisa McCarthy	Staff	Danville Middle School	lmccarthy@danvillesd.org
Angela	Staff	Danville Primary School	arush@danvillesd.org

Rush			
Shelly Craig	Staff	Danville Middle School	scraig@danvillesd.org
Christy Worhach	Staff	Danville Middle School	cworhach@danvillesd.org
Tracy Niehoff	Staff	Danville Area High School	tniehoff@danvillesd.org
Gary Grozier	Staff	Danville Area High School	ggrozier@danvillesd.org
Rebecca Pritchard	Staff	Danville Area High School	rpritchard@danvillesd.org
Jessica Knopp	Staff Member	Danville Area Middle School	jknopp@danvillesd.org
Donna Cush	Parent	Danville Area High School	dcush615@yahoo.com
Emily Layser	Parent	Danville Primary School	emilylayser@gmail.com
Phebe Strzempek	Parent	Danville Primary/Liberty Valley School	pfstrzempek@geisinger.edu
Nancy Weigle	Parent	Danville Middle School	nweigle@danvillesd.org
Sandy Green	Board Member	Danville Area School District	sgreen@danvillesd.org
Wayne Brookhart	Board Member	Danville Area School District	wbrookhart@danvillesd.org
Richard Vognetz	Board Member	Danville Area School District	rvognetz@danvillesd.org
Tom Hiravi	Staff Member	Danville Middle School	thiravi@danvillesd.org

LEA Profile

The Danville Area School District is located in the scenic Susquehanna Valley of Pennsylvania. It is the sole school district in Montour County and also services some students from Northumberland County. A highly qualified staff of 15 administrators, 192 teachers and ?? support staff works with a total student population of approximately 2500 students. Four buildings serve all students: Danville Area Primary School, Liberty Valley Intermediate School, Danville Middle School, and Danville Area High School. Additionally, the district houses Head Start and PreK Counts classrooms. Each year approximately 120 students attend a comprehensive vocational technical school, Columbia-Montour Area Vocational Technical School (CMAVT).

Danville Primary School consists of Kindergarten through second grade. There is a concerted effort each year to keep primary class sizes between 18-22 students. Third through fifth grades are housed at Liberty Valley Intermediate School. Class size at this level averages twenty (20) students per class. The primary and intermediate curriculum is aligned to the PA Core Standards. The instruction of the core curriculum is measured through benchmark assessments. These assessments drive instruction through a Multi-tiered System of Support (MTSS). Tier 2 and Tier 3 interventions at this level include Read Naturally, Orton-Gillingham methodology, and the science of reading.

Danville Middle School uses a philosophy developed by the National Middle School Association which promotes teaming. The teams promote a family like atmosphere which adolescents need. Best practices in middle level education are used as the basis for all instructional decisions. Technology is used to support instruction in many areas, including the use of Chromebooks which promotes collaboration among faculty and students. Orton-Gillingham is used to remediate students in reading.

Danville High School is a grade nine through twelve high school where approximately 80% of students go on to post high school education. A wide variety of courses are offered. This diverse selection encourages students to think about their goals beyond high school and appeals to each student's interest level. Each year approximately 20 Advanced Placement courses are offered. The pass rate for the AP courses averages 88%. Danville Area High School was award the National Blue Ribbon Award in 2014.

Students at all instructional levels are supported through a comprehensive program of support and enrichment services. These services include English Learner, Gifted, multidisability classes, emotional support, life skills, autistic support and learning disability. Twenty-six special education certified teachers, thirty-seven paraprofessional and two intervention specialists provide support services throughout the district.

Mission and Vision

Mission

In partnership with families and the community, DASD empowers students in a safe environment through relevant and engaging educational experiences that support academics, creativity, and character development.

Vision

Forging strong connections that nurture the whole student and empower them to reach their full potential.

