MIFFLINBURG AREA SD

178 Maple St

Comprehensive Plan | 2021 - 2024

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MIFFLINBURG AREA SCHOOL DISTRICT AND ITS LOCATION

Mifflinburg is considered a rural, public school district located in what is known as the Central Susquehanna Valley because of its central location in the state of Pennsylvania. The school district is one of only two school districts in Union County. Its geographic area is about 214.53 square miles and sits in the western two-thirds of the county. The district's website slogan is "where the focus is on instruction and achievement." It is a great place to learn and grow.

COMMUNITY OF MIFFLINBURG

The borough and surrounding areas are known for its emphasis on agricultural and simple lifestyles. It is not unusual to see Amish and Mennonite families traveling by their horse-drawn buggies any day of the week. During harvest times, life's pace tends to slow by the farm tractors traveling from farms to fields and back again.

The image and identity of Mifflinburg is embodied in its German heritage. Many unique sites in the borough have created an image of Mifflinburg people as hard working, caring and generous. The community's heritage shines during its annual popular authentic German Christkindl Market and Oktoberfest events.

The community's past is depicted in its history of buggy making. Buggy manufacturing began in Mifflinburg in the 1840s and soon became an important industry. The history of Mifflinburg's buggy works is presented by the Mifflinburg Buggy Museum, which preserves the original William Heiss coachworks building, buggies, and tools associated with the trade.

The total population of the Mifflinburg Borough is about 3,600 people (2018); the majority of the residents are Caucasian. Community members have strong ties with their chosen religious affiliations. The median family income is $43,520.

Mifflinburg Community-Main Industries and Employment

The leading industries in the Mifflinburg borough are educational services, health care, and social assistance. The area surrounding the Mifflinburg community has been hit hard by the closings of major industries. A main employer, Pennsylvania House Furniture, was closed about sixteen years ago. The furniture manufacturer employed about 1000 workers, many from the Mifflinburg area. Other smaller manufacturing companies have closed, and numerous other companies have reduced their workforce. Ritzcraft, a modular home company, continues to thrive within the borough. Yorktowne, a company that manufactures home cabinetry is also able to maintain operation.

The Mifflinburg Area School District itself employs a significant number of people who live in the borough of Mifflinburg as well as its bordering areas. Other people work at neighboring school districts. Bucknell University in Lewisburg, Susquehanna University in Selinsgrove, Bloomsburg University in Bloomsburg and The Pennsylvania State University in State College, Pennsylvania are all within commutable employment. Evangelical Community Hospital in Lewisburg (15 miles away) and Geisinger Medical Center in Danville,

Pennsylvania (40 miles away) provide additional employment opportunities. The Federal penitentiary located in Lewisburg and in Allenwood is another employment opportunity for residents of Mifflinburg.

District – Enrollment

The Mifflinburg Area School District is presently home to 1,942 students (2021). The student enrollment is reported as 95% Caucasian. The area is home to a large Mennonite population, many of whom do not attend the public schools. The district currently has 13 English Language Learners (.6%) and about 303 students with IEPs (15.6%), and 75 students with gifted IEPs (3.86%). About 44% of the district's students are economically disadvantaged.

The district began an e-learning academy with the beginning of the 16-17 school year. As of April 9, 2021, 330 students are enrolled, many as a result of the COVID-19 pandemic. Additionally, 18 students are enrolled at Bloomsburg University during their senior year.

District – Curriculum and Programs

The District employs five School Counselors, one Counselor for the Elementary School, one Counselor for the Intermediate School, one Counselor for the Middle School, and two Counselors for the High School. Additionally, the District employs two School Social Workers, two School Psychologists, and one Family and Child Specialist.

Both, the Elementary School (K-2) and the Intermediate School have implemented School-Wide Positive Behavior Support (PBIS) Programs that have recently received State recognition. The Middle and High Schools have PBIS programs as well. All students are supported through SAP (Student Assistance Program) teams in all four buildings.

Elementary School The Mifflinburg Area Elementary School is configured for grades Kindergarten through Grade 2. Kindergarten classes have been full-day programs since the 2004-2005 school year. Class size at the elementary level is generally between 17 and 21 students. The school also houses a Pre-K Counts classroom with SUMMIT Early Learning, LLC. Additionally, the District and SUMMIT Early Learning collaborates to operate a transitional summer program for twenty Head Start children who will enter the District's kindergarten each Fall.

