

**State College Area SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
State College Area School District		110148002
<b>Address 1</b>		
240 Villa Crest Drive		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
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## LEA Profile

State College School District is located in the largest metropolitan area in Centre County with over 42,000 permanent residents. The district enrolls approximately 6,800 students in grades Kindergarten through 12 and is comprised of eight elementary schools (grades K-5), two middle schools (grades 6-8), one comprehensive high school (grades 9-12), and one democratic alternative program (grades 6-12). The district's diverse population reflects the community it serves. The current profile of student populations from 2022-23 is as follows:

\*76.7% identify as non-Hispanic White

\*8.6% identify as Asian

\*2.7% identify as Black/African American

\*4.5% identify as Hispanic

\*0.2% identify as American Indian/Alaskan Native

\*0.1% identify as Native Hawaiian or other Pacific Islander

\*7.2% identify as two more races

Additionally, 12.7% of our students receive special education services, 19.1% are considered economically disadvantaged, 7% qualify for gifted services, and 3.1% identify as English Language Learners.

State College Area School District is at the heart of a small college town with downtown shops, tree-lined streets, and tranquil parks. Minutes from town and within the district, lie working farms, state forests, and mountains. Our school district consists of families interested in sports, music, and the various cultural opportunities available within our school community. Students and families can benefit from a variety of academic, scientific, medical, artistic, commercial, and agricultural occupations in our region.

State College Area School District is a high-performing academic institution. The high school is an IB World School and has won numerous academic achievements. Our Career and Technical Center embedded within our high school includes 14 programs of study. According to the US News and World Report, the high school is considered in the top 50 best schools in Pennsylvania. Additionally, two of our elementary buildings have been awarded the National Blue Ribbon Status for high academic achievements.

## Mission and Vision

### **Mission**

To ensure every student has opportunities to grow, thrive, and fulfill their potential through caring, responsive education.

### **Vision**

The State College Area School District, in a mutually respectful partnership with the greater community, will dedicate themselves every day through evidence-based curricula and practices to achieving excellence in education as a model district. Our schools will be safe, welcoming, inclusive, and innovative spaces, where every student is empowered to acquire the knowledge, skills, confidence, and adaptability to thrive in a dynamic world. Civility and respect will guide our schools as we commit to embracing diverse voices and perspectives.

## Educational Values

### **Students**

We believe: \*Students learn best in an environment where they are empowered to take risks and encouraged to succeed. \*A sense of belonging is essential to learning, with success achieved by embracing diversity, mutual respect, well-being, civic engagement, healthy relationships, and recognizing each other's humanity. \*Students thrive with varied and engaging instructional experiences that fulfill their academic and socio-emotional needs. \*It is essential that every student's voice and agency are celebrated throughout their educational journey.

### **Staff**

We believe: \*Relationships are essential to learning and fostering a culture of mutual respect. \*Every single adult who interacts with students is equally valuable in a student's educational experience. \*Teaching and learning is a reciprocal process. \*Responsive teaching is timely, uses multiple measures, and employs both quantitative and qualitative data for guiding instruction and interventions. \*Risk-taking and setbacks create opportunities for everyone to grow. \*Professional learning supports student learning. \*Actively inviting the diverse voices and perspectives of students, parents/caregivers, colleagues and community members supports learning.

### **Administration**

We believe: \*Equity, inclusion, and belonging are the foundations that frame every aspect of the educational system, from curriculum adoption to professional development. \*Promoting positive relationships, using culturally responsive practices and creating opportunities for all staff and students to help them feel connected, valued and represented in the school community. \*Building a safe and welcoming school community where all stakeholders have an active role in supporting student success and well-being is essential. \*Following qualitative and quantitative evidence-based practices informs continuous improvements throughout the district. \*Highly qualified, diverse staff that actively reflects the student body should be hired and retained. \*Teachers and staff should be supported in achieving their goals through continuous professional development and evidence-based feedback.

