

Montrose Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
School District		119584503
Address 1		
75 Meteor Way		
Address 2		
City	State	Zip Code
Montrose	Pennsylvania	18801
Chief School Administrator		Chief School Administrator Email
Christopher McComb		cmccomb@masd.info
Single Point of Contact Name		
Christine Kresge		
Single Point of Contact Email		
ckresge@masd.info		
Single Point of Contact Phone Number		
6077668065		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Christine kresge	Director of Curriculum	Administration	ckresge@masd.info
Christopher McComb	Superintendent of Schools	Administration	cmcomb@masd.info
Greg Adams	Director of Special Education	Administration	gadams@masd.info
Patrick Matthews	Administrator	Administration	pmatthews@masd.info
Madison Moyer	Elementary Principal	Choconut Valley Elementary School	mmoyer@masd.info
Eric Powers	High School Principal	Montrose Area Jr./ Sr. High School	epowers@masd.info
Terrence Whalen	High School Assistant Prinicpal	Montrose Area Jr./ Sr. High School	twhalen@masd.info
Craig Owens	Technology Director	Administration	cowens@masd.info
Karen Ricci	Community Member	Community	kricci@masd.info
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Kristin Evans	Staff Member	High School Teacher	kevans@masd.info
Ryan Soden	Administrator	Elementary Teacher	rsoden@masd.info
Heather Considine	Staff Member	ELL Teacher	hconsidine@masd.info
Sarah VanScoten	Community Member	Community Advisory Memeber	schrarahv@gmail.com

Educational Community Description

The Montrose Area School District is comprised of the northwestern portion of Susquehanna County in Northeast Pennsylvania. The district covers 227 square miles and is primarily rural with no cities or boroughs exceeding 2,500 in population. Montrose is the county seat of Susquehanna County.

Montrose Area School District serves a rural community of approximately 10,800 persons. The median housing value (2019 Census data) is \$187,400 and the median household income is about \$57,859. About 11.5% of district families are below the poverty level. The community has historically been agricultural, with a diminishing degree of manufacturing. However, with both agriculture and manufacturing declining significantly, the health care, natural gas, and quarrying Industries appear to be the consistent source of jobs.

The school district is comprised of two elementary schools and one junior-senior high school. Of 1,241 school children within district borders, 90% are enrolled in the Montrose public school system. Lathrop Street Elementary is in the borough of Montrose and houses 397 students in grades K-6. Choconut Valley Elementary is a kindergarten through sixth grade building with approximately 247 students located in Choconut Township.

There are approximately 140 professional staff throughout the district including a curriculum director, principals, guidance personnel, full time nurses, special education teachers, reading specialists, speech therapists, and librarians providing a comprehensive program of support for all students.

In 2017, the Montrose Area School District hired a curriculum director to oversee the Curriculum Action Team and the adoption and implementation of curricular programs and services for grades K-12. Each year, the Curriculum Action Team selects a focus area and evaluates current programming to map out a plan of improvement that aligns with the district's vision and mission.

The Montrose Area Junior-Senior High School is a seventh through twelfth grade building located in Bridgewater Township with approximately 580 students. Faculty and staff work to promote the school's motto, *Learn More, Do More, Be More*, and MAHS has been recognized as a US News and World Report "*Best High School*" annually for the past five years. Students at

the Montrose Area Jr/Sr High School are well-supported by a Principal and Assistant Principal as well as a three-member Guidance Department, a Crisis Counselor, College and Career Coach, School Nurse Practitioner and School Resource Officer.

A variety of outside agencies provide additional support, and the Director of Technology maintains state of the art technology tools, equipment and a robust network for students as well as faculty and staff who are supported by a full-time Technology Coach. All students take introductory courses in computer literacy and technology, and high school students are offered numerous electives in computer programming, graphic and web design and cybersecurity. A state-of-the-art graphics lab is available for students as are a variety of technical education classes including wood and metalworking, machining, mechanical and architectural drawing. MAHS partners with Project Lead the Way to offer STEM-specific instruction geared toward engineering and industrial careers.