The School Board adopted the McGraw-Hill Wonders ELA program for its K-2 building in the Spring of 2017. The Board approved the 2020 version of enVision Mathematics at its April 13, 2021 meeting to be used in K-8 classrooms. Science and Social Studies education is also provided. Students enjoy music, art, physical education, technology education, and library services. Strong special education services and a schoolwide Title 1 program are in place at the elementary level to provide interventions and support to students who may be experiencing academic difficulties. The building also utilizes an MTSS framework to support students with their academic, behavior, and social-emotional needs. All students in the Elementary School have a personal learning device provided by the District.

Intermediate School The Mifflinburg Area Intermediate School was recognized as a 2016 National Blue Ribbon School. The building is presently configured for grades three through five. Class size generally ranges between 19 and 24 students. The School Board also adopted the McGraw-Hill Wonders ELA program for its Grades 3-5 building in the Spring of 2017. The mathematics program at the Intermediate School will also be enVision as approved by the Board on April 13, 2021. Science and Social Studies education is also provided. Students at the Intermediate School enjoy music, art, physical education, technology education, and library services as well. Special education services and a schoolwide Title 1 program are generally a "push in" model at this level. Additionally, the building operates an MTSS framework to support students with their academic, behavior, and social-emotional needs. Many of the classrooms have instituted hybrid learning, a three-station rotation model for student engagement using direct instruction, independent work, and collaborative work in small groups. Every classroom in the Intermediate School has enough Chromebooks for every student provided by the District.

Middle School The Mifflinburg Area Middle School is configured for grades six through eight. Class size ranges from approximately 21-26 students. The Middle School uses the myPerspectives English Language Arts program as its basis for English Language Arts instruction. The mathematics program at the Middle School is also the enVision program. The Middle School offers Algebra I in 7th grade and Algebra II in 8th grade for a small number of students who have shown appropriate readiness. Other students are offered Algebra I beginning in grade 8. Other standards-based programs in the core content areas include Science and Social Studies. Students also enjoy Family and Consumer Science, Technology Education, Music, Art, Physical Education, and Library Services. Special education services are provided to support the needs of students. The school operates a Student Support Team to support students with their academic, behavior, and social-emotional needs. Every student has a Chromebook that is provided by the District.

High School The Mifflinburg High School is configured for Grades 9-12. The High School offers both college-prep and tech-prep sequences in all grades. Each year, approximately 40% of the students in Grade 12 choose to spend their senior year attending SUN Area Career and Technology Center to study a technical curriculum full time. The High School offers strong academic core programs as well as a wide range of electives. Advanced Placement courses are available in Chemistry, Biology, Physics, United States and European History, Psychology, Calculus, Statistics, and English Literature and Composition. The school is known for strong extra-curricular programs in band and choir as well as its interscholastic sports programs. Special education services are provided to students. Additionally, several students take advantage of dual enrollment opportunities every year. The District provides a Chromebook for each student.

District – Parents and Community Participation

Parents are involved in the Mifflinburg schools through Parent/Teacher Conferences/Student-led Conferences, Meet-the-Teacher Nights, Open Houses, Parent Nights, Band and Choir Concerts, Spring Musicals and Fall Plays, Sporting Events, and many other activities which bring Mifflinburg parents and community members into the schools. The Elementary and Intermediate Schools are supported with strong Home and School Associations. Currently communication between the schools and the community is facilitated

through a weekly Good News Bulletin, a District Calendar, the District Website, Ed Alerts, Public Board Meetings, and Superintendent and Principal Monthly Messages.

Mission and Vision

Mission

Mifflinburg Area Schools are a community dedicated to an inspiring educational program that enables all students, as lifelong learners, to reach their potential, demonstrating citizenship in a global society.

Vision

Through a commitment to shared beliefs and values, the Mifflinburg Area School District adopts the following principles for all district programs. The District's commitment to excellence is highly dependent upon the effective adoption of these non-negotiable suppositions, which form the foundation for decisions. 1. Everything we do is about educating young people. 2. With effort, everyone can achieve. 3. Schools are safe, engaging environments for learning. 4. Parents are our partners. 5. Working together makes us stronger. 6. Everyone needs help sometimes. 7. No two students are the same. 8. We embrace challenge.