### **Parents**

We believe: \*Family and caregiver engagement and support are crucial to nurturing every child's education. \*Establishing and maintaining a relationship between families and schools and restoring relationships when needed are important. \*Positive and healthy engagements between the district and parents/caregivers are essential. \*Students are best served when schools, families, and caregivers work collaboratively. \*Clear and consistent communication and reciprocal conversations with the schools and the district are necessary. \*Drawing upon the diverse voices of parents/caregivers is critical when gathering feedback to support students.

### **Community**

We believe: \*Schools are anchoring institutions that require strong community-school partnerships. \*Community support and engagement are vital to creating a healthy school environment. \*High-quality educational experiences require strong and reciprocal community-school partnerships and school engagement. \*Clear, kind, and timely communication and reciprocal conversations with community members are essential. \*Listening to the diverse voices of our community and gathering feedback from them supports our students. \*A culture of caring repairs harm and restores relationships.

### **Other (Optional)**

Omit selected.





## Future Ready PA Index

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

#### Strengths

Indicator	Comments/Notable Observations
SCASD far exceeds the State average overall proficiency level in English Language Arts	All 8 elementary schools met the growth level indicator and high schools also met the growth level indicator
SCASD exceeds the State average overall proficiency levels in Mathematics	9 of the 12 schools met the growth level indicator.
100% of all student groups had an academic score of 100% growth in all Keystone areas: ELA, Alg 1, and Bio	Science achievement and growth is a strength K-12.
All schools in the district exceed College and Career Measurement Goals	Our focus on this area shows the benefits of meeting the goal and obtaining the results. Having counselors oversee and provide mid-year check-ins supports the obtainment of this goal.
Graduation requirements have continued to meet or exceed the State benchmark.	The graduation rate is 93.3%, and the 5-year cohort is 95.5%

#### Challenges

Indicator	Comments/Notable Observations
We noticed a significant decrease in our overall 11th-grade cohort proficiency rating for Algebra 1 Keystone exams.	Upon investigation, a number of students did not show up to take the test, and this cohort of students also did not have to take the test due to COVID exemptions. However, for the students who took the test for the 22-23 school year, the overall proficiency percentage increased by 8% to 77% proficiency.
From historical and current data, we know that there are significant disproportionalities among our marginalized populations, especially our ELL students.	This concern is evident in all assessment areas. At the High School level, only 9.1% of the students met proficiency compared to 29% at the State level.
The math achievement levels districtwide are not meeting the district's desired levels and some schools did not meet the interim goal/improvement target.	This is especially noticeable among our marginalized populations.
The 2022-23 special education report continues to show disproportionality among African-American and Hispanic students.	In the 2022-23 school year, we have decreased the gap for African-American students but the gap for Hispanic students has increased.

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

### Strengths

<p><b>Indicator</b> Elementary ELL Growth Attainment <b>Grade Level(s) and/or Student Group(s)</b> ELL - Easterly Parkway</p>	<p><b>Comments/Notable Observations</b> Easterly Parkway was the only school to have enough students to be assessed. They were at 52.4% proficiency and the State was only at 29%.</p>
<p><b>Indicator</b> ELA Keystone <b>Grade Level(s) and/or Student Group(s)</b> 10th &amp; 11th-grade students</p>	<p><b>Comments/Notable Observations</b> ELA Keystones increased by 2.3 percentage points from 83% proficiency to 85.3%.</p>
<p><b>Indicator</b> Biology Keystone <b>Grade Level(s) and/or Student Group(s)</b> 9th, 10th, &amp; 11th-grade students</p>	<p><b>Comments/Notable Observations</b> Biology Keystones increased by 8 percentage points from 69% proficiency to 77%.</p>
<p><b>Indicator</b> Four-year graduation cohort <b>Grade Level(s) and/or Student Group(s)</b> Seniors/two or more races</p>	<p><b>Comments/Notable Observations</b> Four-year graduation cohort for two or more races increased by 11 percentage points, 84.6% to 95.8%</p>
<p><b>Indicator</b> 7th grade PSSA math <b>Grade Level(s) and/or Student Group(s)</b> 7th grade students</p>	<p><b>Comments/Notable Observations</b> 7th grade PSSA math increased by 13 percentage points from 44% proficiency to 57%.</p>
<p><b>Indicator</b> 5th-grade PSSA reading <b>Grade Level(s) and/or Student Group(s)</b> 5th-grade students</p>	<p><b>Comments/Notable Observations</b> 5th grade PSSA reading increased by 3 percentage points from 74% proficiency to 77%.</p>
<p><b>Indicator</b></p>	<p><b>Comments/Notable Observations</b></p>