Four-year language sequences are offered in French and Spanish for all students in grades 9 through 12. Fine arts are an integral part of the district's curriculum, with multiple core courses and electives ranging from Introduction to Photography, Ceramics and Jewelry-making and Contemporary Art. General music education begins in the primary grades, and instrumental and choral programs start in the fifth grade and continue into the junior-senior high school, supporting award-winning music programs. Multiple high school electives are offered for students interested in increasing their musical abilities and depth of knowledge.

Students can choose from General, College Preparatory, Honors and Advanced Placement courses, with seven Advanced Placement classes available. Over 20 classes can be taken through dual enrollment agreements with Keystone and Lackawanna Colleges. In addition to being offered a rigorous and well-rounded curriculum, students have the opportunity to participate in career/technical education through a partnership with the Susquehanna County Career and Technology Center and cooperative vocational educational experiences with local businesses. A partnership with the Northern Tier Industry & Education Consortium provides students with career-related lessons and activities. Students may participate in their choice of over a dozen sports, with even more clubs and service organizations such as Future Business Leaders of America, Student Council, Key Club, and Friends of Rachel for students to become involved in.

The above enrollment numbers are reflective of a significant reduction in enrollment over the past several years. Going back to 2004, the total enrollment has been reduced by almost 655 students and indicates a reduction in enrollment by roughly 35%.

Mission and Vision

Mission

The mission of the Montrose Area School district is to: • provide a challenging, comprehensive educational experience that recognizes and accommodates students' individual abilities and differences; • encourage students to think logically and to learn cooperatively as well as independently; • prepare students to take an active and responsive role in a global, technological society; • promote a lifelong spirit of inquiry that addresses emotional, physical, social, and intellectual growth; • encourage students' acceptance of themselves and others in a safe and nurturing environment; and • encourage students to become active participants in the community, state and country in which they live.

Vision

The vision of the Montrose Area School District is to provide an exemplary education that promotes individual development, intellectual growth and responsible citizenship in order to prepare its students to address tomorrow's challenges.

Educational Values

Students

Every individual has worth and should be treated with respect. Students must be prepared to assume adult roles as responsible citizens. Opportunities for life-long, independent learning are a shared responsibility among students, parents, staff and the community. Children are unique and should fully develop their talents and interests. Learning includes planned activities within and beyond the school setting. (examples include: school based community health cooperatives and a variety of Extracurricular activities.) All students deserve a quality education that promotes high academic standards. Education stimulates inquiry, creativity, and cooperation among people.

Staff

Support services are essential to the emotional, intellectual and social needs of students. Cultural awareness should be promoted in all areas of the curriculum. Appropriate technology should be incorporated in all aspects of the educational process. Opportunities for life-long, independent learning are a shared responsibility among students, parents, staff and the community. Staff development is essential for quality education. Quality resources are essential to student learning. The educational environment should be physically and psychologically safe.

Administration

Support services are essential to the emotional, intellectual and social needs of students. Cultural awareness should be promoted in all areas of the curriculum. Appropriate technology should be incorporated in all aspects of the educational process. Opportunities for life-long, independent learning are a shared responsibility among students, parents, staff and the community. Staff development is essential for quality education. Quality resources are essential to student learning. The educational environment should be physically and psychologically safe.

Parents

Support services are essential to the emotional, intellectual and social needs of students. Opportunities for life-long, independent learning are a shared responsibility among students, parents, staff and the community. Learning includes planned activities within and beyond the school setting. (examples include: school based community health cooperatives and a variety of Extracurricular activities.) Active parent/school partnerships, as exemplified by parent volunteer programs and community advisory committees, promote quality education.