Educational Value Statements

Students

The District recognizes that no two students are the same and that everyone needs help sometimes. With those thoughts guiding everything we do, the District is committed to the belief that all students can learn and dedicates resources to support all students.

Staff

We embrace challenge. Achieving excellence requires that every individual employed by the District takes responsibility for his or her role in the success of students, colleagues, and the larger organization. School leaders regularly engage teachers in decision-making to support the growth and success of students. With effort, everyone can achieve.

Administration

Everything we do is about educating young people. The administration and staff recognizes that effective educational experiences for students need to be student-centered and strive to make their schools safe, engaging environments for learning.

Parents

The District acknowledges that schools and families share in the educational success of the community's children and that parents and caregivers play a vital role in the education of students. The District operates on the beliefs that parents are our partners and working together makes us stronger.

Community

The Mifflinburg Area School District understands that building sustainable alliances with community partners in order to support student success is key. The Mifflinburg community and its surrounding areas strongly support the Mifflinburg Area School District in its mission. The Mifflinburg Kiwanis Club sponsors the ASPIRE awards for students at the Intermediate and Middle Schools, and the District sponsors Student of the Month awards. The Mifflinburg Alumni and Friends provide several scholarships for graduating seniors. The District is supported by the Susquehanna Valley United Way and the Central Susquehanna Intermediate Unit #16.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
MAP data indicate growth in Math in most grade levels.	No
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
Ensure effective, standards-aligned curriculum and assessment.	No
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	Yes
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *	Yes
All schools meet the expectations for College and Career Readiness.	No
Mifflinburg Area High School operates two PDE-approved programs: Agriculture Mechanics and Production.	No
English Learners are supported with a full-time teacher and a part-time aide and perform well on their WIDA assessments.	No
Students with Disabilities met the Interim Targets in Grades 3-5 in ELA and Math.	Yes
Economically Disadvantaged students met the Interim Target in the Intermediate School, Middle School, and High Schools in Science/Biology.	Yes
Economically Disadvantaged students met the Interim Target in the High School in Algebra 1.	Yes
On average, all grade levels (K-8) demonstrated growth in ELA from Fall 2019 to Winter 2020 and beyond.	Yes
From the implementation of ECRI, the number of students performing at or above the beginning of first grade expectations for Whole Words Read at Kindergarten has increased by 34%.	No
Grade 4 consistently demonstrate achievement in Science on the PSSA and Grade 8 continues to improve.	Yes
The Intermediate School All Student Group and the High School All Student Group met the Interim Targets for ELA/Literature.	Yes
The Intermediate School All Student Group and the High School All Student Group met the Interim Targets for Math and Algebra 1.	Yes

The majority of Middle School Algebra 1 students score proficient or advanced on the Algebra I Keystone Exam.	Yes
The District recently analyzed PAYS data to gain a deeper understanding about students' behaviors, attitudes and knowledge concerning alcohol, tobacco, other drugs and violence.	No
Mifflinburg Area School District is dedicated to offering opportunities that help all students reach their full academic potential. Special education services, designed to meet this goal, include the following areas of specially designed instruction: ACADEMICS, AUTISM, LIFE SKILLS, EMOTIONAL, SPEECH AND LANGUAGE, SENSORY, and PHYSICAL. Students identified as Gifted receive specific instructional programming designed to develop, enrich, and accelerate their identified areas of academic strength.	Yes
Mifflinburg Area School District provides a Title 1 Program in both the Elementary and Intermediate Schools to support students who have difficulty meeting the Pa Academic Standards.	Yes
Mifflinburg Area School District has a designated individual who oversees Student Services for the District.	No
Mifflinburg Area School District has a K-12 Guidance Plan in place.	No
All Students Group in all four school buildings met the Performance Standard for Attendance.	Yes
The All Students Group in all four school buildings met the Performance Standard for Career Standards Benchmark.	No
The All Students Group at the High School met the 2030 Statewide Goal for Four-year Cohort Graduation.	Yes
The All Students Group, Students with Disabilities, and Economically Disadvantaged Student Group met the Interim Targets in ELA and Math at the Intermediate School.	Yes