8th-grade PSSA science <b>Grade Level(s) and/or Student Group(s)</b> 8th-grade students	8th grade PSSA science increased by 3 percentage points from 77% proficiency to 80%.
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**Challenges**

<b>Indicator</b> High School Attendance <b>Grade Level(s) and/or Student Group(s)</b> Grades 9-12	<b>Comments/Notable Observations</b> Percent of regular attendance was 68.1% in 21-22. The State goal is 94.1.
<b>Indicator</b> High School ELL growth and attainment <b>Grade Level(s) and/or Student Group(s)</b> 9-12	<b>Comments/Notable Observations</b> The student group did not meet the goal. High School was at 9.1 % proficient and the state average is 29%, and the state goal is 70.3%
<b>Indicator</b> PSSA Math <b>Grade Level(s) and/or Student Group(s)</b> 8th	<b>Comments/Notable Observations</b> 8th-grade math score was 45%, which was a 4 percentage points increase from the previous year but still a need.
<b>Indicator</b> PSSA Reading <b>Grade Level(s) and/or Student Group(s)</b> 3rd	<b>Comments/Notable Observations</b> 3rd-grade reading score is 67%, which was a drop from 72% in 21-22.
<b>Indicator</b> Keystone Algebra <b>Grade Level(s) and/or Student Group(s)</b> 9-10	<b>Comments/Notable Observations</b> Keystone Algebra score was 55.4%, which was a drop from 84.1 %in 21-22.
<b>Indicator</b> Disproportionate <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b> K-12 special education minority students (black and Hispanic) are disproportionately enrolled in special education. Enrolled White 76.6%; Sp. Ed. 76.9% Enrolled Black 2.7%; Sp. Ed. 4.4% Enrolled Hispanic 4.6%; Sp. Ed. 6.9%

<b>Student Group(s)</b> K-12 Special Education Students	
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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.

100% of all student groups had an academic score of 100% growth in all Keystone areas: ELA, Alg 1, and Bio
Elementary ELL Growth Attainment
SCASD far exceeds the State average overall proficiency level in English Language Arts

**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.

High School Attendance - Percent of regular attendance was 68.1% in 21-22. The State goal is 94.1%.
High School ELL growth and attainment - The student group did not meet the goal. High School was at 9.1 % proficient and the state average is 29%, and the state goal is 70.3%.
PSSA Math - 8th-grade math score was 45%, which was a 4 percentage points increase from the previous year but still a need.
PSSA Reading - 3rd-grade reading score is 67%, which was a drop from 72% in 21-22.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience Benchmarking K-5	We are at 85% proficient in grades K-2
Measure for Academic Progress	We are at 80% proficient in grades 2-9

### English Language Arts Summary

#### Strengths

K-12 aligned curriculum for ELA
6-year curriculum cycle is used to review and refine ELA curriculum
MTSS system of support K-5 to meet the needs of all students
Teachers have PLC time built into their schedule to collaborate and align instruction

#### Challenges

Improving our overall reading proficiency score
From historical data, we know that there are significant disproportionalities among our marginalized populations.

### Mathematics

Data	Comments/Notable Observations
Acadience Benchmarking K-5	Primary students' data shows a need for more focus on foundational fluency in math.
Measure for Academic Progress	In grades 1 through 9, 80% of our students are meeting the benchmark.

