

**Mifflinburg Area SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>	AUN	
School District	116605003	
<b>Address 1</b>		
178 Maple St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Mifflinburg	PA	17844
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
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Dr. Sandra Mattocks		
<b>Single Point of Contact Email</b>		
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## Steering Committee

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Mrs. Janell Weaver	Board Member	Mifflinburg Area School Distri	jbobb15@hotmail.com
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## **LEA Profile**

### **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. The district sits in the western two-thirds of the county; its geographic area is about 214.53 square miles. The district's website slogan is "where the focus is on instruction and student achievement." Mifflinburg Area School District 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 in 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 a portrayal of Mifflinburg people as hard working, caring and generous. The community's heritage shines during its annual popular authentic Oktoberfest and German Christkindl Market 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.

Many community members have strong ties with their chosen religious affiliations.

### **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 twenty 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. One of Pennsylvania's Premier Craft Breweries, Rusty Rail Brewing Company, is located in Mifflinburg.

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 in neighboring school districts. Bucknell University in Lewisburg, Susquehanna University in Selinsgrove, Commonwealth University of Pennsylvania 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 are other employment opportunities for residents of Mifflinburg.

### **District – Enrollment**

The Mifflinburg Area School District is presently home to 1,984 students (2023). The student population of the Mifflinburg Area School District is comprised of 91.2% White, 4.6% two or more races, 2% Black or African American, 1.7% Hispanic, and .3% Asian. The area is home to a large Mennonite population, many of whom do not attend public schools. The District currently has 13 English Language Learners (.6%), about 325 students with IEPs (16.3%), and 35 students with gifted IEPs (1.7%). About 44% of the district's students are considered economically-disadvantaged.

The District began an e-learning academy beginning with the 16-17 school year. As of August 30, 2023, 49 students are enrolled. Many of the students who were enrolled during the COVID-19 pandemic have returned to Mifflinburg schools.

### **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, and two School Psychologists.

Both, the Elementary School (K-2) and the Intermediate School (Grades 3-5) have implemented School-Wide Positive Behavior Support (PBIS) Programs that have recently received State recognition. Both schools also use PATHS, a social-emotional learning program. The Middle and High Schools are actively establishing PBIS programs as well and are presently engaged in a social-emotional program called Habitudes. 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 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 collaborate 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 are exposed to Music, Art, Physical Education/Health, Technology Education, and Library Services. 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. Classroom teachers have instituted small-group instruction/interventions to meet the needs of the students. The building also utilizes a Multi-tiered System of Support 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 ranges between 19 and 24 students. The School Board 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 is enVision as approved by the Board on April 13, 2021. Science and Social Studies education is also provided. Students at the Intermediate School experience Music, Art, Physical Education/Health, Technology Education, and Library Services as well. Special Education services and a Schoolwide Title 1 program are also provided. Additionally, the building operates a Multi-tiered System of Support framework to support students with their academic, behavior, and social-emotional needs. Classroom teachers have instituted small-group instruction/interventions to meet the needs of the students. Every student in the Intermediate School uses a Chromebook.

**Middle School** The Mifflinburg Area Middle School is configured for grades six through eight. Class size ranges from 21-30 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. Family and Consumer Science, Technology Education, Music, Art, Physical Education/Health, and Library Services are also offered to students. Special Education services are provided to support the needs of students. The Middle School operates a Student Support Team to support students with their academic, behavior, and social-emotional needs. The Central Susquehanna Intermediate School operates an autistic support classroom in the Middle School. 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 academic programs aligned with the Pennsylvania Core Standards. Alternative Senior Year opportunities are available. More than half (53%) of our students in Grade 12 choose to spend their senior year attending SUN Area Career and Technology Center to study a technical curriculum full time. About 32 seniors are enrolled in university courses through the Early College Program (ECP) at Commonwealth University in Bloomsburg, Pennsylvania. Additionally, there is a small number of students who work in co-op programs with local employers for all or part of their senior year. The school is known for its extra-curricular programs in band and choir as well as its interscholastic sports programs. The agricultural program is affiliated with the Future Farmers of America (FFA) organization. The FFA prepares members for leadership and careers in the science, business, and technology of agriculture. Mifflinburg Area High School operates Pennsylvania's oldest established FFA chapter.

The High School offers several 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/Language and Composition. Special Education services are provided to students. The District provides a personalized learning device 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, Fall Plays and Spring Musicals, Sporting Events, Booster Clubs, and many other activities that bring Mifflinburg families and community members together. The Elementary, Intermediate and Middle Schools are supported by Home and School Associations. Currently, communication between the schools and the community is facilitated through a Newsletter titled Wildcat News, a District Calendar, the District Website, School Websites, Ed Alerts, Facebook, Public Board Meetings, and Superintendent Messages. Annual surveys to collect feedback on various topics are provided to stakeholders. Committee meetings are held to provide direction for the District, and stakeholders are welcome to participate remotely.



## **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 Values**

### **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 recognize 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 and other outside donors provide many scholarships for graduating seniors. The District is supported by the Susquehanna Valley United Way and the Central Susquehanna Intermediate Unit #16.

### **Other (Optional)**

Omit selected.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
22-23 Future Ready PA Index	Attendance for the All Students Group in all four school buildings was above the State average.
22-23 Future Ready PA Index	The All Students Group in the Intermediate School met the Performance Standard for Career Standards Benchmark.
22-23 Future Ready PA Index	Both the Intermediate School and the Middle School met the interim target for Math and Science.
22-23 Future Ready PA Index	Both the Intermediate School and the Middle School exceeded the growth measure for Math.
22-23 Future Ready PA Index	The Intermediate School exceeded the growth measure for ELA, Math, and Science.
22-23 Future Ready PA Index	The Middle School met the growth measure for Science.
22-23 Future Ready PA Index	The High School exceeded the Industry-based Learning performance goal.