Challenges

Challenge	Consideration In Plan
PSSA data do not show consistent gains in achievement for Mathematics.	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	No
There needs to be a K-5 curriculum guide written that is based on the new Science standards.	Yes
Students with Disabilities did not meet the Interim Targets in the Intermediate School, Middle School, and High School in Science/Biology.	No

Students' growth scores are low for the first MAP assessment; however, students make considerable gains on the second assessment.	No
Science education is presently integrated into the ELA curriculum and does not adhere to the new framework yet. An explicit Science curriculum based on the new Standards and Framework must be written for K-5.	Yes
The All Student Group did not meet the Interim Goal/Improvement Target for Biology.	No
The Middle School All Student Group did not meet the Interim Target for ELA.	No
Work needs to continue in order to complete the K-5 Social Studies curriculum.	No
Students with Disabilities did not meet the Interim Targets in the Middle School in ELA and Math.	No
Students with Disabilities did not meet the Interim Targets in the High School in Literature, Algebra 1, and Biology.	Yes
The Students with Disabilities Group did not meet the Interim Target for Science at the Intermediate School.	No
The All Students Group, Students with Disabilities, and Economically Disadvantaged Student Group did not meet the Interim Targets in ELA and Math at the Middle School.	No
The Students with Disabilities Group did not meet the Interim Targets in Literature, Algebra 1, and Biology at the High School.	Yes
Students with Disabilities did not meet the Interim Targets in the Intermediate School, Middle School, and High School in Science/Biology, in the Middle School and High School ELA/Literature and Middle School Mathematics as well as in Algebra 1 at the High School.	Yes
Students with Disabilities did not meet the Interim Targets in the Intermediate School, Middle School, and High School in Science/Biology, in the Middle School and High School ELA/Literature and Middle School Mathematics as well as in Algebra 1 at the High School.	Yes

Most Notable Observations/Patterns

The achievement of the Students with Disabilities group begins to decrease throughout the Middle School and High School in ELA, Math, and Science.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Foster a vision and culture of high expectations for success for all students, educators, and families.	We are developing a Multi-tiered System of Supports (MTSS) K-5. Teachers are beginning to bring data to MTSS meetings, and interventions are being utilized in the classroom. This data collection will determine if the student is responding to the intervention while supporting the student. When teachers learn how to use the Universal Design for Learning principles when planning lessons, students will benefit. We will continue to learn how to use MAP data for instructional purposes K-8. We will extend our social-emotional program (PATHS) into Grades 3-5. Advisory groups at the High School should continue. We will continue to improve our communication with families.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	The administrative team and leadership team meet monthly. Teams of teachers, staff members, and administrators work collaboratively at every building to make improvements for teaching and learning.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	The District uses research-based and evidence-based programs.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *	Building principals and District-level personnel participate in professional development sessions alongside the teachers.
Students with Disabilities met the Interim Targets in Grades 3-5 in ELA and Math.	
Economically Disadvantaged students met the Interim Target in the Intermediate School, Middle School, and High Schools in Science/Biology.	Economically Disadvantaged students tend to do well district-wide, and teachers do not necessarily know who those students are who fall into that group.
Economically Disadvantaged students met the Interim Target in the High School in Algebra 1.	Economically Disadvantaged students tend to do well district-wide, and teachers do not necessarily know who those students are who fall into that group.
On average, all grade levels (K-8) demonstrated growth in ELA from Fall 2019 to	Our students tend to make growth but not achieve. Additionally, the first MAP