Educational Value Statements

Students

A DASD Student will FORGE on by demonstrating: Flexible and critical thinking (empowers students to discover the truth in assertions and analyze problems based on logic and evidence) Ownership (empowers students to be accountable for their actions and work hard to achieve success) Resiliency (empowers students to have the strength and fortitude to confront the obstacles they are bound to face in life) Good Judgment (empowers students to use integrity to make decisions and act in a way that encourages other to trust, respect, and depend on them) Empathy (empowers students to see the world from someone else's perspective and develop compassion for others)

Staff

Maintain high expectations for student achievement and character, guiding students to make responsible choices in the learning process and for their lives. Implement consistent district curricula across buildings and classrooms (aligned K-12), while recognizing individual needs of all students

Administration

Provide a supportive school atmosphere where everyone feels emotionally, physically, and intellectually safe Design high quality professional development for all district staff is essential for student success. Develop and implement education and technology plans that anticipates, prepares for, and manages change.

Parents

Assume responsibility for their child's attendance and participation in the school activities Engage in communication and collaboration between home, school, and community

Community

Engage in a partnership between the District and the community that enables students to be productive members of the community.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	No
Coordinate and monitor supports aligned with students' and families' needs	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	No
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	No
Students who are ready for biology in 9th grade are being appropriately identified as evidenced by 100% of them scoring advanced or proficient on the Keystone Biology exam.	Yes
Science PSSA scores are higher than ELA or Math.	No
The science curriculum leads in the district are already preparing for the upcoming science standard changes.	No
The Keystone English exams have stayed relatively consistent since 2015 demonstrating that our curriculum is properly aligned to the exam.	Yes
83% of 10th graders who take the Keystone English exam are scoring advanced or proficient demonstrating that we are properly identifying which students are ready to take the exam by the 10th grade.	Yes
8th grade PSSA scores demonstrated that 81% of students scored proficient or advanced.	No
Math PSSA scores have been relatively consistent. Although the district should improve in this area it does demonstrate that teachers are more than likely consistently implementing the provided curriculum.	No
When students considered economically disadvantaged are given the opportunity to take Keystone exams in advanced courses they are successful at similar rates to students not considered economically disadvantaged.	No
Science PSSA scores for students with disabilities are close to 50%.	No

Math PSSA scores for students considered economically disadvantaged are not as high as we should strive to be but are relatively consistent with overall PSSA passing rates.	No
ELA PSSA scores for students considered economically disadvantaged are not as high as we should strive to be but are relatively consistent with overall PSSA passing rates.	No
The Agricultural CIPs are strong and have active student participation. Students participate in the full CIP and some students just take some coursework in this field of study.	No
The Lackawanna Dual Enrollment partnership allows students to get credit for courses they are taking within the high school.	No
Danville Middle School had more advanced students on PSSA Science, Math, and ELA than the state average.	No
Danville High School exceeded the state's growth goal in science, math, and ELA	Yes
Danville High School exceeded the state's performance goal in math and ELA	Yes

Challenges

Challenge	Consideration In Plan
Foster a vision and culture of high expectations for success for all students, educators, and families	Yes
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Yes
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	No
Ensure effective, standards-aligned curriculum and assessment	Yes
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Yes
Only 34% of 11th graders who take the Keystone Biology exam are scoring proficient or advanced demonstrating the need to offer additional supports to	Yes

students who have previously struggled to pass the exam.	
Only 48% of the students who take the Keystone English exam in 11th grade are scoring advanced or proficient. We need to offer additional supports to students not ready to take this exam in 10th grade.	Yes
Almost half of our Kindergarten through 3rd grade students qualify for intensive or strategic interventions on DIBELS demonstrating a need for the district to examine the early literacy curriculum and instruction.	Yes
The ELA scores in grades 3, 4, 5, and 6 were the lowest since 2015.	Yes
80% of middle school students scored proficient or advanced on the Keystone Algebra exam. Although this is a high percentage only a small group of students are selected to take the exam at this level so the district needs to examine the selection criteria for taking Keystone Algebra in middle school.	No
The Keystone Algebra exam scores in grades 9 and 10 are less than 50%.	No
Less than 60% of students scored advanced or proficient in grades 3, 4, and 5	No
Less than 50% of students scored advanced or proficient in grades 6, 7, and 8	No
Students with disabilities have very low passing rates on Keystone exams.	No
Math PSSA scores for students with disabilities are extremely low.	Yes
ELA PSSA scores for students with disabilities are extremely low.	No
The Entrepreneurial CIP is newer to the district and still needs further development and growth in student participation.	No
The district is still further designing an articulation agreement with Bloomsburg University, now part of Commonwealth University, which could provide additional dual enrollment opportunities for our students.	No
Danville Middle School was lower than the state average in Math PSSA performance. 43% proficient or advanced	Yes
Danville Middle School was lower than the state growth average in Math as measured by PVAAS 56 - academic growth score	Yes
Liberty Valley Elementary did not meet the state's interim goal for ELA performance.	Yes

