

Moon Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Moon Area School District		103026363
Address 1		
8353 University Blvd.		
Address 2		
City	State	Zip Code
Moon Township	PA	15108
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Single Point of Contact Name		
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Single Point of Contact Email		
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Single Point of Contact Phone Number		
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LEA Profile

The **Moon Area School District** serves the educational needs of students from Kindergarten through Grade 12 who reside in either Moon Township or Crescent Township. Moon Area School District is situated in Allegheny County. The school district covers an approximate 26-square mile attendance area and is located 15 miles from Pittsburgh, PA, and minutes from Pittsburgh International Airport. Moon Area School district is comprised of 7 buildings (5 elementary, 1 middle school, and 1 high school). The 30-acre secondary campus has been newly renovated and utilizes state-of-the-art technologies to foster student learning and support program development. The school district enrolls approximately 4,106 students and employs over 500 staff members.

Academics

Over 500 District staff members are committed to helping all students reach their full potential for success. Moon Area students consistently perform above state and national averages on standardized tests. Course offerings at each grade level reflect a broad scope of opportunities for students to obtain a well-rounded education. By cultivating critical thinking and problem-solving skills, students can attain the tools necessary for college and career success.

Innovation

Technology plays an integral part in interactive learning. With this in mind, Moon Area School District utilizes a "one-to-world" approach that provides each student with a laptop or iPad. Increased availability of updated technology in all buildings allows students to apply classroom concepts to hands-on activities via technology and leveraging powerful technology tools allow teachers to deliver meaningful, relevant instruction to each student.

The STEAM program is a solution to integrate STEAM (Science, Technology, Engineering, Art, and Math) learning into each of the elementary schools in the District. By freeing up five teachers one day per week for concentrated STEAM instruction, they drive instruction toward innovative learning. Each teacher becomes an expert in projects and technology geared for a targeted grade level to deliver a six-week unit that pushes twenty-first century skills across the District.

Opportunity

The District recognizes that student interaction in activities during and after school hours teaches valuable lessons not available in the classroom, including a wide variety of academic, co-curricular, and extra-curricular options in musical and athletic endeavors at all levels. Additionally, we have provided after-school STEAM enrichment opportunities for our elementary and middle schools. MASD partners with local experts to incorporate hands-on learning experiences for students at all levels. We continuously enhance and expand these opportunities for student success.

Our community is comprised of Moon and Crescent Townships, and the area continues to experience growth. Several new housing developments are currently under construction or are planned for future construction. The District engages in the process of assessing facility and instructional readiness to prepare for growing student enrollment that is expected to continue throughout the span of this comprehensive plan.

Demographics

The Moon Area student body has not only increased in recent years, but it also has become more diverse. The District serves approximately 302 students who receive English Language services. The student body is comprised of the following race/ethnicity categories: 73% white, 8.5% Hispanic, 7% two or more races, 6% Asian, 5% Black or African American, and less than 1% of American Indian/Alaskan Native or Native Hawaiian or Pacific Islander. 26.45% of students meet the criteria to be classified as low income/economically disadvantages. 18% of students have an Individual Education Plan (IEP), and 4% have a Gifted Individual Education Plan (GIEP).

Mission and Vision

Mission

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

Vision

We shall accomplish our mission by doing the following: *Provide a safe, supportive environment for students, staff, and community. *Meet the diverse needs of our students to prepare them to achieve their goals. *Prepare our students to meet rigorous standards of learning to achieve academic excellence. *Commit to offering a variety of opportunities for students to explore and develop lifelong pursuits. *Communicate and collaborate with the community to build meaningful partnerships.

Educational Values

Students

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

Staff

Learning is a lifelong process. The education of our youth is the most valuable investment for our future success. Every person is unique and has intrinsic worth. Honest, open, and on-going communication promotes trust and mutual understanding. Relevance is an important catalyst for learning. Higher expectations promote greater achievement. Education is a shared responsibility of the student, school, family, and community. It's important to promote and sustain an equitable and welcoming environment through respect and kindness for our diverse community of learners.