Winter 2020 and beyond.	assessment scores are low, and then students make big gains on the second assessment.
Grade 4 consistently demonstrate achievement in Science on the PSSA and Grade 8 continues to improve.	Teaching within the Science framework at each grade level will help prepare students for the Grade 4 and Grade 8 Science assessment as well as the Biology Keystone Exam.
The Intermediate School All Student Group and the High School All Student Group met the Interim Targets for ELA/Literature.	
The Intermediate School All Student Group and the High School All Student Group met the Interim Targets for Math and Algebra 1.	
The majority of Middle School Algebra 1 students score proficient or advanced on the Algebra I Keystone Exam.	
Mifflinburg Area School District is dedicated to offering opportunities that help all students reach their full academic potential. Special education services, designed to meet this goal, include the following areas of specially designed instruction: ACADEMICS, AUTISM, LIFE SKILLS, EMOTIONAL, SPEECH AND LANGUAGE, SENSORY, and PHYSICAL. Students identified as Gifted receive specific instructional programming designed to develop, enrich, and accelerate their identified areas of academic strength.	
Mifflinburg Area School District provides a Title 1 Program in both the Elementary and Intermediate Schools to support students who have difficulty meeting the Pa Academic Standards.	
All Students Group in all four school buildings met the Performance Standard for Attendance.	
The All Students Group at the High School met the 2030 Statewide Goal for Four-year Cohort Graduation.	
The All Students Group, Students with Disabilities, and Economically Disadvantaged Student Group met the Interim Targets in ELA and Math at the Intermediate School.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
PSSA data do not show consistent gains in achievement for Mathematics.	The District does not have an up-to-date Core Mathematics Program K-8. Too many supplemental programs are being used. New teachers are not provided training from the program consultants but rather from their mentor teachers. We do not have intervention support for mathematics.	Yes	We need to adopt a new Mathematics program K-8. The District needs to provide professional development that accompanies the new Math program. The teachers must use the new Math program with fidelity. The District needs to provide ongoing training and coaching for teachers and ensure that new teachers are trained when hired.
There needs to be a K-5 curriculum guide written that is based on the new Science standards.		No	
Science education is presently integrated into the ELA curriculum and does not adhere to the new framework yet. An explicit Science curriculum based on the new Standards and Framework must be written for K-5.	Continued writing of curriculum based on the new standards needs to be done.	Yes	Science curriculum needs to be adjusted to meet the new Science standards that will be tested in 2024. The new curriculum will identify what students will know and be able to do at each grade level.
Students with Disabilities did not meet the Interim Targets in the High School in Literature, Algebra 1, and Biology.		No	
The Students with Disabilities Group did not meet the Interim Targets in Literature, Algebra 1, and Biology at the High School.		No	
Students with Disabilities did not meet the Interim Targets in the Intermediate School, Middle School, and High School in Science/Biology, in the Middle School and High School ELA/Literature and Middle School Mathematics as well as in Algebra 1 at the High School.		No	

Students with Disabilities did not meet the Interim Targets in the Intermediate School, Middle School, and High School in Science/Biology, in the Middle School and High School ELA/Literature and Middle School Mathematics as well as in Algebra 1 at the High School.	Students with Disabilities may not be supported enough in the general education classrooms.	Yes	Instruction and support may not be meeting the needs of our students with disabilities.

Goal Setting

Priority: We need to adopt a new Mathematics program K-8. The District needs to provide professional development that accompanies the new Math program. The teachers must use the new Math program with fidelity. The District needs to provide ongoing training and coaching for teachers and ensure that new teachers are trained when hired.

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	Given professional development, resources and support, student achievement at every grade level K-8 will increase 5 percentage points from 2020-2021 PSSA data in Mathematics as measured with the PSSA by the end of the 2023-2024 school year.	Increase in Math Achievement	All teachers will participate in professional development for enVision Mathematics during the summer prior to the 2021-2022 school year and throughout the 2021-2022 school year. Administrators will conduct regular walk-through observations to ensure adherence to the program's design. A plan will be in place for newly-hired teachers to be trained in enVision Mathematics.	Additional professional development will be provided from Savaas for enVision Mathematics, and teacher leader teams will be created to observe enVision lessons and provide coaching.	Given professional development, resources and support, student achievement at every grade level K-8 will increase 5 percentage points from 2020-2021 PSSA data in Mathematics as measured with the PSSA by the end of the 2023-2024 school year.
Mathematics	All teachers who teach a State-assessed course will utilize the Classroom Diagnostic Tools (CDT) and hold conferences with the students by the end of the 2023-2024 school year as measured by CDT data. Teachers who do not teach a State-assessed course will use MAP data in instruction and conference with students and students' families.	CDTs/MAP	All teachers who teach a State-assessed course will participate in training with an Educational Specialist from the CSIU. Other teachers will participate in professional learning and will use MAP data to guide instruction.	All teachers will use CDT and MAP data to conference with students and their families.	All teachers who teach a State-assessed course will utilize the Classroom Diagnostic Tools (CDT) and hold conferences with the students by the end of the 2023-2024 school year as measured by CDT data. Teachers who do not teach a State-assessed course will use MAP data in instruction and conference with students and students' families.