### Mathematics Summary

#### Strengths

K-5 has a common math resource and a K-12 aligned curriculum
K-8 have math interventionists to assist students falling below proficiency level
Our daily, yearlong Algebra course has been extremely beneficial in raising overall Keystone proficiency courses
Teachers have PLC time built into their schedule to collaborate and to align instruction

#### Challenges

From historical data, we know that there are significant disproportionalities among our marginalized populations.
Need to work on a better-aligned curriculum that will assist with the transition between elementary and middle school math.
We need to determine the root cause of the drop in overall proficiency in grade levels
We need to focus on K-2 numerical literacy and review current resources to make sure this component is covered.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
SCASD exceeds the State average overall proficiency level in Science in grades 4, 8, and Keystones	In 2022-23, grade 4 was at 91% (state avg. 74%), grade 8 was 80% (state avg. 57%) and the Keystones were 77.6% (state avg. 58.9%).
Over 50% of all students who took the Biology keystone, scored advanced	All 9th graders who took the Biology keystone scored proficient and 81% of all tenth graders were proficient

## Science, Technology, and Engineering Education Summary

### Strengths

K-12 aligned curriculum for Science
6-year curriculum cycle is used to review and refine the science curriculum
K-8 STEM program
Teachers have PLC time built into their schedule to collaborate and align instruction

### Challenges

Of the 65 eleventh-grade students who took the Bio keystone, only 19 scored proficient. If this area was focused on and overall proficiency improved, this would help us.
From historical data, we know that there are significant disproportionalities among our marginalized populations.
The other challenge is our seniors who retook the exam did not score proficient, so how we can remediate them to have them score proficient?

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
All schools met or exceeded the performance standard for college and career readiness.	The majority of the schools exceeded the performance standard for college and career readiness.
High School exceeded the performance standard for college and career readiness with a score of 99.5%	All subgroups obtained this benchmark

### Career and Technical Education (CTE) Programs

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

Data	Comments/Notable Observations
38.4% earned industry-recognized credentials	13.2% scored advanced; 23% earned industry-recognized credentials
31.1% completed work-based learning experiences	9.6% earned advance on industry standards competencies, and the state average was 5.5%

### 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

**True** 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.

## 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.

Our school counseling depts. work closely with our students and teachers to ensure the career readiness standards are met.
Administrators work with counselors and families to ensure students are obtaining the career resources.
Secondary schools use Xello as a resource to assist in meeting these standards.
9.6% earned advance on industry standards competencies, and the state average was 5.5%

### 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.

Creating a K-12 portfolio system for students to implement information
Have all schools exceed performance standards for college and career readiness



## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Future Ready	This has been an area of concern in the past and continues to be a major concern. Only 9.1% of ELL learners met the interim goal/improvement target, compared to the State average of 29.1%.
MAP	This has been an area of concern in the past and continues to be a major concern.

### Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready	There is still a concern with the overidentification of black and Hispanic students.
Future Ready	The district percentage of special education is 13.0%, and the State average is 19.3%.
Future Ready	The district percentage of autism is 19.4%, and the State is 13.2%.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready	Our economically disadvantaged student population is increasing from 15.7% to 19.1%.
Future Ready	Homeless student population increased from .6% to 1.5%.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations

Black	Rigorous course of study is 42.9%, 22 percentage points less than all student groups.
Hispanic	Rigorous course of study is 55.6%, 10 percentage points less than all student groups. Hispanic population math scores have dramatically decreased to 46.2% from 72.2% in 2020-21.
2 or More Races	Rigorous course of study is 51.4%, 14 percentage points less than all student groups.
Asian	Asian student population exceeds all other student populations by at least 10 percentage points in rigorous course of studies.

## 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.

Using ESSER funding we hired a Family Liaison and have maintained this position to support our ELL students. This position is responsible for locating a number of high school ELL students and getting them to enroll in the school district.
We are aware of the disproportionality concerns and are addressing these concerns through our Equity Action Plan.
We are prioritizing reviewing disaggregated data as a way to support our subgroups.

### 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.

We are still disproportionate in overidentifying black and Hispanic students in special education.
There are still academic disproportionalities among our subgroups. However, this is difficult to drill down using future ready due to insufficient data samples.
The allocation of resources needs to be more equitable.

Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	We recently performed our special education audit and will be using that report to develop a professional development plan.
Title 1 Program	We used title 1 funding for K-5 reading and have developed a program that is aligned with the science of reading.
Student Services	We are continuing to build a more effective/aligned K-12 PBIS and MTSS framework for meeting student needs.
K-12 Guidance Plan (339 Plan)	Maintain a K-12 career readiness portfolio; better utilization of the Xello program
Technology Plan	We are looking to adopt a new student information system called PowerSchool.
English Language Development Programs	Hired a multilingual support liaison to assist our ELL students/families connect with school/community services.
Career & Technology Center Plan (339)	This is an important component to help students meet graduation requirements.
Equity Plan	SCASD is using our yearly Equity Audit to enhance our Equity Plan as a means of addressing its findings. The Director of Equity, Inclusivity, and Belonging created equity workgroups to foster feedback from community stakeholders.

## Strengths

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

We contracted out for a yearly equity audit through the support of PSU to help identify areas of need within the district.
The school board continues to support our inclusive excellence and gender-expansive policies.
We contracted out for a special education audit to help us identify growth areas within our special education department and students.
The Director of Equity and Inclusivity created equity workgroups to foster feedback from community stakeholders.

## 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.

Future Ready identified disproportionality among our black and Hispanic students in academics.
Increase the diversity of students within our AP and Gifted programs.
Decrease the number of black and Hispanic students identified for special education services.
Building a more effective/aligned K-12 MTSS framework for meeting student needs.
Continue to search for diverse hires for school district positions to represent our student populations.



## 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	Emerging
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	Emerging
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	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

### 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.

Ensure effective, standards-aligned curriculum and assessment that are evidence-based
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

### 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.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

Coordinate and monitor supports aligned with students' and families' needs

## 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
100% of all student groups had an academic score of 100% growth in all Keystone areas: ELA, Alg 1, and Bio	True
Elementary ELL Growth Attainment	False
K-12 aligned curriculum for ELA	False
6-year curriculum cycle is used to review and refine ELA curriculum	False
MTSS system of support K-5 to meet the needs of all students	True
Teachers have PLC time built into their schedule to collaborate and align instruction	False
K-5 has a common math resource and a K-12 aligned curriculum	False
K-8 have math interventionists to assist students falling below proficiency level	False
K-12 aligned curriculum for Science	False
6-year curriculum cycle is used to review and refine the science curriculum	False
K-8 STEM program	False
SCASD far exceeds the State average overall proficiency level in English Language Arts	False
Ensure effective, standards-aligned curriculum and assessment that are evidence-based	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Our daily, yearlong Algebra course has been extremely beneficial in raising overall Keystone proficiency courses	False
Teachers have PLC time built into their schedule to collaborate and to align instruction	False
Teachers have PLC time built into their schedule to collaborate and align instruction	False
Our school counseling depts. work closely with our students and teachers to ensure the career readiness standards are met.	False
Administrators work with counselors and families to ensure students are obtaining the career resources.	False
Secondary schools use Xello as a resource to assist in meeting these standards.	False
Using ESSER funding we hired a Family Liaison and have maintained this position to support our ELL students. This position is responsible for locating a number of high school ELL students and getting them to enroll in the school district.	False
We are aware of the disproportionality concerns and are addressing these concerns through our Equity Action Plan.	False
We are prioritizing reviewing disaggregated data as a way to support our subgroups.	False
We contracted out for a yearly equity audit through the support of PSU to help identify areas of need within the district.	True