Administration

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

Parents

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

Community

Learning is a lifelong process. The education of our youth is the most valuable investment for our future success. Every person is unique and has intrinsic worth. Honest, open, and on-going communication promotes trust and mutual understanding. Relevance is an important catalyst for learning. Higher expectations promote greater achievement. Education is a shared responsibility of the student, school, family, and community. It's important to promote and sustain an equitable and welcoming environment through respect and kindness for our diverse community of learners.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Moon Area Schools exceed the PA State average achievement scores in ELA, math, and science in all schools.	High School Keystone Biology data for 2022 is not representative of that cohort's achievement data due to COVID-19 exemptions that impacted the junior 2022 cohort.
Moon Area Schools had an overall PSSA and Keystone Exam participation rate that exceeded the 95% requirement.	Test participation for some student subgroups in some schools fell below the 95% participation rate.
Moon Area Schools improved achievement in almost all grade levels and subject areas compared to the prior year.	This may indicate that the schools are recovering from learning loss associated with the pandemic.

Challenges

Indicator	Comments/Notable Observations
Student growth data is inconsistent across the District and grade levels.	
Mathematics achievement continues to be lower than English Language Arts and science achievement. The District continues to face the challenge of closing mathematics achievement gaps as students move through the grade levels.	
Test participation for some student subgroups in some schools fell below the 95% participation rate.	
There are achievement gaps among groups of students across the district.	
Students have many needs that require support from the comprehensive curriculum model.	
The student population is projected to experience significant growth in the coming years.	The MASD population is growing as there has been a steady increase in enrolled students, and many new housing developments are under construction.
There is increasing diversity within the community of learners, and schools must sustain an equitable and welcoming environment through respect and kindness.	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
The MASD population is growing as there has been a steady increase in enrolled students, and many new housing developments are under construction. Grade Level(s) and/or Student Group(s)	

Six of eight schools have exceeded the statewide average for mathematics achievement as indicated on the Future Ready PA Index.	
Indicator English Language Arts Achievement Grade Level(s) and/or Student Group(s) All schools exceeded the PA statewide average performance for English Language Arts.	Comments/Notable Observations

Challenges

Indicator PSSA & Keystone Exam Performance Grade Level(s) and/or Student Group(s) The English Language Learner subgroup performance on PSSA exams lags behind peer performance.	Comments/Notable Observations
Indicator PSSA & Keystone Exam Performance Grade Level(s) and/or Student Group(s) The Students with Disabilities- subgroup performance on PSSA exams lags behind their non-disabled peers.	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Moon Area Schools exceed the PA State average achievement scores in ELA and science in all schools and six out of eight schools in mathematics.
Moon Area Schools improved achievement in almost all grade levels and subject areas compared to the prior year.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The English Language Learner subgroup performance on PSSA exams lags behind peer performance.
The Students with Disabilities- subgroup performance on PSSA exams lags behind their non-disabled peers.
As student enrollment increases, the district is faced with the need to close achievement gaps between students who have been educated in the Moon Area system for multiple years compared to new students who transferred from other U. S. schools or other countries.
The MASD population is growing as there has been a steady increase in enrolled students, and many new housing developments are under construction.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	K-4
STAR	K-8
IXL	K-12
CDT	students enrolled in 10th English courses

English Language Arts Summary

Strengths

Student achievement is balanced between literature and informational text reporting categories.
The majority of students who receive reading intervention in grades K-2 show growth on the Acadience Reading benchmark assessment by the end of the year.
Kindergarten students are consistently meeting end of year benchmark goals on the Acadience reading assessment.

Challenges

Grade 1 students show difficulty on the Acadience Reading benchmark when ORF testing begins during the middle of the year.
Grade level averages on the IXL diagnostic exam for reading are below grade level in several grade levels.

Mathematics

Data	Comments/Notable Observations
STAR	K-8
IXL	K-12
CDT	High school students taking a Keystone Algebra I course

Mathematics Summary

Strengths

STAR diagnostic data show that students increase their percentage of mastery of content after instruction has been delivered. Additionally, many students are increasing their percentage of mastery prior to formal instruction of content because they are working on individualized learning plans with the IXL platform.
Students who enroll in supplemental pre-algebra and algebra course at the middle school have shown significant improvement with their course grades as indicated on report cards.