#### Challenges

Indicator	Comments/Notable Observations
22-23 Future Ready Pa Index	The All Students Group in both the Middle School and the High School did not meet the Performance Standard for Career Standards Benchmark.
22-23 Future Ready Pa Index	The All Students Group in the High School did not meet the interim target for Literature, Algebra I, nor Biology.
22-23 Future Ready Pa Index	The All Students Group in the High School did not meet the growth measure for Literature, Algebra I, nor Biology.

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

#### Strengths

Indicator	Comments/Notable Observations
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<p>22-23 Future Ready Pa Index  <b>Grade Level(s) and/or Student Group(s)</b>  Grades 3, 4, 5, 6, 7, and 8/Students with Disabilities Group</p>	<p>The Students with Disabilities Group increased their performance level from the previous year in ELA, Math, and Science in both the Intermediate School and the Middle School.</p>
<p><b>Indicator</b>  22-23 Future Ready PA Index  <b>Grade Level(s) and/or Student Group(s)</b>  Grades 3, 4, 5, 6, 7, and 8/Economically Disadvantaged Student Group</p>	<p><b>Comments/Notable Observations</b>  The Economically Disadvantaged Student Group met the interim target in Science in both the Intermediate School and the Middle School, and the Middle School increased its performance from the previous year.</p>
<p><b>Indicator</b>  22-23 Future Ready PA Index  <b>Grade Level(s) and/or Student Group(s)</b>  Grades 6, 7, and 8/Economically Disadvantaged Student Group</p>	<p><b>Comments/Notable Observations</b>  The Economically Disadvantaged Student Group in the Middle School increased its performance level from the previous year in ELA, Math, and Science.</p>
<p><b>Indicator</b>  22-23 Future Ready PA Index  <b>Grade Level(s) and/or Student Group(s)</b>  High School/Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b>  The Economically Disadvantaged Student Group in the High School increased its performance level from the previous year in Biology.</p>

### Challenges

<p><b>Indicator</b>  22-23 Future Ready Pa Index  <b>Grade Level(s) and/or Student Group(s)</b>  Grades 3, 4, 5, 6, 7, and 8/Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>  The Students with Disabilities Group did not meet the interim target for ELA, Math, or Science in the Intermediate School or the Middle School.</p>
<p><b>Indicator</b>  22-23 Future Ready Pa Index  <b>Grade Level(s) and/or Student Group(s)</b>  Grades 3, 4, and 5/Economically Disadvantaged Student Group</p>	<p><b>Comments/Notable Observations</b>  The Economically Disadvantaged Student Group in the Intermediate School decreased in performance in ELA and Science from the previous year.</p>
<p><b>Indicator</b>  22-23 Future Ready Pa Index</p>	<p><b>Comments/Notable Observations</b>  The Students with Disabilities Group did not meet the interim targets in Literature, Algebra 1, and</p>

<b>Grade Level(s) and/or Student Group(s)</b> Grades 9-11/Students with Disabilities Group	Biology at the High School and decreased in performance from the previous year.
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## 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.

Both the Intermediate School and Middle Schools met the interim target for Math and Science.
Both the Intermediate and Middle Schools exceeded the growth measure for Math.
The High School exceeded the Industry-based Learning performance goal.
The Students with Disabilities Group increased their performance level in ELA, Math, and Science in both the Intermediate School and Middle School from the previous year.
The Economically Disadvantaged Student Group met the interim target in Science in both the Intermediate School and Middle School, and the Middle School increased its performance from the previous 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 All Students Group in both the Middle School and High School did not meet the Performance Standard for Career Standards Benchmark.
The High School did not meet the interim target for Literature, Algebra I, nor Biology.
The High School did not meet the growth measure for Literature, Algebra I, nor Biology.
The Students with Disabilities Group did not meet the interim target for ELA, Math, or Science in the Intermediate School or Middle School.
The Students with Disabilities Group did not meet the interim targets in Literature, Algebra 1, and Biology at the High School and decreased in performance from the previous year.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2022-2023 Measures of Academic Progress (MAP)	All grade levels (K-8) demonstrated growth in ELA from Fall 2022 to Spring 2023, except Grade 7 in ELA (slight decrease).
22-23 Acadience (K-2)	Students in first grade continue to demonstrate high levels of proficiency in the area of Whole Words Read with 87% of students reaching at or above-level performance on the end-of-year Acadience Assessment for the third year in a row.
22-23 Acadience (K-2)	End-of-year second grade Retell scores showed 13% improvement from end of 21-22 school year to end of 22-23 school year.
22-23 Keystone Exams	Almost 60% of First-time Testers in the Literature Keystone Exams were Proficient or Advanced in Spring 2023.
2023 PSSA District Level Data (PDE Website)	Grade 5 ranked 76 out of 499 Pennsylvania districts in ELA PSSAs.
22-23 Acadience (K-2)	88% of Kindergarten students were reading a minimum of 1 whole word as measured by the end-of-year Acadience Assessment.
2023 PSSA District Level Data (PDE Website)	Grade 8 ranked 89 out of 499 Pennsylvania districts in ELA PSSAs.
Pre-pandemic (2019) PSSA scores compared to (2023)	The 2023 PSSA scores for Grades 3, 7, and 8 in ELA are higher than pre-pandemic (2019) levels.

### English Language Arts Summary

#### Strengths

All grade levels (K-8) demonstrated growth in ELA from Fall 2022 to Spring 2023, except Grade 7 in ELA (slight decrease).
Almost 60% of First-time Testers in the Literature Keystone Exams were Proficient or Advanced in Spring 2023.
Grade 5 ranked 76 out of 499 Pennsylvania districts in ELA PSSAs, and Grade 8 ranked 89 out of 499 Pennsylvania districts.
The 2023 PSSA score for Grades 3, 7, and 8 in ELA are higher than pre-pandemic (2019) levels.