The school board continues to support our inclusive excellence and gender-expansive policies.	False
We contracted out for a special education audit to help us identify growth areas within our special education department and students.	True
The Director of Equity and Inclusivity created equity workgroups to foster feedback from community stakeholders.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
9.6% earned advance on industry standards competencies, and the state average was 5.5%	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
High School ELL growth and attainment - The student group did not meet the goal. High School was at 9.1 % proficient and the state average is 29%, and the state goal is 70.3%.	True
High School Attendance - Percent of regular attendance was 68.1% in 21-22. The State goal is 94.1%.	False
Improving our overall reading proficiency score	False
From historical data, we know that there are significant disproportionalities among our marginalized populations.	False
Need to work on a better-aligned curriculum that will assist with the transition between elementary and middle school math.	False
Of the 65 eleventh-grade students who took the Bio keystone, only 19 scored proficient. If this area was focused on and overall proficiency improved, this would help us.	False
From historical data, we know that there are significant disproportionalities among our marginalized populations.	False
Creating a K-12 portfolio system for students to implement information	False
PSSA Math - 8th-grade math score was 45%, which was a 4 percentage points increase from the previous year but still a need.	False
PSSA Reading - 3rd-grade reading score is 67%, which was a drop from 72% in 21-22.	True
We need to determine the root cause of the drop in overall proficiency in grade levels	False
From historical data, we know that there are significant disproportionalities among our marginalized populations.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
The other challenge is our seniors who retook the exam did not score proficient, so how we can remediate them to have them score proficient?	False
We are still disproportionate in overidentifying black and Hispanic students in special education.	False
There are still academic disproportionalities among our subgroups. However, this is difficult to drill down using future	False

ready due to insufficient data samples.	
The allocation of resources needs to be more equitable.	False
Future Ready identified disproportionality among our black and Hispanic students in academics.	True
Increase the diversity of students within our AP and Gifted programs.	False
Decrease the number of black and Hispanic students identified for special education services.	False
Building a more effective/aligned K-12 MTSS framework for meeting student needs.	True
Continue to search for diverse hires for school district positions to represent our student populations.	True
Have all schools exceed performance standards for college and career readiness	False
We need to focus on K-2 numerical literacy and review current resources to make sure this component is covered.	False
Coordinate and monitor supports aligned with students' and families' needs	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.

One of our main goals will be to ensure the success of all students through rigorous, standards-aligned instruction and support using evidence based practices. We are striving to ensure our marginalized populations including our special education and ELL subgroups have equal access and academic supports. Additionally, our focus on inclusive and supportive communities will allow us to strengthen our overall effectiveness.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Future Ready identified disproportionality among our black and Hispanic students in academics.	From historical and current data, we know that there are significant disproportionalities among our marginalized populations, especially our ELL students.	True
Building a more effective/aligned K-12 MTSS framework for meeting student needs.	Our equity audit, student learning data, and surveys have identified a need to develop a stronger, inclusive, and supportive community. These efforts will help in defining clear expectations for our multi-tier system of support and professional learning communities to respond to the learning needs of all our students.	False
Continue to search for diverse hires for school district positions to represent our student populations.	State College Area School District student population is far more diverse than our teacher/staff population.	False
High School ELL growth and attainment - The student group did not meet the goal. High School was at 9.1 % proficient and the state average is 29%, and the state goal is 70.3%.	From historical and current data, we know that there are significant disproportionalities among our marginalized populations, especially our ELL students. From historical and current data, we know that there are significant disproportionalities among our marginalized populations, especially our ELL students. This concern is evident in all assessment areas. At the High School level, only 9.1% of the students met proficiency compared to 29% at the State level.	True
PSSA Reading - 3rd-grade reading score is 67%, which was a drop from 72% in 21-22.	Data indicates that the previous reading program was not meeting the needs of all students. We are interested in seeing how the new reading program works in meeting the needs of our students. We are seeing a steady decline in our reading scores since 2017-18, where were 84% proficient.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Ensure effective, standards-aligned curriculum and assessment that are evidence-based	Since we have a solid standards-aligned K-12 curriculum for all content areas, and a curriculum process review schedule, we can use this to develop and refine targeted interventions and focused skill areas that are needed to support the growth of all students.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Over the past two school years, we have focused on hiring a more diversified staff and continue to work with administrators to recruit quality individuals. Our HR department is working on a hiring process that ensures that we are selecting the best candidate to meet the needs of the school district.