Challenges

Grade level averages on the IXL diagnostic exam for math are below grade level in several grade levels.
CDT results for Keystone Algebra courses at the high school continue to show significant skills deficits in relation to Keystone Algebra proficiency goals.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	Grades 5- 8 science and Keystone Biology courses at the high school

Science, Technology, and Engineering Education Summary

Strengths

Class averages on middle school diagnostic category tests in grade 7 and 8 are showing improvement in the biological and physical science areas.
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Challenges

Eighth grade students struggle to retain content from the biological and earth/space science categories, decreasing preparedness with those sections on the eighth grade science PSSA.
CDT data indicates that the reporting category of "The Nature of Science" continues to be a challenge for student mastery of the full cohort at each middle school grade level.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	Career benchmark goals are improving and are on track to meet the state's 2030 goal at all schools.
Perceptual data	A number of career readiness activities are implemented across the district, among various grade levels.
Perceptual data	The system for tracking and archiving evidence of career benchmark standards continues to improve with the use of SmartFutures.
Perceptual data	Our students can get into many competitive higher education programs, and they are prepared!
Future Ready PA Index	Career benchmark performance at the 5th grade level has been lower than that of 8th and 11th grades. During this plan, it is expected that grade 5 career benchmark completion will be on par with the middle and high school students.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Statistics

Uploaded Files

MASD-Pitt CHS Agreement.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Physics

Uploaded Files

MASD-Pitt CHS Agreement_865498e8.pdf

Partnering Institution

Robert Morris University

Agreement Type

Dual Credit

Program/Course Area

Accounting

Uploaded Files

MASD-RMU in the HS MOU - 5-11-23 - Spring 2023.pdf

Partnering Institution

LaRoche

Agreement Type

Dual Credit

Program/Course Area

Microsoft Office Applications

Uploaded Files

MASD-LaRoche CHS Agreement.pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Adoption and implementation of the SmartFutures Career Education and Work (CEW) Standards software platform provides a streamlined approach to delivering instruction and tracking artifacts related to the required benchmarks for success.
Students are provided with many CEW Standards-aligned activities throughout the year at all grade level bands: elementary, middle, and high school.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Coordinating CEW Standards activities and the completion of artifacts among five elementary schools has been challenging, and staff members are learning how to best use SmartFutures to deliver a consistent program that meets or exceeds the requirements.
Staff still must track the requirements and artifact completion for the CEW students which is especially challenging with the continuous influx of new students, which is higher than what it has been historically.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA ACCESS Results	EL students are progressing toward English Language goals as they "level up" on the performance scale. The vast majority are making growth each year.
WIDA ACCESS Results	With the large influx of new English Language learners at lower language levels and identified as LIFE, it may take longer to exit significant numbers from EL services. EL student numbers continue to increase each year. For example, there was a 42% increase in EL students between the 22-23 (213 students) and 23-24 (302 students) school years.
WIDA ACCESS Results	EL students at Hyde Elementary exceeded the 2023 statewide goal for English Language Growth and Attainment with 65.7% of its English Learners meeting their interim goals and improvement targets.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index	Students with disabilities have improved in ELA and math achievement compared to the past year; however, they still do not yet meet the statewide goal.
Future Ready PA Index	Students with disabilities have regular school attendance rates that are below the district and statewide averages for all students.
Future Ready PA Index	Students who have disabilities perform at a proficient and advanced level to a much lesser degree than their peers at most schools in most tested subject areas.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index	The graduation rate for economically disadvantaged students is lower than the overall PA State average and is not on track to meet the state's 2030 goal.
Future Ready PA Index	Students who are economically disadvantaged perform at a proficient and advanced level to a much lesser degree than their peers across the district.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations

Summary

Strengths

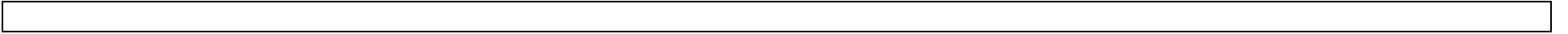
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

EL Students at Hyde Elementary have shown significant growth in comparison to district and state averages.
Students in the economically disadvantaged, EL, and special education subgroups made year-over-year improvement in achievement in growth in many of the Future Ready indicators.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

While students in the economically disadvantaged, EL, and special education subgroups made year-over-year improvement in achievement in growth in many of the Future Ready indicators, they still are below the statewide averages and goals.
EL students in schools other than Hyde are not meeting the anticipated growth targets on state assessments.
Percentages of students meeting regular attendance have dropped across the district in both the "all students" and subgroups categories. All student groups continue to exceed statewide goals; however, subgroup performance struggles to meet interim improvement targets.



Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Emerging

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

All schools' regular attendance rates either exceed or are on target to meet the state's goal for 2030.
Have technology hardware and software tools to engage students in learning

Have high quality educational programs with well-rounded opportunities
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Have dedicated, committed, experienced, passionate staff & teachers

Have hardworking, motivated students who are excited to learn

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

District has budgetary limitations, must do more with less
--

Need to improve balance, equity of personnel and resources
--

Need to align curriculum and update curricular resources
--

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

Need more support for mental health, wellness

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Moon Area Schools exceed the PA State average achievement scores in ELA and science in all schools and six out of eight schools in mathematics.	True
Moon Area Schools improved achievement in almost all grade levels and subject areas compared to the prior year.	False
	False
Student achievement is balanced between literature and informational text reporting categories.	False
EL Students at Hyde Elementary have shown significant growth in comparison to district and state averages.	True
Adoption and implementation of the SmartFutures Career Education and Work (CEW) Standards software platform provides a streamlined approach to delivering instruction and tracking artifacts related to the required benchmarks for success.	False
Students are provided with many CEW Standards-aligned activities throughout the year at all grade level bands: elementary, middle, and high school.	False
The majority of students who receive reading intervention in grades K-2 show growth on the Acadience Reading benchmark assessment by the end of the year.	False
Kindergarten students are consistently meeting end of year benchmark goals on the Acadience reading assessment.	False
Students in the economically disadvantaged, EL, and special education subgroups made year-over-year improvement in achievement in growth in many of the Future Ready indicators.	True
	False
All schools' regular attendance rates either exceed or are on target to meet the state's goal for 2030.	True
Have technology hardware and software tools to engage students in learning	True
Have high quality educational programs with well-rounded opportunities	True
Have dedicated, committed, experienced, passionate staff & teachers	True
Have hardworking, motivated students who are excited to learn	True
	False
STAR diagnostic data show that students increase their percentage of mastery of content after instruction has been delivered. Additionally, many students are increasing their percentage of mastery prior to formal instruction of content because they are working on individualized learning plans with the IXL platform.	False
Students who enroll in supplemental pre-algebra and algebra course at the middle school have shown significant improvement with their course grades as indicated on report cards.	False
Class averages on middle school diagnostic category tests in grade 7 and 8 are showing improvement in the biological and physical science areas.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The English Language Learner subgroup performance on PSSA exams lags behind peer performance.	False
The Students with Disabilities- subgroup performance on PSSA exams lags behind their non-disabled peers.	False
The MASD population is growing as there has been a steady increase in enrolled students, and many new housing developments are under construction.	False
As student enrollment increases, the district is faced with the need to close achievement gaps between students who have been educated in the Moon Area system for multiple years compared to new students who transferred from other U. S. schools or other countries.	False
Coordinating CEW Standards activities and the completion of artifacts among five elementary schools has been challenging, and staff members are learning how to best use SmartFutures to deliver a consistent program that meets or exceeds the requirements.	False
Staff still must track the requirements and artifact completion for the CEW students which is especially challenging with the continuous influx of new students, which is higher than what it has been historically.	False
Grade 1 students show difficulty on the Acadience Reading benchmark when ORF testing begins during the middle of the year.	False
Grade level averages on the IXL diagnostic exam for reading are below grade level in several grade levels.	False
Grade level averages on the IXL diagnostic exam for math are below grade level in several grade levels.	False
Need to improve balance, equity of personnel and resources	True
Need to align curriculum and update curricular resources	True
Need to strengthen a systemic model for formative data collection and review to make data-informed decisions	True
Need more support for mental health, wellness	True
While students in the economically disadvantaged, EL, and special education subgroups made year-over-year improvement in achievement in growth in many of the Future Ready indicators, they still are below the statewide averages and goals.	False
EL students in schools other than Hyde are not meeting the anticipated growth targets on state assessments.	False
District has budgetary limitations, must do more with less	False
CDT results for Keystone Algebra courses at the high school continue to show significant skills deficits in relation to Keystone Algebra proficiency goals.	False
Eighth grade students struggle to retain content from the biological and earth/space science categories, decreasing preparedness with those sections on the eighth grade science PSSA.	False
CDT data indicates that the reporting category of "The Nature of Science" continues to be a challenge for student mastery of the full cohort at each middle school grade level.	False