Community

Mutual benefits are derived from sharing resources among schools and the community. Opportunities for life-long, independent learning are a shared responsibility among students, parents, staff and the community. Learning includes planned activities within and beyond the school setting. (examples include: school based community health cooperatives and a variety of Extracurricular activities.) Active parent/school partnerships, as exemplified by parent volunteer programs and community advisory committees, promote quality education.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Two of three buildings exceeded the State achievement average in ELA.	
Two of three buildings Economically Disadvantaged students exceeded the state average for achievement in ELA.	
All buildings exceeded the state average in math achievement on the PSSA assessment.	
Two of three buildings exceeded the growth target in math.	
All buildings exceeded the state growth goal in science.	
All buildings exceeded the state average for achievement in science.	
CVES met the interim target for ELA.	

Challenges

Indicator	Comments/Notable Observations
Two of three buildings did not meet the State average for growth on the ELA assessment.	

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

Strengths

Indicator Future Ready Index Grade Level(s) and/or Student Group(s) Two of three buildings Economically Disadvantaged students exceeded the state average for achievement in ELA.	Comments/Notable Observations
Indicator Future Ready Index Grade Level(s) and/or Student Group(s) Students with disabilities exceeded the State growth target in math.	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Future Ready Index Grade Level(s) and/or Student Group(s) CVES Economically Disadvantaged exceeded the growth goal and state growth average on the ELA assessment.	Comments/Notable Observations

Challenges

Indicator Future Ready Index Grade Level(s) and/or Student Group(s) Students with disabilities in all buildings fell below state average in achievement and growth in ELA.	Comments/Notable Observations
Indicator Future Ready Index Grade Level(s) and/or Student Group(s) Students with disabilities in all buildings fell below state average in achievement in math.	Comments/Notable Observations
Indicator Future Ready Index Grade Level(s) and/or Student Group(s) Two of three buildings economically disadvantaged subgroup fell below state average for growth on the ELA assessment.	Comments/Notable Observations
Indicator Future Ready Index Grade Level(s) and/or Student Group(s) Economically Disadvantaged students in all three buildings fell below the state average in achievement in math	Comments/Notable Observations
Indicator Future Ready Index Grade Level(s) and/or Student Group(s) Students with disabilities fell below the state average for achievement in science.	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.

CVES Economically Disadvantaged exceeded the growth goal and state growth average on the ELA assessment.
All buildings exceeded the state average in math achievement on the PSSA assessment.
CVES met the interim target for math.
Two of three buildings exceeded the State achievement average in ELA.
CVES met the interim target for ELA.

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.

Two of three buildings did not meet the State average for growth on the ELA assessment.
Students with disabilities in all buildings fell below state average in achievement and growth in ELA.

Two of three buildings-economically disadvantaged subgroup fell below state average for growth on the ELA assessment.

Two of three buildings did not meet the state interim target on the math assessment.

Two of three buildings did not meet the State interim target on the ELA assessment.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	CVES PSSA achievement in grades 4 and 5 exceeded the State Interim Target for proficiency.
PSSA	LSES did not meet the interim target for proficiency on the PSSA in ELA in any grade level
PVAAS	The district fell well below growth expectations in ELA in PVAAS
I-Ready Diagnostic (K-8)	All buildings met their typical growth target goal on the i-Ready reading diagnostic.
PSSA	No grade levels, district-wide, met the interim target for proficiency on the PSSA assessment.
PVAAS	Keystone Literature met growth expectations in PVAAS
PVAAS i-Ready Data	Students in grades 4-8 met or exceeded expected growth in I-Ready Reading.

English Language Arts Summary

Strengths

CVES PSSA achievement in grades 4 and 5 exceeded the State Interim Target for proficiency.
Grade 4 exceeded the growth standard in ELA in PVAAS
All buildings met their typical growth target goal on the i-Ready ELA diagnostic.
Students in grades 4-8 met or exceeded expected growth in I-Ready Reading in PVAAS.