#### Challenges

PSSA scores for Grade 4 ELA decreased every year from pre-pandemic (2019) through 2023. The total decrease from 2019-2023 was 29 percentage points.
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## Mathematics

Data	Comments/Notable Observations
2022-2023 Measures of Academic Progress (MAP)	The RIT score for all grades increased in Math at least 9.6 RIT points throughout the 2022-2023 school year.
2023 Keystone Exams	More than half of First-time Testers (MS&HS) scored Proficient or Advanced.
2023 Keystone Exams	100% of Middle School students who took the Algebra I Keystone Exam scored at least proficient.
2023 PSSA and Keystone Exam Data (Pre-pandemic (2019) PSSA scores compared to (2023))	There is a noticeable increase in math scores throughout the district. PSSA scores in mathematics increased from pre-pandemic (2019) to 2023, except in Grade 4.
2023 PSSA District Level Data (PDE Website)	Out of 499 Pennsylvania districts, Mifflinburg's PSSA mathematics scores in Grade 5 ranked 33, Grade 6 ranked 76, and Grade 8 ranked 20.

## Mathematics Summary

### Strengths

MAP data indicate growth in Math in all grade levels (K-8).
All the Middle School Algebra 1 students scored proficient or advanced on the 2023 Algebra I Keystone Exam.
There is a noticeable increase in math scores throughout the district. PSSA scores in mathematics increased from pre-pandemic (2019) to 2023, except Grade 4.
Out of 499 Pennsylvania districts, Mifflinburg's PSSA mathematics scores in Grade 5 ranked 33, Grade 6 ranked 76, and Grade 8 ranked 20.

### Challenges

Grade 4 Mathematics PSSA has decreased every year since 2019.
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2023 PSSA	Grade 8 PSSA scores increased 24 points from 2019 to 2024 in Science.
2023 Keystone Exams	More than half of First-time Test Testers in Biology scored Proficient or Advanced.
2023 PSSA District Level Data (PDE Website)	Out of 499 Pennsylvania districts, Mifflinburg's PSSA science scores in Grade 8 ranked 88.

## Science, Technology, and Engineering Education Summary

### Strengths

Grade 4 science PSSA scores decreased 6 percentage points since pre-pandemic (2019) through 2023.

Out of 499 Pennsylvania district, Mifflinburg's Grade 8 Science PSSA scores ranked 88.

### Challenges

Science education is presently integrated into the ELA curriculum and does not adhere to the new framework yet.

Grade 4 science PSSA scores decreased 6 points since pre-pandemic (2019) through 2023.

Only two out of 77 repeat testers in Biology scored Proficient. They are one year removed from the Biology course. Targeted remediation is needed.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Future Ready Pa Index	The Intermediate School met the Career Benchmarking standard in 2023. The Middle School nor the High School met the standard.

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Course Guide	Mifflinburg Area High School operates two PDE-approved programs: Agriculture Mechanics and Production.
Course Guide	Our CTE programs provide internships that lead to career opportunities for students.
Occupational Advisory Committee Minutes	Our CTE programs have an Occupational Advisory Committee comprised of former Ag students, community members, and supporting agency representatives.
2023 NOCTI	Four out of five students scored at least competent on the 2023 Ag Mechanics NOCTI. Two out of three students scored at least competent on the 2023 Ag Production NOCTI.

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**False** Environment and Ecology Omit

Data	Comments/Notable Observations
Curriculum	The new Science Framework includes Environment and Ecology Standards that need to be written into a new curriculum and addressed with a new program.

### 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**

Bucknell University

### **Agreement Type**

Dual Credit

### **Program/Course Area**

General Education Courses Only

### **Uploaded Files**

Bucknell University Agreement.pdf

### **Partnering Institution**

Commonwealth University

### **Agreement Type**

Dual Credit

### **Program/Course Area**

General Education Courses Only

### **Uploaded Files**

Commonwealth University and Mifflinburg Area SD - EC MOU (002).pdf

**Partnering Institution**

Lackawanna College

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education Courses Only

**Uploaded Files**

Lackawanna College Agreement.pdf

**Partnering Institution**

Pennsylvania College of Technology (PC Now)

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education Courses Only

**Uploaded Files**

PCT NOW agreement.pdf

**Partnering Institution**

Susquehanna University

**Agreement Type**

Dual Credit

**Program/Course Area**

General Education Courses Only

### Uploaded Files

Susquehanna University 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.

The Intermediate School met the expectations for College and Career Readiness.
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Mifflinburg Area High School operates two PDE-approved programs: Agriculture Mechanics and Production.
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Four out of five students scored at least competent on the 2023 Ag Mechanics NOCTI. Two out of three students scored at least competent on the 2023 Ag Production NOCTI.
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#### 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.

The new Science Framework includes Environment and Ecology Standards that need to be written into a new curriculum and addressed with a new program.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Enrollment	English Learners are supported with a full-time teacher and a part-time aide.
WIDA Testing	Our English Learners perform well on their WIDA assessments.

### Students with Disabilities

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

Data	Comments/Notable Observations
Future-Ready Pa Index	The Students with Disabilities Group did not meet the interim target for ELA, Math, or Science in the Intermediate School or the Middle School, although they increased their performance from the previous year.
Future-Ready Pa Index	The Students with Disabilities Group did not meet the interim targets in the High School in Literature, Algebra 1, and Biology.
Future-Ready Pa Index	The performance of the Students with Disabilities Group decreased in the High School in Literature, Algebra 1, and Biology.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready	The Economically Disadvantaged Student Group met the interim target in Science in both the Intermediate School and the

Pa Index	Middle School.
Future Ready Pa Index	The Economically Disadvantaged Student Group in the Middle School increased its performance level from the previous year in ELA, Math, and Science.
Future Ready Pa Index	The Economically Disadvantaged Student Group in the High School did not meet the interim target in Literature, Algebra I, or Biology but increased its performance level from the previous year in Biology.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

### 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.

English Learners are supported with a full-time teacher and a part-time aide and perform well on their WIDA assessments.
The Economically Disadvantaged Student Group met the interim target in Math and Science in the Middle School.
The Economically Disadvantaged Student Group met the interim target in Science in the Intermediate School.
The District administers the PAYS survey to gain a deeper understanding about students' behaviors, attitudes and knowledge concerning alcohol, tobacco, other drugs and violence.