Percentages of students meeting regular attendance have dropped across the district in both the "all students" and subgroups categories. All student groups continue to exceed statewide goals; however, subgroup performance struggles to meet interim improvement targets.	False
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Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Need to improve balance, equity of personnel and resources		False
Need to align curriculum and update curricular resources		False
Need to strengthen a systemic model for formative data collection and review to make data-informed decisions		True
Need more support for mental health, wellness		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All schools' regular attendance rates either exceed or are on target to meet the state's goal for 2030.	
Have technology hardware and software tools to engage students in learning	
Have high quality educational programs with well-rounded opportunities	
Have dedicated, committed, experienced, passionate staff & teachers	
Have hardworking, motivated students who are excited to learn	
EL Students at Hyde Elementary have shown significant growth in comparison to district and state averages.	
Students in the economically disadvantaged, EL, and special education subgroups made year-over-year improvement in achievement in growth in many of the Future Ready indicators.	
Moon Area Schools exceed the PA State average achievement scores in ELA and science in all schools and six out of eight schools in mathematics.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Student achievement gaps must be addressed through local and state metrics that inform an overall District assessment plan.
	Students must be supported with a variety of resources to cope with challenges and persevere with their academic and social responsibilities.

Goal Setting

Priority: Student achievement gaps must be addressed through local and state metrics that inform an overall District assessment plan.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By 2027, MASD will have developed an articulated assessment plan, in addition to an established assessment calendar, that provides relevant information to all stakeholders about the variety of assessments that are used, their purpose, and how staff use the results in each grade level and subject area to measure growth and make informed decisions about instruction that maximize student achievement.		
Measurable Goal Nickname (35 Character Max)		
Articulated Assessment Plan		
Target Year 1	Target Year 2	Target Year 3
By 2025, MASD will complete an outline of essential components of the articulated assessment plan with a draft of verbiage explaining purpose, expectations, and resulting actions to follow through with a data-informed approach to the design of instruction.	By 2026, MASD will refine the articulation of the assessment plan, involving review and input from key stakeholders, and incorporate a description about how the assessment plan is incorporated in the district's overall implementation of a Multi-Tiered System of Supports (MTSS).	By 2027, MASD will have developed an articulated assessment plan, in addition to an established assessment calendar, that provides relevant information to all stakeholders about the variety of assessments that are used, their purpose, and how staff use the results in each grade level and subject area to measure growth and make informed decisions about instruction that maximize student achievement.

Priority: Students must be supported with a variety of resources to cope with challenges and persevere with their academic and social responsibilities.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
By 2027, MASD will provide meaningful and relevant opportunities for students to apply decision-making skills, with use of coping strategies to support their daily academic and social responsibilities.		
Measurable Goal Nickname (35 Character Max)		
SEL Supports		
Target Year 1	Target Year 2	Target Year 3
By 2025, we will assess what we currently implement to support SEL and identify strengths and areas of need. ?SEL resources will be explored in addition to determining which resources may be further considered for K-12 programming. ?	By 2026, ongoing professional development opportunities will be provided for staff. As part of the culmination, the establishment of a resource library of mindfulness activity considerations with be available for staff to utilize with students.	By 2027, MASD will provide meaningful and relevant opportunities for students to apply decision-making skills, with use of coping strategies to support their daily academic and social responsibilities.

Action Plan

Measurable Goals

Articulated Assessment Plan	SEL Supports
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Action Plan For: Assessment Plan

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By 2027, MASD will have developed an articulated assessment plan, in addition to an established assessment calendar, that provides relevant information to all stakeholders about the variety of assessments that are used, their purpose, and how staff use the results in each grade level and subject area to measure growth and make informed decisions about instruction that maximize student achievement.
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Action Step		Anticipated Start/Completion Date	
MASD will develop an articulated assessment plan, in addition to an assessment calendar, that provides relevant information to all MASD stakeholders about the variety of assessments that are used, their purpose, and how staff use the results in each grade level and subject area to measure growth and make informed decisions about instruction that maximize student achievement.		2024-03-29	2027-01-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Data and Analysis	1) Assessment Systems listed in Assessment section of Ch. 4 plan 2) Data Warehouse 3) Assessment Calendar 4) Data Analysis Protocols and Procedures 5) Data Quality Protocols and Procedures	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Assessment Calendar, Written Plan details including a list of local and state assessments, their purposes, recommended reports with explanations for recommended analyses, suggested classroom action steps, and standardized district tracking protocols.	The Director of Data and Analysis will release quarterly reports in "report card style" fashion that summarizes student performance by grade level, aligned to state assessment anchors and reporting categories.