Challenges

No grade levels, district-wide, met the interim target for proficiency on the PSSA assessment.
The district fell well below growth expectations in ELA in PVAAS

Mathematics

Data	Comments/Notable Observations
PSSA	Grades 3,4, and 5 at CVES exceeded the state interim target for PSSA proficiency in math.
PSSA	Grade 4 at LSES exceeded the state interim target for PSSA proficiency in math.
PSSA	Grades 6, 7 & 8 did not meet the interim target for PSSA proficiency in math.
I-READY (Grades K-8)	All buildings met their typical growth target goal on the i-Ready math diagnostic.
KEYSTONE EXAM	44.7% of students scored proficient or advanced on the Keystone Algebra Assessment and exceeded the State average for proficiency.
PVAAS i-Ready	Students in grades 4-8 met or exceeded expected growth in I-Ready math.

Mathematics Summary

Strengths

Grades 3,4, and 5 at CVES exceeded the state interim target for PSSA proficiency in math.

Students in grades 4-8 met or exceeded expected growth in I-Ready math in PVAAS.
44.7% of students scored proficient or advanced on the Keystone Algebra Assessment and exceeded the State average for proficiency.
All buildings met their typical growth target goal on the i-Ready math diagnostic.

Challenges

Grades 6, 7 & 8 did not meet the interim target for PSSA proficiency in math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	Grade 4 in both elementary schools exceeded the interim target for proficiency on the science PSSA assessment.
PSSA	Grade 8 did not meet the interim target for proficiency on the science PSSA assessment.
Keystone Biology	54.5% of students scored proficient or advanced on the Keystone Biology Assessment exam and exceeded the State average for proficiency.

Science, Technology, and Engineering Education Summary

Strengths

54.5% of students scored proficient or advanced on the Keystone Algebra Assessment exam and exceeded the State average for proficiency.
Grade 4 in both elementary schools exceeded the interim target for proficiency on the science PSSA assessment.

Challenges

Grade 8 did not meet the interim target for proficiency on the science PSSA assessment.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index	Choconut Valley and Lathrop Street exceeded the performance standard for college and career measures.
Future Ready Index	The high school all student group has exceeded the 2030 statewide cohort graduation goal.
Future Ready Index	High school students met the performance standard for college and career measures.

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

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

Introduction to Psychology 4 PSY105; Principles of Accounting I 4 ACC105; General Chemistry I - CHM 120

Uploaded Files

Lackawanna College Agreement 23 24_f1d05f50.pdf

Partnering Institution

Keystone College

Agreement Type

Dual Credit

Program/Course Area

Advanced Accounting, AP Biology, AP Chemistry, AP European History, AP Government, AP Human Geography, AP Language and Comp, AP Literature and Comp, AP Calculus, AP United States History, Child Development, Digital Photography, Physics, Psychology, Spanish III and IV, Statistics and Probability and Trigonometry/Advanced Math

Uploaded Files

Keystone College Agreement 23 24_bad4ce98.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.

Choconut Valley and Lathrop Street exceeded the performance standard for college and career measures.
The high school all student group has exceed the 2030 statewide cohort graduation goal.
High school students met the performance standard for college and career measures.

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.

NA
NA

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ACCESS	60% of ELL students met or exceeded their interim growth target.
ACCESS	MASD ELL students exceeded the state target for the 22/23 school year.

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Index	4.0% of students with disabilities scored proficient on the PSSA math assessment.
Future Ready Index	According to the Future Ready Index, students with disabilities did not meet the statewide interim target for math in all buildings.
PSSA	Students with disabilities fell below state average achievement in math and ELA.
PSSA	Students with disabilities fell below state average for students in that subgroup in math and ELA at the high school and Lathrop Street.
Future Ready Index	13.7% of students with disabilities scored proficient on the PSSA ELA assessment.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index	Economically disadvantaged students exceeded the state-wide average achievement for that subgroup across all buildings and subjects.
Future Ready Index	Economically disadvantaged students at the high school and Choconut exceeded the "All Students" state level performance.