Priority: Science curriculum needs to be adjusted to meet the new Science standards that will be tested in 2024. The new curriculum will identify what students will know and be able to do at each grade level.					
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	By the end of the 2023-2024 school year, a Science curriculum will be fully implemented based on the new standards in every K-8 classroom that will lead to meaningful and effective science experiences for all K–12 students.	Science Curriculum	By the end of the 2021-2022 school year, a science curriculum for Grades K-5 will be written.	During the 2022-2023 school year, the STEM Education Consultant from the CSIU will provide site-based support to improve science teaching and learning.	By the end of the 2023-2024 school year, a Science curriculum will be fully implemented based on the new standards in every K-8 classroom that will lead to meaningful and effective science experiences for all K–12 students.

Priority: Instruction and support may not be meeting the needs of our students with disabilities.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Essential Practices 3: Provide Student-Centered Support Systems	By the end of the 2023-2024 school year, teachers will regularly use formative assessment and explicitly teach vocabulary as measured by Principal walkthrough observations.	Vocabulary/Formative Assessment	Teachers will research and identify specific vocabulary terms and develop common strategies to explicitly teach vocabulary terms for Science, ELA, Math, and Related Arts and use formative assessment during instruction.	Teachers will develop common strategies to explicitly teach vocabulary terms for Science, ELA, Math, and Related Arts and use formative assessment during instruction as measured by observation.	By the end of the 2023-2024 school year, teachers will regularly use formative assessment and explicitly teach vocabulary as measured by Principal walkthrough observations.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the 2023-2024 school year, twenty (20) teachers will be using Universal Design for Learning principles when planning lessons, providing instruction, and assessing students.	UDL	By the end of the 2021-2022 school year, ten (10) teachers will have participated in professional development to learn more about Universal Design for Learning (UDL) and begin to implement UDL principles in their lesson plans, instruction, and assessments.	By the end of the 2022-2023 school year, fifteen (15) teachers will have participated in professional development to learn more about Universal Design for Learning (UDL) and begin to implement UDL principles in their lesson plans, instruction, and assessments.	By the end of the 2023-2024 school year, twenty (20) teachers will be using Universal Design for Learning principles when planning lessons, providing instruction, and assessing students.
Essential Practices 3: Provide Student-Centered Support Systems	The performance of the Students with Disabilities group on the Keystone Exams in Literature, Algebra 1, and Biology will increase from the 2022-2023 baseline data.	Supporting Students	The High School will move to a 4-block A/B schedule beginning with the 2021-2022 school year. This will allow for Keystone remediation classes to be built into students' schedules.	The performance of the Students with Disabilities group will increase from the previous year in Literature, Algebra 1, and Biology.	The performance of the Students with Disabilities group on the Keystone Exams in Literature, Algebra 1, and Biology will increase from the 2022-2023 baseline data.

Action Plan

Action Plan for: Professional Development/Training for enVision Math		
Measurable Goals	**Anticipated Output**	**Monitoring/Evaluation**
• Increase in Math Achievement	Given professional development, resources and support, student achievement at every grade level K-8 will increase 5 percentage points from 2020-2021 PSSA data in Mathematics as measured with the PSSA by the end of the 2023-2024 school year.	Building principals will monitor instruction with fidelity checks throughout each school year and collaborate with teacher coaches.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Professional Development/Training for enVision Mathematics	07/01/2021	05/31/2022	Director of Curriculum and Instruction/Building Principals/Special Education Supervisor	enVision Training Team/enVision Teacher Materials/Technology	Yes	Yes
Teacher Leader Teams for Coaching	07/01/2022	05/31/2024	Director of Curriculum and Instruction/Building Principals/Special Education Supervisor	Coaching from Savaas	Yes	Yes
Savaas will provide coaching during the first year of implementation. Teacher Leader Teams will be developed continue the coaching during the second and third years of implementation.	07/01/0021	05/31/2024	Director of Curriculum and Instruction and Building Principals	Educational Consultants from the CSIU and NWEA	Yes	Yes
All teachers who teach a State-assessed course will participate in CDT training with an Educational Consultant from the CSIU. Other teachers will participate in professional learning for MAP and will use MAP data to guide instruction.	07/01/2021	05/31/2022	CSIU and MAP Consultants, Director of Curriculum and Instruction, and Building Principals	CSIU and MAP training materials	Yes	Yes