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Students who are ready for biology in 9th grade are being appropriately identified as evidenced by 100% of them scoring advanced or proficient on the Keystone Biology exam.	The science curriculum leads are very thoughtful about science curriculum being standards-aligned. This alignment can serve as a model for all subject areas.
The Keystone English exams have stayed relatively consistent since 2015 demonstrating that our curriculum is properly aligned to the exam.	Previous rigorous instruction at the elementary and middle school level has resulted in high performance for our high school students. If the district can return to those same high expectations in the early years the district should be able to reach that success level again in the future.
83% of 10th graders who take the Keystone English exam are scoring advanced or proficient demonstrating that we are properly identifying which students are ready to take the exam by the 10th grade.	The process that the English teachers are using to identify students could be replicated in other subject areas.
Danville High School exceeded the state's growth goal in science, math, and ELA	Previous rigorous instruction at the elementary and middle school level has resulted in high performance for our high school students. If the district can return to those same high expectations in the early years the district should be able to reach that success level again in the future.
Danville High School exceeded the state's performance goal in math and ELA	Previous rigorous instruction at the elementary and middle school level has resulted in high performance for our high school students. If the district can return to those same high expectations in the early years the district should be able to reach that success level again in the future.

Challenges

Challenge	Discussion Points	Priority	Priority Statement

		For Planning	
Foster a vision and culture of high expectations for success for all students, educators, and families	The culture of the district veered away from high expectations.	Yes	If we create a common professional development time for teachers on a weekly basis then we can create a common vision and culture for high expectations across the district.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence		No	
Ensure effective, standards-aligned curriculum and assessment	ELA curriculum has not been based on the science of reading. During Covid the district got away from the previously instituted curriculum review cycle. The district also got away from a system of both norm and criterion referenced assessments.	Yes	If we create a process for curriculum and unit plan mapping and a long-term curriculum review cycle then the district can ensure an effective, standards-aligned curriculum and assessment.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	The curriculum review cycle was not followed so it some curriculum may not be as tightly aligned to standards as it should. Professional development needs to be more thoughtfully designed to be focused on effective instructional strategies and appropriately rigorous instruction.	Yes	If we create an assessment schedule including both criterion and norm-referenced testing and built in data-analysis time for teachers, then we can ensure that teachers are able to design appropriately rigorous standards-aligned instruction.
Only 34% of 11th graders who take the Keystone Biology exam are scoring proficient or advanced		No	

demonstrating the need to offer additional supports to students who have previously struggled to pass the exam.			
Only 48% of the students who take the Keystone English exam in 11th grade are scoring advanced or proficient. We need to offer additional supports to students not ready to take this exam in 10th grade.		No	
Almost half of our Kindergarten through 3rd grade students qualify for intensive or strategic interventions on DIBELS demonstrating a need for the district to examine the early literacy curriculum and instruction.		Yes	If we create create an elementary literacy curriculum based on the science of reading and train our teachers on the science of reading then we can improve our early literacy and ELA PSSA scores.
The ELA scores in grades 3, 4, 5, and 6 were the lowest since 2015.		No	
Math PSSA scores for students with disabilities are extremely low.		No	
Danville Middle School was lower than the state average in Math PSSA performance. 43% proficient or advanced		No	
Danville Middle School was lower than the state growth average in Math		No	

as measured by PVAAS 56 - academic growth score			
Liberty Valley Elementary did not meet the state's interim goal for ELA performance.		No	