MTSS system of support K-5 to meet the needs of all students	Since implementing a comprehensive MTSS system, we have developed a systematic tier approach to begin to support each student, which has led to an increase in our overall academic proficiency.
We contracted out for a yearly equity audit through the support of PSU to help identify areas of need within the district.	We continue to review the data supplied through our equity audit to inform action steps within our equity plan.
We contracted out for a special education audit to help us identify growth areas within our special education department and students.	We will be reviewing the audit to target specific areas of need within our special educational department and among our special education students.
100% of all student groups had an academic score of 100% growth in all Keystone areas: ELA, Alg 1, and Bio	This is not the case when looking at our middle and elementary school data, especially in Math. We are unable to identify subgroups within our elementary schools due to the fact they don't meet the necessary data sample. (N=20)

**Priority Challenges**

Analyzing Priority Challenges	Priority Statements
	SCASD will develop and implement annual improvement plans at the district and building levels utilizing evidence-based practices to monitor student progress.
	SCASD will develop and implement ELL improvement plan at the district and building levels utilizing evidence-based practices to improve student learning outcomes and English learning proficiency.
	SCASD will adopt and implement a structured literacy reading program utilizing evidence-based practices to improve student learning outcomes.

## Goal Setting

Priority: SCASD will develop and implement annual improvement plans at the district and building levels utilizing evidence-based practices to monitor student progress.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
Using an MTSS framework and culturally responsive teaching and learning practices, State College will work to prevent disproportionality in the overidentification of Black and Hispanic students in special education as measured by child count reports and LEA demographics. The baseline data used for this goal is found in the special education report for 2022-23. Black: Sp. Ed. 4.4%/LEA 2.7% and Hispanic: 6.9% Sp.Ed./LEA 4.6%		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Special Education Overidentification		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Identify root causes of historical identification of students within the district and moving into the district. Use this data to develop an action plan.	Implement action plan	Using an MTSS framework and culturally responsive teaching and learning practices, State College will work to prevent disproportionality in the overidentification of Black and Hispanic students in special education as measured by child count reports and LEA demographics. The baseline data used for this goal is found in the special education report for 2022-23. Black: Sp. Ed. 4.4%/LEA 2.7% and Hispanic: 6.9% Sp.Ed./LEA 4.6%

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
State College will increase the percentage of students demonstrating proficiency or meeting growth projections in mathematics to 90% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Mathematics goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
State College will increase the percentage of students demonstrating proficiency or meeting growth projections in mathematics to 70% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.	State College will increase the percentage of students demonstrating proficiency or meeting growth projections in mathematics to 80% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.	State College will increase the percentage of students demonstrating proficiency or meeting growth projections in mathematics to 90% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.

<b>Outcome Category</b>
School climate and culture

<b>Measurable Goal Statement (Smart Goal)</b>		
90% of all 4-12th grade students will participate in at least one extracurricular, cocurricular, or civic/community activity during the school year.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Extracurricular goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Increase baseline date to at least 75% who participate in extracurricular, cocurricular, or civic/community activities.	Increase baseline date to at least 80% who participate in extracurricular, cocurricular, or civic/community activities.	90% of all 4-12th grade students will participate in at least one extracurricular, cocurricular, or civic/community activity during the school year.

Priority: SCASD will develop and implement ELL improvement plan at the district and building levels utilizing evidence-based practices to improve student learning outcomes and English learning proficiency.

<b>Outcome Category</b>		
English Language Growth and Attainment		
<b>Measurable Goal Statement (Smart Goal)</b>		
State College will meet PDE's 2033 goal of 70% proficiency for ELLs: at the high school, 40% of ELL students will obtain proficiency goals as measured through Access testing in Future Ready Data.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELL Goal		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
To meet PDE's 2033 goal of 70% proficiency for ELLs: at the high school, 20% of ELL students will obtain their proficiency goals as measured through Access testing in Future Ready Data.	To meet PDE's 2033 goal of 70% proficiency for ELLs: at the high school, 30% of ELL students will obtain their proficiency goals as measured through Access testing in Future Ready Data.	State College will meet PDE's 2033 goal of 70% proficiency for ELLs: at the high school, 40% of ELL students will obtain proficiency goals as measured through Access testing in Future Ready Data.