Action Plan for: Science Curriculum Writing

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Science Curriculum	By the end of the 2023-2024 school year, a Science curriculum will be fully implemented based on the new standards in every K-8 classroom.	Building principals, the Department Lead Teacher, and the Director of Curriculum and Instruction will monitor instruction to ensure the curriculum is being used to guide instruction.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The STEM Consultant from the CSIU will provide support for the writing of a new K-5 Science curriculum based on the new standards.	07/01/2021	05/31/2022	Science Department Lead Teacher and Director of Curriculum and Instruction	Consultant and Standards	Yes	Yes
The STEM Education Consultant from the CSIU will provide site-based support to improve science teaching and learning.	07/01/2022	05/31/2024	Science Department Lead Teacher and Director of Curriculum and Instruction	Science Standards	Yes	Yes
The new Science curriculum will continue to be monitored and revised as needed.	07/01/2021	05/31/2024	Director of Curriculum and Instruction and Science Dept Lead Teacher and Building Principals	Curriculum and IU Support	Yes	Yes

Action Plan for: Supporting All Students		
Measurable Goals	**Anticipated Output**	**Monitoring/Evaluation**
• Vocabulary/Formative Assessment • UDL • Supporting Students	The performance of Students with Disabilities group will increase each year using the 2020-2021 school year as a baseline.	The Keystone remediation teachers will monitor the students' progress regularly as will the High School Principals.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers will participate in professional development to learn more about the Universal Design for Learning (UDL) and begin to implement UDL principles in their lesson plans, instruction, and assessments.	07/01/2021	05/31/2024	CSIU Consultant, Director of Curriculum and Instruction, and Supervisor of Special Education	A Variety of Books, PaTTAN grant, Conferences, CSIU Support	Yes	Yes
The High School will move to a 4-block A/B schedule which will allow for Keystone remediation classes to be scheduled.	07/01/2021	05/31/2024	High School Principals	None	Yes	Yes
Teachers will research and identify vocabulary terms and develop common strategies to explicitly teach vocabulary terms for Science, ELA, Math, Social Studies, and Related Ars and use formative assessment during instruction.	07/01/2021	05/31/2024	Building Principals, Director of Curriculum and Instruction and Department Lead Teacher	ASCD Book: Teaching the Critical Vocabulary of the Common Core	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development/Training for enVision Math	• Professional Development/Training for enVision Mathematics • Teacher Leader Teams for Coaching • Savaas will provide coaching during the first year of implementation. Teacher Leader Teams will be developed continue the coaching during the second and third years of implementation. • All teachers who teach a State-assessed course will participate in CDT training with an Educational Consultant from the CSIU. Other teachers will participate in professional learning for MAP and will use MAP data to guide instruction.
Science Curriculum Writing	• The STEM Consultant from the CSIU will provide support for the writing of a new K-5 Science curriculum based on the new standards. • The STEM Education Consultant from the CSIU will provide site-based support to improve science teaching and learning. • The new Science curriculum will continue to be monitored and revised as needed.
Supporting All Students	• Teachers will participate in professional development to learn more about the Universal Design for Learning (UDL) and begin to implement UDL principles in their lesson plans, instruction, and assessments. • The High School will move to a 4-block A/B schedule which will allow for Keystone remediation classes to be scheduled. • Teachers will research and identify vocabulary terms and develop common strategies to explicitly teach vocabulary terms for Science, ELA, Math, Social Studies, and Related Ars and use formative assessment during instruction.