Goal Setting

Priority: If we create a common professional development time for teachers on a weekly basis then we can create a common vision and culture for high expectations across the district.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	All teachers will participate in weekly professional development that is based on adult learning theory, focused on student learning, and contributes to creating a district-wide culture of high expectations. The district will meet the state performance levels in all areas because of this focus on high expectations.	Weekly Professional Development	Create a professional development schedule for the 2023-2024 school year. Begin to build the culture of high expectations for all stakeholders by designing effective professional development.	Create a professional development schedule for the 2024-2025 school year. Begin to build the culture of high expectations for all stakeholders by designing effective professional development.	All teachers will participate in weekly professional development that is based on adult learning theory, focused on student learning, and contributes to creating a district-wide culture of high expectations. The district will meet the state performance levels in all areas because of this focus on high expectations.

Priority: If we create a process for curriculum and unit plan mapping and a long-term curriculum review cycle then the district can ensure an effective, standards-aligned curriculum and assessment.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	All subject areas will have board approved curriculum maps and units of study in place by the start of the 2025-2026 school year and the district will be following a long-term curriculum adoption cycle.	Curriculum Mapping	Begin to follow the long-term curriculum cycle with a specific focus on elementary and middle school literacy and math.	Get closer to following the long-term curriculum cycle with a focus on science.	All subject areas will have board approved curriculum maps and units of study in place by the start of the 2025-2026 school year and the district will be following a long-term curriculum adoption cycle.

Priority: If we create an assessment schedule including both criterion and norm-referenced testing and built in data-analysis time for teachers, then we can ensure that teachers are able to design appropriately rigorous standards-aligned instruction.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	Determine an appropriate criterion and norm referenced assessment for ELA and math in the elementary and middle grades and ELA, science, and math for high school tested subjects. Create an assessment calendar with built in professional development time for data analysis. The district will meet the state performance levels in all areas because of this assessment data.	Assessment Schedule	Create an assessment calendar with built in professional development time for data analysis. Begin to grow achievement and growth measure scores.	Grow in our ability to analyze student data and make instructional changes. Continue to improve achievement and growth measure scores.	Determine an appropriate criterion and norm referenced assessment for ELA and math in the elementary and middle grades and ELA, science, and math for high school tested subjects. Create an assessment calendar with built in professional development time for data analysis. The district will meet the state performance levels in all areas because of this assessment data.

Priority: If we create create an elementary literacy curriculum based on the science of reading and train our teachers on the science of reading then we can improve our early literacy and ELA PSSA scores.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Early Literacy	Create an elementary literacy curriculum based on the science of reading and have 100% of elementary, special education, and reading specialists complete science of reading training.	Science of Reading	Begin the creation of an elementary literacy curriculum based on the science of reading. Start the first cycle of science of reading training.	Complete the elementary literacy curriculum based on the science of reading. Complete phase two of the science of reading training.	Create an elementary literacy curriculum based on the science of reading and have 100% of elementary, special education, and reading specialists complete science of reading training.

Action Plan for: Develop standards-aligned curriculum

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Curriculum Mapping • Science of Reading	Common curriculum overview documents and unit plan documents shared amongst all teachers in a subject area.	Administrators will observe teachers and see curriculum being followed in the classroom. Formal observations will be conducted based on PDE guidelines and walk through observations will take place on a monthly basis.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Develop standards-aligned curriculum maps and unit plans for all subject areas	06/01/2023	05/31/2026	Jason Moser, Assistant Superintendent and Molly Nied, Superintendent	PA state standards Curriculum mapping template Unit planning template Curriculum Leads in all subject areas	Yes	Yes
Develop a long-term curriculum mapping cycle process	06/01/2023	06/01/2024	Jason Moser, Assistant Superintendent	Long Term Curriculum Cycle Curriculum Development Plan Curriculum Resource Review Plan Curriculum Leads in all Subject areas	No	Yes
Ensure that the elementary literacy curriculum is based on the Science of Reading	06/01/2023	06/01/2024	Molly Nied, Superintendent	Curriculum leads in literacy Phonemic awareness materials Phonics materials Vocabulary materials Fluency materials Comprehension materials	Yes	Yes

Action Plan for: Develop common assessments to be utilized to ensure appropriately rigorous instruction.