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.

Economically disadvantaged students exceeded the state-wide average achievement for that subgroup across all buildings and subjects.
MASD ELL students exceeded the state target for the 22/23 school year.

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.

Students with disabilities fell below state average achievement for that subgroup in math and ELA across all buildings.
13.7% of students with disabilities scored proficient on the PSSA ELA assessment.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Our special education plan includes a focus on curriculum and instruction for this subpopulation. We are looking at programming and inclusion professional development implementation.
Title I Program	The focus of our Title I program is on early literacy. We provide targeted interventions for students in grades K-3. We believe this intense focus is part of the reason we show a greater amount of success on ELA assessments.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

The focus of our Title I program is on early literacy. We provide targeted interventions for students in grades K-3. We believe this intense focus is part of the reason we show a greater amount of success on ELA assessments.

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.

Our special education plan includes a focus on curriculum and instruction for this subpopulation. We are looking at programming and inclusion professional development implementation.

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	Emerging
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	Operational

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

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.

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

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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence *

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
CVES Economically Disadvantaged exceeded the growth goal and state growth average on the ELA assessment.	True
All buildings exceeded the state average in math achievement on the PSSA assessment.	True
CVES met the interim target for math.	False
Two of three buildings exceeded the State achievement average in ELA.	False
CVES met the interim target for ELA.	False
CVES PSSA achievement in grades 4 and 5 exceeded the State Interim Target for proficiency.	True
Grade 4 exceeded the growth standard in ELA in PVAAS	False
All buildings met their typical growth target goal on the i-Ready ELA diagnostic.	False
54.5% of students scored proficient or advanced on the Keystone Algebra Assessment exam and exceeded the State average for proficiency.	True
The focus of our Title I program is on early literacy. We provide targeted interventions for students in grades K-3. We believe this intense focus is part of the reason we show a greater amount of success on ELA assessments.	False
Students in grades 4-8 met or exceeded expected growth in I-Ready math in PVAAS.	False
Grade 4 in both elementary schools exceeded the interim target for proficiency on the science PSSA assessment.	False
Grades 3,4, and 5 at CVES exceeded the state interim target for PSSA proficiency in math.	True
Choconut Valley and Lathrop Street exceeded the performance standard for college and career measures.	False
The high school all student group has exceed the 2030 statewide cohort graduation goal.	False
High school students met the performance standard for college and career measures.	False
Economically disadvantaged students exceeded the state-wide average achievement for that subgroup across all buildings and subjects.	True
Students in grades 4-8 met or exceeded expected growth in I-Ready Reading in PVAAS.	False
44.7% of students scored proficient or advanced on the Keystone Algebra Assessment and exceeded the State average for proficiency.	False
All buildings met their typical growth target goal on the i-Ready math diagnostic.	True
MASD ELL students exceeded the state target for the 22/23 school year.	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data *	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities *	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
Two of three buildings did not meet the State average for growth on the ELA assessment.	True
Two of three buildings-economically disadvantaged subgroup fell below state average for growth on the ELA assessment.	True
Students with disabilities in all buildings fell below state average in achievement and growth in ELA.	True
Two of three buildings did not meet the state interim target on the math assessment.	False
Two of three buildings did not meet the State interim target on the ELA assessment.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence *	False
Students with disabilities fell below state average achievement for that subgroup in math and ELA across all buildings.	True
Grade 8 did not meet the interim target for proficiency on the science PSSA assessment.	False
No grade levels, district-wide, met the interim target for proficiency on the PSSA assessment.	False
NA	False
NA	False
Our special education plan includes a focus on curriculum and instruction for this subpopulation. We are looking at programming and inclusion professional development implementation.	False
The district fell well below growth expectations in ELA in PVAAS	False
Grades 6, 7 & 8 did not meet the interim target for PSSA proficiency in math.	True
13.7% of students with disabilities scored proficient on the PSSA ELA assessment.	True

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.