Professional Development Activities

enVision Mathematics Training						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	K-8 Teachers, Building Principals, Director of Curriculum and Instruction, and Special Education Supervisor	Mathematics Instruction	Classroom Observations	Director of Curriculum	07/01/2021	05/31/2022

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Workshop(s)	2-3 times per school year	• 1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

Professional Development/Training for CDTs and MAP						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	6-12 Teachers, Building Principals, Director of Curriculum and Instruction, and Special Education Supervisor	Classroom Diagnostic Tools: Administration, Data Analysis, Conferencing with Students, and Using Data for Instruction	Use of CDTs and Data Analysis	Building Principals and Director of Curriculum and Instruction	07/01/2021	05/31/2023

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Workshop(s)	Initially about 5 times/year	• 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

Science Curriculum Writing						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	K-8 Teachers, Building Teachers, Director of Curriculum and Instruction	Curriculum writing to address new Science standards	Curriculum Document	Director of Curriculum and Instruction	07/01/2021	05/31/2022

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Workshop(s)	Monthly	• 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students

Science Curriculum Writing						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	K-8 Teachers, Building Teachers, Director of Curriculum and Instruction	Instructional Strategies and Pedagogy for Meaningful Science Instruction	Notes from Consultant	Director of Curriculum and Instruction	07/01/2022	05/31/2024

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly		Language and Literacy Acquisition for All Students

Universal Design for Learning						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Selected teachers, Director of Curriculum and Instruction, and Special Education Supervisor	Integrating Universal Design for Learning Principles into Lesson Plans, Instruction, and Assessments.	Increase in Student Engagement	IU Consultant, Director of Curriculum and Instruction, and Special Education Supervisor	07/01/2021	05/31/2024

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Workshop(s)	As scheduled	• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 2a: Creating and Environment of Respect and Rapport	Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Professional Development/Training for enVision Math	• Professional Development/Training for enVision Mathematics • Teacher Leader Teams for Coaching • Savaas will provide coaching during the first year of implementation. Teacher Leader Teams will be developed continue the coaching during the second and third years of implementation. • All teachers who teach a State-assessed course will participate in CDT training with an Educational Consultant from the CSIU. Other teachers will participate in professional learning for MAP and will use MAP data to guide instruction.
Science Curriculum Writing	• The STEM Consultant from the CSIU will provide support for the writing of a new K-5 Science curriculum based on the new standards. • The STEM Education Consultant from the CSIU will provide site-based support to improve science teaching and learning. • The new Science curriculum will continue to be monitored and revised as needed.
Supporting All Students	• Teachers will participate in professional development to learn more about the Universal Design for Learning (UDL) and begin to implement UDL principles in their lesson plans, instruction, and assessments. • The High School will move to a 4-block A/B schedule which will allow for Keystone remediation classes to be scheduled. • Teachers will research and identify vocabulary terms and develop common strategies to explicitly teach vocabulary terms for Science, ELA, Math, Social Studies, and Related Ars and use formative assessment during instruction.

Communications Activities

Professional Development/Training					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Professional Development/Training for enVision Mathematics • Teacher Leader Teams for Coaching • Savaas will provide coaching during the first year of implementation. Teacher Leader Teams will be developed continue the coaching during the second and third years of implementation.	Board of Directors/District Administrators/Teachers/Community	Implementation Progress and Outcomes	Director of Curriculum and Instruction	07/01/2021	05/31/2024

Communications	
Type of Communication	**Frequency**
Brief	Mid-year and End-of year Update in Board Reports
Posting on district website	Beginning of School Year and Update Every School Year

Science Curriculum and Instruction					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• The STEM Consultant from the CSIU will provide support for the writing of a new K-5 Science curriculum based on the new standards. • The STEM Education Consultant from the CSIU will provide site-based support to improve science teaching and learning.	Board of Directors/District Administrators/Teachers/Community	Progress and Outcomes	Director of Curriculum and Instruction	07/01/2021	05/31/2024

Communications	
Type of Communication	**Frequency**
Brief	Mid-year and End-of year Update in Board Reports
Posting on district website	Ongoing
Presentation	Beginning of School Year and Parent-Teacher/Student-led Conferences

Supporting All Students					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Teachers will participate in professional development to learn more about the Universal Design for Learning (UDL) and begin to implement UDL principles in their lesson plans, instruction, and assessments. • The High School will move to a 4-block A/B schedule which will allow for Keystone remediation classes to be scheduled.	Board of Directors/District Administrators/Teachers/Community	Progress and Outcomes	Curriculum Director	07/01/2021	05/31/2024

Communications	
Type of Communication	**Frequency**
Brief	Mid-year and End-of year Update in Board Reports
Posting on district website	Ongoing