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Weekly Professional Development • Curriculum Mapping • Assessment Schedule • Science of Reading	Assessment schedule with corresponding professional development time for data analysis in all tested areas.	Assessments will given according to a set timeline with corresponding professional development. Mr. Moser, Assistant Superintendent, will coordinate the schedule and building administrators will facilitate the professional development. Assessments and corresponding PD will take place at least three times annually.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports	PD Step?	Com Step?
Develop common criterion referenced tests and professional development time for analysis .	06/01/2023	06/01/2025	Jason Moser, Assistant Superintendent	Criterion referenced tests Professional development schedule	Yes	Yes
Develop common norm referenced tests and professional development time for analysis.	06/01/2023	06/01/2025	Jason Moser, Assistant Superintendent	Norm referenced tests Professional development schedule	Yes	Yes

Action Plan for: Develop effective weekly professional development for teachers.

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Weekly Professional Development • Science of Reading	Professional development schedule and positive cultural changes	Professional development will take place on a weekly basis and will be facilitated by members of the administrative team. Administrators will observe teachers to see that the professional development that occurs is then implemented in the classroom.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Design effective weekly professional development for teachers.	08/21/2023	08/01/2026	Administrative Team	PD schedule PD materials Science of Reading materials	Yes	Yes

Standards-Aligned Curriculum Review

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Develop standards-aligned curriculum maps and unit plans for all subject areas • Ensure that the elementary literacy curriculum is based on the Science of Reading	Teachers	How to read and utilize the curriculum maps, corresponding resources, and corresponding assessments	Curriculum implemented in the classroom	Jason Moser, Assistant Superintendent; Molly Nied, Superintendent; and Curriculum Leads	08/21/2023	08/31/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	As needed per the curriculum cycle		Language and Literacy Acquisition for All Students
Workshop(s)	As needed per the curriculum cycle		Language and Literacy Acquisition for All Students

Assessment Data Analysis

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Develop common criterion referenced tests and professional development time for analysis. • Develop common norm referenced tests and professional development time for analysis.	teachers	Difference between criterion referenced and norm referenced assessments; how to analyze student assessment data; interventions to utilize with students	differentiated instruction; small group instruction, interventions	Jason Moser, Assistant Superintendent and Building Administrators	09/30/2023	09/11/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Three times a year after each round of assessment		Language and Literacy Acquisition for All Students

Science of Reading

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Ensure that the elementary literacy curriculum is based on the Science of Reading	elementary teachers; reading specialists; special education teachers	science of reading	science of reading implemented in instruction	Molly Nied, Superintendent; Curriculum Leads	08/21/2023	08/21/2026

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	8 professional learning days		Structured Literacy

Communications Activities

Common Curricular Framework and Digital Access

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Develop standards-aligned curriculum maps and unit plans for all subject areas • Develop a long-term curriculum mapping cycle process • Ensure that the elementary literacy curriculum is based on the Science of Reading	teachers	Long Term Curriculum Cycle; Curriculum Overview documents; Curriculum Unit Plans	Jason Moser, Assistant Superintendent; Curriculum Leads	08/21/2023	08/01/2026

Communications

Type of Communication	Frequency
Other	Shared Google folder with access to these documents for all teachers

Common Assessment Cycle

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Develop common criterion referenced tests and professional development time for analysis . • Develop common norm referenced tests and professional development time for analysis.	teachers	assessment and professional development schedule	Jason Moser, Assistant Superintendent	08/21/2023	08/21/2026

Communications

Type of Communication	Frequency
Other	Shared Google document (shared via email) so all teachers are aware of the assessment calendar

Professional Development Calendar and Agendas

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Design effective weekly professional development for teachers.	teachers	professional development overview and weekly professional development agendas	Administrative Team	08/21/2023	08/21/2026

Communications

Type of Communication	Frequency
Other	Shared Google documents Overview provided before the start of the school year and detailed documents a week in advance for professional development days and a day in advance for weekly activities