#### 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.

The Students with Disabilities Group did not meet the interim targets in the Intermediate School, Middle School, and High School in ELA/Literature, Math/Algebra I, and Science/Biology.
The performance of Students with Disabilities at the High School decreased from the previous year in Literature, Algebra I, and Biology.
The Economically Disadvantaged Student group did not meet the interim target in Literature, Algebra I, nor Biology in the High School. The same group of students did not meet the interim target in ELA in the Intermediate School, or the Middle School, nor math in the Intermediate School.




**Designated Schools**

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	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.
Title 1 Program	Mifflinburg Area School District operates a Schoolwide Title 1 Program in both the Elementary and Intermediate Schools to support students who have difficulty meeting the Pennsylvania Core Academic Standards.
Student Services	Mifflinburg Area School District has a designated individual who oversees Student Services for the District.
K-12 Guidance Plan (339 Plan)	Mifflinburg Area School District has a K-12 Guidance Plan in place.

### Strengths

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

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 School and Intermediate School to support students who have difficulty meeting the Pennsylvania Core Academic Standards.
Mifflinburg Area School District has a designated individual who oversees Student Services for the District.
Mifflinburg Area School District has a K-12 Guidance Plan in place.

### 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.

A panel discussion with parents of Special Education students could be held annually.
The K-12 Guidance Plan will need to be revisited and submitted to PDE in 2025.
The Middle School and High School does not have a Positive Behavior Intervention Support (PBIS) program in place.



## 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	Operational

### 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	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

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

Coordinate and monitor supports aligned with students' and families' needs	Operational
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	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### 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	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## 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.

Foster a vision and culture of high expectations for success for all students, educators, and families.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
Ensure 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.
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *

### **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.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district.
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## 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
Both the Intermediate and Middle Schools exceeded the growth measure for Math.	True
The High School exceeded the Industry-based Learning performance goal.	True
The Students with Disabilities Group increased their performance level in ELA, Math, and Science in both the Intermediate School and Middle School from the previous year.	True
All grade levels (K-8) demonstrated growth in ELA from Fall 2022 to Spring 2023, except Grade 7 in ELA (slight decrease).	True
Almost 60% of First-time Testers in the Literature Keystone Exams were Proficient or Advanced in Spring 2023.	True
Grade 5 ranked 76 out of 499 Pennsylvania districts in ELA PSSAs, and Grade 8 ranked 89 out of 499 Pennsylvania districts.	True
MAP data indicate growth in Math in all grade levels (K-8).	False
The Intermediate School met the expectations for College and Career Readiness.	False
Mifflinburg Area High School operates two PDE-approved programs: Agriculture Mechanics and Production.	False
English Learners are supported with a full-time teacher and a part-time aide and perform well on their WIDA assessments.	False
The Economically Disadvantaged Student Group met the interim target in Math and Science in the Middle School.	True
The Economically Disadvantaged Student Group met the interim target in Science in the Intermediate School.	True
Grade 4 science PSSA scores decreased 6 percentage points since pre-pandemic (2019) through 2023.	True
All the Middle School Algebra 1 students scored proficient or advanced on the 2023 Algebra I Keystone Exam.	True
There is a noticeable increase in math scores throughout the district. PSSA scores in mathematics increased from pre-pandemic (2019) to 2023, except Grade 4.	True
Both the Intermediate School and Middle Schools met the interim target for Math and Science.	True
The Economically Disadvantaged Student Group met the interim target in Science in both the Intermediate School and Middle School, and the Middle School increased its performance from the previous year.	True
The 2023 PSSA score for Grades 3, 7, and 8 in ELA are higher than pre-pandemic (2019) levels.	True
Foster a vision and culture of high expectations for success for all students, educators, and families.	True

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
The District administers the PAYS survey to gain a deeper understanding about students' behaviors, attitudes and knowledge concerning alcohol, tobacco, other drugs and violence.	True
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.	True
Mifflinburg Area School District provides a Title 1 Program in both the Elementary School and Intermediate School to support students who have difficulty meeting the Pennsylvania Core Academic Standards.	True
Mifflinburg Area School District has a designated individual who oversees Student Services for the District.	False
Mifflinburg Area School District has a K-12 Guidance Plan in place.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning *	True
Ensure effective, standards-aligned curriculum and assessment.	True
Out of 499 Pennsylvania districts, Mifflinburg's PSSA mathematics scores in Grade 5 ranked 33, Grade 6 ranked 76, and Grade 8 ranked 20.	True
Out of 499 Pennsylvania district, Mifflinburg's Grade 8 Science PSSA scores ranked 88.	True
Four out of five students scored at least competent on the 2023 Ag Mechanics NOCTI. Two out of three students scored at least competent on the 2023 Ag Production NOCTI.	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 All Students Group in both the Middle School and High School did not meet the Performance Standard for Career Standards Benchmark.	False
The High School did not meet the interim target for Literature, Algebra I, nor Biology.	False
The High School did not meet the growth measure for Literature, Algebra I, nor Biology.	True
Grade 4 Mathematics PSSA has decreased every year since 2019.	False