ELA across the district is underperforming. Our students with disabilities subgroup is performing below the state average in that category and our overall PVAAS growth indicated that our students fell "well below" growth expectations.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Two of three buildings did not meet the State average for growth on the ELA assessment.		True
Two of three buildings-economically disadvantaged subgroup fell below state average for growth on the ELA assessment.		False
Students with disabilities fell below state average achievement for that subgroup in math and ELA across all buildings.		False
Students with disabilities in all buildings fell below state average in achievement and growth in ELA.		True
13.7% of students with disabilities scored proficient on the PSSA ELA assessment.		False
Grades 6, 7 & 8 did not meet the interim target for PSSA proficiency in math.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
CVES PSSA achievement in grades 4 and 5 exceeded the State Interim Target for proficiency.	
Economically disadvantaged students exceeded the state-wide average achievement for that subgroup across all buildings and subjects.	Our economically disadvantaged students appear to have shown growth post-pandemic.
54.5% of students scored proficient or advanced on the Keystone Algebra Assessment exam and exceeded the State average for proficiency.	
CVES Economically Disadvantaged exceeded the growth goal and state growth average on the ELA assessment.	
All buildings exceeded the state average in math achievement on the PSSA assessment.	
Grades 3,4, and 5 at CVES exceeded the state interim target for PSSA proficiency in math.	
All buildings met their typical growth target goal on the i-Ready math diagnostic.	
MASD ELL students exceeded the state target for the 22/23 school year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our curriculum in ELA needs to be updated to align to the science of reading research and methodologies.
	We need to find and implement structured literacy programs that address the needs of our students with disabilities population. PD will be needed to support and sustain implementation.

Goal Setting

Priority: Our curriculum in ELA needs to be updated to align to the science of reading research and methodologies.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
MASD will conduct a Curriculum Action Team Cycle to adopt and implement a new ELA curriculum for grades K-12 during the 24-25 school with the goal of full implementation and curriculum development by the 26-27 school year.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Adoption and Development		
Target Year 1	Target Year 2	Target Year 3
Conduct Science of Reading training in the summer of '23 and fall of '23 for grades K-3. Establish CAT schedule for meetings. Develop list of priorities and strengths related to current programming. Identify goals for grade level bands k-3 and 4-6. Establish list of programs for further review. Establish a timeline for content review and presentations. Use rubric scoring to drill down to "top three" programs for further review. Conduct a thorough review of "top three" programs. Conduct site visits to districts currently using programs of interest, presentations by publishers, conduct literature review of top programs. Finalize program selection and map out implementation strategy for summer and fall of '24-25 school year.	Continued professional development, curriculum updates/writing, assessment development, and data meetings to address strengths and areas of needed improvement.	MASD will conduct a Curriculum Action Team Cycle to adopt and implement a new ELA curriculum for grades K-12 during the 24-25 school with the goal of full implementation and curriculum development by the 26-27 school year.

Priority: We need to find and implement structured literacy programs that address the needs of our students with disabilities population. PD will be needed to support and sustain implementation.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Students with disabilities subgroup will increase performance on the PSSA and Keystone assessments in ELA achievement by 10% in the 26-27 school year.		
Measurable Goal Nickname (35 Character Max)		
Students with Disabilities Achievement		
Target Year 1	Target Year 2	Target Year 3
Conduct audit of Special Ed programming and services. Develop an action plan and create a timeline for rollout. Identify specific programs that are aligned to the science of reading, evidence, and research-based to implement during the three year process.	Continued professional development and programmatic rollout.	Students with disabilities subgroup will increase performance on the PSSA and Keystone assessments in ELA achievement by 10% in the 26-27 school year.