Action Plan For: Social Emotional Learning Plan

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By 2027, MASD will provide meaningful and relevant opportunities for students to apply decision-making skills, with use of coping strategies to support their daily academic and social responsibilities.

Action Step		Anticipated Start/Completion Date	
MASD will evaluate current social-emotional practices to further strengthen and support activities that focus on emotional intelligence, communication skills, and empathy.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	AIU consultative team Bradley Center Wesley Family Services SEL Resource Library	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Anticipated output steps for social emotional learning in a school setting involve the consideration of structured SEL programs, fostering a positive school climate, and incorporating tools such as curricular resources, surveys for assessing emotional well-being, and communication platforms to facilitate SEL discussion and activities.	Staff may be monitored and evaluated through regular assessment of their engagement with programming, feedback from students and colleagues, and observations of their integration of SEL principles and practices in teaching. Feedback loops and communication channels can further support continuous improvement along with professional development and training opportunities.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Assessment Plan	MASD will develop an articulated assessment plan, in addition to an assessment calendar, that provides relevant information to all MASD stakeholders about the variety of assessments that are used, their purpose, and how staff use the results in each grade level and subject area to measure growth and make informed decisions about instruction that maximize student achievement.
Social Emotional Learning Plan	MASD will evaluate current social-emotional practices to further strengthen and support activities that focus on emotional intelligence, communication skills, and empathy.

Understanding Growth and Progress Monitoring within an MTSS framework

Action Step		
<ul style="list-style-type: none"> MASD will develop an articulated assessment plan, in addition to an assessment calendar, that provides relevant information to all MASD stakeholders about the variety of assessments that are used, their purpose, and how staff use the results in each grade level and subject area to measure growth and make informed decisions about instruction that maximize student achievement. 		
Audience		
Professional and administrative staff		
Topics to be Included		
Analysis of STAR student mastery and growth percentile data, Utilizing PVAAS projection data, implementing pre and post test protocols to track student growth, implementing and maintaining a system of flexible grouping for differentiated instruction within the classroom		
Evidence of Learning		
Teachers will monitor student learning and report on findings within their SMP category of the Act 13 Educator Effectiveness report.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Data and Analysis	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	monthly data meetings and planning sessions with selected teachers
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Social-Emotional Learning

Action Step

<ul style="list-style-type: none"> MASD will evaluate current social-emotional practices to further strengthen and support activities that focus on emotional intelligence, communication skills, and empathy. 		
Audience		
Professional, Support, and Administrative Staff		
Topics to be Included		
1. Self-awareness 2. Self-management 3. Social-awareness 4. Relationship-skills 5. Responsible decision-making 6. Mindfulness 7. Positive mindset 8. Emotional regulation 9. Empathy and kindness 10. Community engagement		
Evidence of Learning		
Combining multiple sources of evidence provides a comprehensive view of the impact of SEL initiatives on students' social and emotional development. Evidence of learning may be observed through behavioral changes, academic performance, self-reflection, peer and teacher feedback, universal assessment data, and observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Pupil Services	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	During in-service days, during PLC meetings, and staff meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Assessment Plan	MASD will develop an articulated assessment plan, in addition to an assessment calendar, that provides relevant information to all MASD stakeholders about the variety of assessments that are used, their purpose, and how staff use the results in each grade level and subject area to measure growth and make informed decisions about instruction that maximize student achievement.
Social Emotional Learning Plan	MASD will evaluate current social-emotional practices to further strengthen and support activities that focus on emotional intelligence, communication skills, and empathy.

Publish key sections of the articulated assessment plan within the annual community report

Action Step		
Audience		
MASD Community		
Topics to be Included		
Articulated Assessment Plan Summative Assessment Results		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Data and Analysis	2024-01-02	2026-12-07

Communication

Type of Communication	Frequency
Newsletter	annual

Communication

Type of Communication	Frequency
Newsletter	annual

SEL Resource Library

Action Step
<ul style="list-style-type: none"> MASD will evaluate current social-emotional practices to further strengthen and support activities that focus on emotional intelligence, communication skills, and empathy.
Audience
MASD Community
Topics to be Included
Articulated Assessment Plan Summative Assessment Results

Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Data and Analysis	2024-01-02	2026-12-07

Communication

Type of Communication	Frequency
Newsletter	annual

Communication

Type of Communication	Frequency
Newsletter	annual

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date