PSSA scores for Grade 4 ELA decreased every year from pre-pandemic (2019) through 2023. The total decrease from 2019-2023 was 29 percentage points.	False
Science education is presently integrated into the ELA curriculum and does not adhere to the new framework yet.	True
The Middle School and High School does not have a Positive Behavior Intervention Support (PBIS) program in place.	False
Grade 4 science PSSA scores decreased 6 points since pre-pandemic (2019) through 2023.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	False
The Students with Disabilities Group did not meet the interim targets in the Intermediate School, Middle School, and High School in ELA/Literature, Math/Algebra I, and Science/Biology.	True
The performance of Students with Disabilities at the High School decreased from the previous year in Literature, Algebra I, and Biology.	False
The Economically Disadvantaged Student group did not meet the interim target in Literature, Algebra I, nor Biology in the High School. The same group of students did not meet the interim target in ELA in the Intermediate School, or the Middle School, nor math in the Intermediate School.	True
The Students with Disabilities Group did not meet the interim targets in Literature, Algebra 1, and Biology at the High School and decreased in performance from the previous year.	False
Only two out of 77 repeat testers in Biology scored Proficient. They are one year removed from the Biology course. Targeted remediation is needed.	False
The new Science Framework includes Environment and Ecology Standards that need to be written into a new curriculum and addressed with a new program.	False
The Students with Disabilities Group did not meet the interim target for ELA, Math, or Science in the Intermediate School or Middle School.	False
A panel discussion with parents of Special Education students could be held annually.	False
The K-12 Guidance Plan will need to be revisited and submitted to PDE in 2025.	False

### 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 Students with Disabilities Group did not meet the interim targets in the Intermediate School, Middle School, and High School in ELA/Literature, Math/Algebra I, and Science/Biology. Math PSSA scores have increased throughout the district, except for Grade 4.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The High School did not meet the growth measure for Literature, Algebra I, nor Biology.	We would like to create e-Learning courses using our own curricula and teachers to support our students who choose to learn online.	True
The Students with Disabilities Group did not meet the interim targets in the Intermediate School, Middle School, and High School in ELA/Literature, Math/Algebra I, and Science/Biology.	We need to better support all students, particularly those with diverse learning needs.	True
The Economically Disadvantaged Student group did not meet the interim target in Literature, Algebra I, nor Biology in the High School. The same group of students did not meet the interim target in ELA in the Intermediate School, or the Middle School, nor math in the Intermediate School.	We need to better support all students, particularly those with diverse learning needs.	False
Science education is presently integrated into the ELA curriculum and does not adhere to the new framework yet.	We have researched programs that will address the new standards and have piloted ones that we believe will be effective.	True

### Analyzing Strengths

Analyzing Strengths	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-12. Teachers are beginning to bring data to MTSS meetings, and interventions are being utilized in the classrooms. This data collection will determine if the student is responding to the intervention while supporting the student. We will have a social-emotional program for Grades 6-12. It is important to continue to work on improving 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. We would like to make our courses available to our e-learning

	students using our own curriculum and our own teachers.
Ensure 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 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 their teachers.
All grade levels (K-8) demonstrated growth in ELA from Fall 2022 to Spring 2023, except Grade 7 in ELA (slight decrease).	
Almost 60% of First-time Testers in the Literature Keystone Exams were Proficient or Advanced in Spring 2023.	
Grade 5 ranked 76 out of 499 Pennsylvania districts in ELA PSSAs, and Grade 8 ranked 89 out of 499 Pennsylvania districts.	
The Economically Disadvantaged Student Group met the interim target in Math and Science in the Middle School.	
The Economically Disadvantaged Student Group met the interim target in Science in the Intermediate School.	Economically Disadvantaged students tend to do well district-wide, and teachers do not necessarily know who those students are who fall into that group.
The District administers the PAYS survey to gain a deeper understanding about students' behaviors, attitudes and knowledge concerning alcohol, tobacco, other drugs and violence.	
Grade 4 science PSSA scores decreased 6 percentage points since pre-pandemic (2019) through 2023.	Teaching within the (STEELS) 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.
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 School and Intermediate School to support students who have difficulty meeting the Pennsylvania Core Academic Standards.	
Both the Intermediate and Middle Schools exceeded the growth measure for Math.	
The High School exceeded the Industry-based Learning performance goal.	
The Students with Disabilities Group increased their performance level in ELA, Math, and Science in both the Intermediate School and Middle School from the previous year.	
All the Middle School Algebra 1 students scored proficient or advanced on the 2023 Algebra I Keystone Exam.	
There is a noticeable increase in math scores throughout the district. PSSA scores in mathematics increased from pre-pandemic (2019) to 2023, except Grade 4.	
Both the Intermediate School and Middle Schools met the interim target for Math and Science.	
The Economically Disadvantaged Student Group met the interim target in Science in both the Intermediate School and Middle School, and the Middle School increased its performance from the previous year.	
The 2023 PSSA score for Grades 3, 7, and 8 in ELA are higher than pre-pandemic (2019) levels.	
Out of 499 Pennsylvania districts, Mifflinburg's PSSA mathematics scores in Grade 5 ranked 33, Grade 6 ranked 76, and Grade 8 ranked 20.	
Out of 499 Pennsylvania district, Mifflinburg's Grade 8 Science PSSA scores ranked 88.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Develop a plan for remediation for those students who do not pass the Keystone Exams and create district e-learning courses using our own curricula and teachers.

	Effectively meet the needs of our learners with diverse needs academically, socially, and behaviorally.
	Change the way science is taught to meet the new Science standards (STEELS).

## Goal Setting

### Priority: Change the way science is taught to meet the new Science standards (STEELS).

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the 26-27 school year, evidence will be observed that instruction is meeting the demands of the new science standards (STEELS).		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Science Program		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of the 24-25 school year, all K-5 science teachers will have participated in training for the new science program.	By the end of the 25-26 school year, additional support from the program support team will be provided, and fidelity checks and satisfaction surveys will be implemented throughout the school year to evaluate effective implementation of the program.	By the end of the 26-27 school year, evidence will be observed that instruction is meeting the demands of the new science standards (STEELS).