Action Plan

Measurable Goals

Curriculum Adoption and Development	Students with Disabilities Achievement
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Action Plan For: ELA Curriculum adoption and implementation

<p>Measurable Goals:</p> <ul style="list-style-type: none"> MASD will conduct a Curriculum Action Team Cycle to adopt and implement a new ELA curriculum for grades K-12 during the 24-25 school with the goal of full implementation and curriculum development by the 26-27 school year. Students with disabilities subgroup will increase performance on the PSSA and Keystone assessments in ELA achievement by 10% in the 26-27 school year.
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Action Step		Anticipated Start/Completion Date	
The Curriculum Action Team (CAT) cycle will complete professional development related to the Science of Reading.		2023-09-04	2024-03-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Christine Kresge	Shifting the Balance 3-5 PaTTAN - Science of Reading PD online series (10 hours)	Yes	No
Action Step		Anticipated Start/Completion Date	
Research ELA programs aligned to the Science of Reading to identify a program for adoption.		2024-03-23	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Christine Kresge	Ed Reports What Works Clearinghouse Vendor Presentations	No	Yes
Action Step		Anticipated Start/Completion Date	
Once a reading program has been selected for grades K-12, ongoing PD will be completed for all programs throughout the 25-27 school years.		2024-06-06	2025-12-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Christine Kresge	Scheduled PD per each vendor.	Yes	No
Action Step		Anticipated Start/Completion Date	
Curriculum Writing and Development- implementation		2024-08-29	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Christine Kresge	Instructional materials and resources from adopted programs of study. Rubicon Atlas	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Fully developed, written, and implemented ELA curriculum for all students grades K-12.	All ELA teachers, including special educators Scheduled curriculum writing release time for teachers (ongoing throughout the 3 year cycle.) Monthly MTSS meetings (K-3) ELA department/grade level meetings Student benchmark assessments (3 times per year) Data meetings Completed and published curriculum in Rubicon Atlas Updates at public Community Advisory/Comprehensive Planning meetings
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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Curriculum adoption and implementation	The Curriculum Action Team (CAT) cycle will complete professional development related to the Science of Reading.
ELA Curriculum adoption and implementation	Once a reading program has been selected for grades K-12, ongoing PD will be completed for all programs throughout the 25-27 school years.

Science of Reading Training

Action Step		
<ul style="list-style-type: none"> The Curriculum Action Team (CAT) cycle will complete professional development related to the Science of Reading. 		
Audience		
All ELA teachers grades K-12, including special education teachers		
Topics to be Included		
Science of Reading, Structured Literacy		
Evidence of Learning		
Successful completion of PaTTAN Science of Reading online 10 hour course- Summer Camp for Teachers Grades K-3- Administrator Facilitated (group administered assessment from program.) Shifting the Balance Book Study- Teachers grades 3-8 - Administrator Facilitated. Successfully completed needs assessment based on book study content.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Christine Kresge	2023-06-21	2024-03-27

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Book Study group (Grades 3-8,) Science of Reading Summer Camp (Grades K-3,high school LS teachers)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
ELA Curriculum adoption and implementation	Research ELA programs aligned to the Science of Reading to identify a program for adoption.
ELA Curriculum adoption and implementation	Curriculum Writing and Development- implementation

ELA Curriculum Adoption

Action Step		
<ul style="list-style-type: none"> Research ELA programs aligned to the Science of Reading to identify a program for adoption. 		
Audience		
All ELA teachers grades K-12, including special educators		
Topics to be Included		
Science of Reading, structured literacy, research from Ed Reports, Vendor sample rubric scoring		
Lead Person/Position	Anticipated Start	Anticipated Completion
Christine Kresge	2024-03-27	2024-06-07

Communication

Type of Communication	Frequency
Presentation	The Community Advisory/Comprehensive Planning team will be invited to attend a meeting (Date will be selected as appropriate to adoption process) to discuss developments related to program selection related to ELA and special education programming

Communication

Type of Communication	Frequency
Presentation	The Curriculum Director will present the curriculum selections made by staff at Board of Education public meetings.

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date