### Priority: Effectively meet the needs of our learners with diverse needs academically, socially, and behaviorally.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the 26-27 school year, all district teachers will have been trained in APL strategies and will be using the strategies during instruction.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
APL		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of the 24-25 school year, all high school and middle school teachers will have participated in an APL refresher course, and newly-hired teachers will be enrolled in the full course. Building principals will conduct fidelity checks to ensure application of APL strategies.	By the end of the 25-26 school year, all elementary and intermediate school teachers will have participated in an APL refresher course, and newly-hired teachers will be enrolled in the full course. Building principals will conduct fidelity checks to ensure application of APL strategies.	By the end of the 26-27 school year, all district teachers will have been trained in APL strategies and will be using the strategies during instruction.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the 26-27 school year, all classroom teachers at the elementary school will be trained in Language Essentials for Teachers of Reading and Spelling (LETRS). If all the Elementary School teachers have been trained by Year 3, the district will provide training for Grade 3 teachers.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
LETRS		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of the 24-25 school year, an additional 25% of the elementary school classroom teachers will be trained in LETRS.	By the end of the 25-26 school year, an additional 25% of the elementary school classroom teachers will be trained in LETRS.	By the end of the 26-27 school year, all classroom teachers at the elementary school will be trained in Language Essentials for Teachers of Reading and Spelling (LETRS). If all the Elementary School teachers have been trained by Year 3, the district will provide training for Grade 3 teachers.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the 26-27 school year, Habitudes will be fully implemented in the Middle School and High School and the Positive Behavioral Intervention Support (PBIS) system that meets the needs of all students will be revisited and evaluated by students, teachers, and administrators for effective implementation.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Habitudes and PBIS		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of the 24-25 school year, all Middle School and High School teachers will have participated in training for the Habitudes program. An internal facilitation team will be in place at each school. PBIS Behavioral expectations to be taught will be identified and instructional plans and videos will be developed.	By the end of the 25-26 school year, additional support from the Habitudes team will be provided, and fidelity checks and satisfaction surveys will be implemented throughout the school year to evaluate effective implementation of the program. Both the Middle School and the High School will implement a PBIS rewards system.	By the end of the 26-27 school year, Habitudes will be fully implemented in the Middle School and High School and the Positive Behavioral Intervention Support (PBIS) system that meets the needs of all students will be revisited and evaluated by students, teachers, and administrators for effective implementation.



**Priority: Develop a plan for remediation for those students who do not pass the Keystone Exams and create district e-learning courses using our own curricula and teachers.**

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the 26-27 school year, a plan for remediation for those students who do not pass the Keystone Exams will be in place. The High School staff will be monitoring student success while students complete their district-created online courses, and the Middle School staff will continue to develop their online courses.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
e-Learning		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of the 24-25 school year, a database to track Keystone Exam scores and graduation requirements will be created. The High School staff will develop the online course components and list how the components will be organized in Schoology.	By the end of the 25-26 school year, the High School staff will develop lessons to address the areas where students have not performed well on the Keystone Exams and implement small-group instruction to meet those needs. High School teachers will also develop their online courses while using the component list that was created by the committee the previous year.	By the end of the 26-27 school year, a plan for remediation for those students who do not pass the Keystone Exams will be in place. The High School staff will be monitoring student success while students complete their district-created online courses, and the Middle School staff will continue to develop their online courses.

## Action Plan

### Measurable Goals

Science Program	APL
LETRS	Habitudes and PBIS
e-Learning	

### Action Plan For: Science Program Training for Teachers

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 26-27 school year, evidence will be observed that instruction is meeting the demands of the new science standards (STEELS).</li> </ul>

Action Step		Anticipated Start/Completion Date	
Teachers will be properly trained to implement the new science program in their classrooms.		2024-07-01	2024-08-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction/Elementary and Intermediate Building Principals/Science Department Lead	Program Materials and Support	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Building Principals and Director of Curriculum and Instruction will conduct fidelity checks and provide feedback to teachers.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals and Director of Curriculum and Instruction	Fidelity Checklists	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Every teacher is implementing the new science program with fidelity.	Building Principals and Director of Curriculum and Instruction will conduct fidelity checks every month (perhaps with a different focus each time).

### Action Plan For: APL Training

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 26-27 school year, all district teachers will have been trained in APL strategies and will be using the strategies during instruction.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.		2024-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Curriculum and Instruction/Building Principals	Training	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Building Principals will conduct fidelity checks throughout implementation to assess the application of APL strategies during instruction.		2024-10-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Building Principals	None	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Evidence of implementation of APL strategies will be observed in classrooms.	Building Principals and Director of Curriculum and Instruction will conduct classroom observations to monitor the implementation of APL strategies.

### Action Plan For: Elementary School teachers will be trained in LETRS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 26-27 school year, all classroom teachers at the elementary school will be trained in Language Essentials for Teachers of Reading and Spelling (LETRS). If all the Elementary School teachers have been trained by Year 3, the district will provide training for Grade 3 teachers.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
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The remainder of the Elementary School reading teachers will be trained in LETRS.		2024-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Building Principal	Training from IU	Yes	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Teachers will have a better understanding of the Science of Reading.	Cohorts of teachers will work together throughout the workshops.

### Action Plan For: Habitudes

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 26-27 school year, Habitudes will be fully implemented in the Middle School and High School and the Positive Behavioral Intervention Support (PBIS) system that meets the needs of all students will be revisited and evaluated by students, teachers, and administrators for effective implementation.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.		2024-07-01	2024-12-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Teachers/Building Principals/Director of Curriculum and Instruction	Habitudes Training Material	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PBIS behavioral expectations to meet the needs of all students will be identified at the Middle School and the High School.		2024-07-01	2024-12-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Teachers/Building Principals/Director of	None	No	Yes

Curriculum and Instruction			
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will implement the Habitudes program, and principals and an internal teacher team will provide feedback. Instructional plans and videos will be created to implement the PBIS system.		2025-01-06	2025-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Teachers/Building Principals/Director of Curriculum and Instruction	None	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will implement the Habitudes program. An internal team and building principals will conduct fidelity checks. A PBIS reward system will be implemented in both the Middle and High Schools. Both programs will be reviewed and evaluated by students, teachers, and administrators.		2025-07-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Teachers/Building Principals/Director of Curriculum and Instruction	Fidelity Checks and Documents for Evaluation and Feedback of Habitudes and PBIS	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Specific feedback from the previous year's evaluation will be shared. The internal team and Building Principals will continue to conduct fidelity checks for Habitudes and the PBIS system. Both programs will be reviewed and evaluated by students, teachers, and administrators.		2026-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Teachers/Building Principals/Director of Curriculum and Instruction	Fidelity Checks and Document for Evaluation and Feedback of Habitudes and PBIS	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Teachers will be properly trained to implement the	Building principals will conduct ongoing fidelity checks to evaluate the effectiveness of

program and an effective PBIS system will be in place at both the Middle School and High School.	the implementation. Both the Habitudes program and the PBIS system will be reviewed and evaluated yearly with students, teachers, and administrators.
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**Action Plan For: Create District Curriculum for e-Learning Courses**

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 26-27 school year, a plan for remediation for those students who do not pass the Keystone Exams will be in place. The High School staff will be monitoring student success while students complete their district-created online courses, and the Middle School staff will continue to develop their online courses.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
A High School teacher committee will be developed and will meet regularly until the goal is achieved.		2024-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Non-traditional Education Coordinator and High School Principals	None	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers will be given time within their schedule to develop online courses. A Middle School teacher committee will be developed and will meet regularly until the goal is achieved.		2025-08-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Non-traditional Education Coordinator and Middle School and High School Principals	None	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
The High School staff will launch their online courses during the fall and/or spring semesters. The Middle School staff will develop their online courses while using the list of components that was created the previous year.		2026-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Non-traditional Education Coordinator and Middle and High School Principals	None	No	Yes
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
High School e-Learning courses will be developed and will follow the in-person curriculum with district teachers providing instruction, assessment and student support.	A progress log will be maintained to demonstrate progress.

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Science Program Training for Teachers	Teachers will be properly trained to implement the new science program in their classrooms.
APL Training	All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.
Elementary School teachers will be trained in LETRS	The remainder of the Elementary School reading teachers will be trained in LETRS.
Habitudes	All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.

### Science Program Initial Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers will be properly trained to implement the new science program in their classrooms.</li> </ul>		
<b>Audience</b>		
K-5 Science Teachers, Principals, Director of Curriculum and Instruction, Department Lead		
<b>Topics to be Included</b>		
How to properly implement the new science program.		
<b>Evidence of Learning</b>		
Teachers will be able to effectively teach the new science program.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Curriculum and Instruction/Principals	2024-07-01	2024-08-09

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Once
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### APL Training

<b>Action Step</b>
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<ul style="list-style-type: none"> <li>All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.</li> </ul>		
<b>Audience</b>		
All K-12 Teachers, Principals, Director of Curriculum and Instruction		
<b>Topics to be Included</b>		
Teachers will be taught the basic parts of the APL instructional strategies.		
<b>Evidence of Learning</b>		
The use of APL instructional strategies will be evident during walkthrough observations.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building Principals, Director of Curriculum and Instruction	2024-07-01	2027-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Once per building
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**LETRS Training**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>The remainder of the Elementary School reading teachers will be trained in LETRS.</li> </ul>		
<b>Audience</b>		
K-2 Teachers, Elementary Principal, Director of Curriculum and Instruction		
<b>Topics to be Included</b>		
The training will teach the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.		
<b>Evidence of Learning</b>		
Teachers will work in cohorts and complete assessments for understanding.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
K-2 Teachers and Building Principal	2024-07-01	2027-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	The training will be several sessions throughout each year.

<b>Observation and Practice Framework Met in this Plan</b>
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 4d: Participating in a Professional Community</li> </ul>
<b>This Step Meets the Requirements of State Required Trainings</b>

**Habitudes Training**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.</li> </ul>		
<b>Audience</b>		
Middle School and High School Teachers, Building Principals, and Director of Curriculum and Instruction		
<b>Topics to be Included</b>		
Implementation of the program		
<b>Evidence of Learning</b>		
Evidence of Learning will be documented using fidelity checks during classroom visits.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building Principals and Director of Curriculum and Instruction	2024-07-01	2027-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	Training will be one time the first year with an additional training the second year, if needed.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Science Program Training for Teachers	Teachers will be properly trained to implement the new science program in their classrooms.
Science Program Training for Teachers	Building Principals and Director of Curriculum and Instruction will conduct fidelity checks and provide feedback to teachers.
APL Training	All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.
APL Training	Building Principals will conduct fidelity checks throughout implementation to assess the application of APL strategies during instruction.
Elementary School teachers will be trained in LETRS	The remainder of the Elementary School reading teachers will be trained in LETRS.
Habitudes	All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.
Habitudes	PBIS behavioral expectations to meet the needs of all students will be identified at the Middle School and the High School.
Habitudes	Teachers will implement the Habitudes program, and principals and an internal teacher team will provide feedback. Instructional plans and videos will be created to implement the PBIS system.
Habitudes	Teachers will implement the Habitudes program. An internal team and building principals will conduct fidelity checks. A PBIS reward system will be implemented in both the Middle and High Schools. Both programs will be reviewed and evaluated by students, teachers, and administrators.
Habitudes	Specific feedback from the previous year's evaluation will be shared. The internal team and Building Principals will continue to conduct fidelity checks for Habitudes and the PBIS system. Both programs will be reviewed and evaluated by students, teachers, and administrators.
Create District Curriculum for e-Learning Courses	A High School teacher committee will be developed and will meet regularly until the goal is achieved.
Create District Curriculum for e-Learning Courses	Teachers will be given time within their schedule to develop online courses. A Middle School teacher committee will be developed and will meet regularly until the goal is achieved.
Create District	The High School staff will launch their online courses during the fall and/or spring semesters. The Middle School

Curriculum for e-Learning Courses	staff will develop their online courses while using the list of components that was created the previous year.
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**Science Program Training**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers will be properly trained to implement the new science program in their classrooms.</li> <li>Building Principals and Director of Curriculum and Instruction will conduct fidelity checks and provide feedback to teachers.</li> <li>All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.</li> <li>All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.</li> <li>PBIS behavioral expectations to meet the needs of all students will be identified at the Middle School and the High School.</li> <li>The remainder of the Elementary School reading teachers will be trained in LETRS.</li> <li>A High School teacher committee will be developed and will meet regularly until the goal is achieved.</li> <li>Teachers will be given time within their schedule to develop online courses. A Middle School teacher committee will be developed and will meet regularly until the goal is achieved.</li> <li>The High School staff will launch their online courses during the fall and/or spring semesters. The Middle School staff will develop their online courses while using the list of components that was created the previous year.</li> </ul>		
<b>Audience</b>		
All Stakeholders		
<b>Topics to be Included</b>		
When the training occurred and if the teachers feel they have been appropriately trained (survey results).		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Curriculum and Instruction/Building Principals	2024-07-01	2024-08-09

**Communication**

<b>Type of Communication</b>	<b>Frequency</b>
Other	A running document will be posted to the website and will be updated as needed.

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Other	A running document will be posted to the website and will be updated as needed.

### APL Training

Action Step		
<ul style="list-style-type: none"> <li>Teachers will be properly trained to implement the new science program in their classrooms.</li> <li>Building Principals and Director of Curriculum and Instruction will conduct fidelity checks and provide feedback to teachers.</li> <li>All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.</li> <li>All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.</li> <li>PBIS behavioral expectations to meet the needs of all students will be identified at the Middle School and the High School.</li> <li>The remainder of the Elementary School reading teachers will be trained in LETRS.</li> <li>A High School teacher committee will be developed and will meet regularly until the goal is achieved.</li> <li>Teachers will be given time within their schedule to develop online courses. A Middle School teacher committee will be developed and will meet regularly until the goal is achieved.</li> <li>The High School staff will launch their online courses during the fall and/or spring semesters. The Middle School staff will develop their online courses while using the list of components that was created the previous year.</li> </ul>		
Audience		
All Stakeholders		
Topics to be Included		
When the training occurred and if the teachers feel they have been appropriately trained (survey results).		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction/Building Principals	2024-07-01	2024-08-09

### Communication

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### Habitudes

Action Step		
<ul style="list-style-type: none"> <li>Teachers will be properly trained to implement the new science program in their classrooms.</li> <li>Building Principals and Director of Curriculum and Instruction will conduct fidelity checks and provide feedback to teachers.</li> <li>All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.</li> <li>All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.</li> <li>PBIS behavioral expectations to meet the needs of all students will be identified at the Middle School and the High School.</li> <li>The remainder of the Elementary School reading teachers will be trained in LETRS.</li> <li>A High School teacher committee will be developed and will meet regularly until the goal is achieved.</li> <li>Teachers will be given time within their schedule to develop online courses. A Middle School teacher committee will be developed and will meet regularly until the goal is achieved.</li> <li>The High School staff will launch their online courses during the fall and/or spring semesters. The Middle School staff will develop their online courses while using the list of components that was created the previous year.</li> </ul>		
Audience		
All Stakeholders		
Topics to be Included		
When the training occurred and if the teachers feel they have been appropriately trained (survey results).		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction/Building Principals	2024-07-01	2024-08-09

### Communication

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Type of Communication	Frequency
Other	A running document will be posted to the website and will be updated as needed.

### LETRS Training

Action Step
<ul style="list-style-type: none"><li>• Teachers will be properly trained to implement the new science program in their classrooms.</li><li>• Building Principals and Director of Curriculum and Instruction will conduct fidelity checks and provide feedback to teachers.</li><li>• All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.</li><li>• All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.</li><li>• PBIS behavioral expectations to meet the needs of all students will be identified at the Middle School and the High School.</li><li>• The remainder of the Elementary School reading teachers will be trained in LETRS.</li><li>• A High School teacher committee will be developed and will meet regularly until the goal is achieved.</li><li>• Teachers will be given time within their schedule to develop online courses. A Middle School teacher committee will be developed and will meet regularly until the goal is achieved.</li><li>• The High School staff will launch their online courses during the fall and/or spring semesters. The Middle School staff will develop their online courses while using the list of components that was created the previous year.</li></ul>
Audience
All Stakeholders



<b>Topics to be Included</b>		
When the training occurred and if the teachers feel they have been appropriately trained (survey results).		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Curriculum and Instruction/Building Principals	2024-07-01	2024-08-09

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Other	A running document will be posted to the website and will be updated as needed.

**e-Learning**

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• Teachers will be properly trained to implement the new science program in their classrooms.</li> <li>• Building Principals and Director of Curriculum and Instruction will conduct fidelity checks and provide feedback to teachers.</li> <li>• All teachers will participate in a refresher APL course. Newly-hired teachers will be enrolled in the full course.</li> <li>• All Middle and High School teachers will be trained in Habitudes, the selected Social-emotional Learning program.</li> <li>• PBIS behavioral expectations to meet the needs of all students will be identified at the Middle School and the High School.</li> <li>• The remainder of the Elementary School reading teachers will be trained in LETRS.</li> <li>• A High School teacher committee will be developed and will meet regularly until the goal is achieved.</li> <li>• Teachers will be given time within their schedule to develop online courses. A Middle School teacher committee will be developed and</li> </ul>

<p>will meet regularly until the goal is achieved.</p> <ul style="list-style-type: none"> <li>The High School staff will launch their online courses during the fall and/or spring semesters. The Middle School staff will develop their online courses while using the list of components that was created the previous year.</li> </ul>		
<b>Audience</b>		
All Stakeholders		
<b>Topics to be Included</b>		
When the training occurred and if the teachers feel they have been appropriately trained (survey results).		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Curriculum and Instruction/Building Principals	2024-07-01	2024-08-09

**Communication**

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**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>