<b>Outcome Category</b>		
English Language Growth and Attainment		
<b>Measurable Goal Statement (Smart Goal)</b>		
State College will provide 100% of all teaching staff with ongoing ELL professional development on a yearly basis.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELL PD		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
State College will provide 80% of all teaching staff with ongoing ELL professional development on a yearly basis.	State College will provide 90% of all teaching staff with ongoing ELL professional development on a yearly basis.	State College will provide 100% of all teaching staff with ongoing ELL professional development on a yearly basis.

Priority: SCASD will adopt and implement a structured literacy reading program utilizing evidence-based practices to improve student learning outcomes.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
State College will increase the percentage of students demonstrating proficiency or meeting growth projections in ELA to 90% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA growth and achievement		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
State College will increase the percentage of students demonstrating proficiency or meeting growth projections in ELA to 70% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.	State College will increase the percentage of students demonstrating proficiency or meeting growth projections in ELA to 80% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.	State College will increase the percentage of students demonstrating proficiency or meeting growth projections in ELA to 90% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
State College will provide structured literacy training PD to 100% of teaching staff with ESL, Elementary, Special Education, and Reading Specialists certifications. The plan will address meeting the needs of diverse learners, improving language and literacy acquisition, and closing the achievement gap among students.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Structure Literacy PD		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
State College will develop a PD plan for the required certified teaching staff with the structured literacy competencies under Chapter 49. Training will begin to be offered in the 2024-25 school year.	State College will continue to implement structured literacy training for all required certified teaching staff.	State College will provide structured literacy training PD to 100% of teaching staff with ESL, Elementary, Special Education, and Reading Specialists certifications. The plan will address meeting the needs of diverse learners, improving language and literacy acquisition, and closing the achievement gap among students.





## Action Plan

### Measurable Goals

Special Education Overidentification	Mathematics goal
Extracurricular goal	ELL Goal
ELL PD	ELA growth and achievement
Structure Literacy PD	

### Action Plan For: MTSS System of Supports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Using an MTSS framework and culturally responsive teaching and learning practices, State College will work to prevent disproportionality in the overidentification of Black and Hispanic students in special education as measured by child count reports and LEA demographics. The baseline data used for this goal is found in the special education report for 2022-23. Black: Sp. Ed. 4.4%/LEA 2.7% and Hispanic: 6.9% Sp.Ed./LEA 4.6%</li> </ul>

Action Step		Anticipated Start/Completion Date	
Data disaggregation of overidentified special education student populations		2024-07-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Yoder, Assistant Superintendent	Data information IEP writer and the special education report from PDE	No	Yes
Action Step		Anticipated Start/Completion Date	
Establish and maintain a district-wide MTSS steering committee to develop an action plan		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jonathan Klingeman, Director of MTSS and Interventions	Funding for PD and Intervention Resources, collecting historic data	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Implement an action plan using the MTSS framework to support the needs of our students not meeting benchmarks on assessments and screeners.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com

			<b>Step?</b>
Danielle Yoder, Assistant Superintendent	Budget to support a comprehensive implementation of MTSS; evidence-based aligned resources to support the needs of all students, especially those not meeting benchmarks; PD for teachers/staff	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Create a calendar and maintain agendas; Annual data report	Yearly School Board Presentation

### Action Plan For: Engagement and Support of the Whole Student

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>90% of all 4-12th grade students will participate in at least one extracurricular, cocurricular, or civic/community activity during the school year.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		
Continue to administer an engagement survey established for 4th-12th grade students to determine their involvement in extracurricular, co-curricular, or community activities.	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>
Jonathan Bucher, Assistant Superintendent	Survey	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Survey results	Yearly Survey, overseen by central administration

### Action Plan For: Create an ELL Action Plan

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>State College will meet PDE's 2033 goal of 70% proficiency for ELLs: at the high school, 40% of ELL students will obtain proficiency goals as measured through Access testing in Future Ready Data.</li> <li>State College will provide 100% of all teaching staff with ongoing ELL professional development on a yearly basis.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Establish and create an ELL professional development plan	2024-07-01	2025-06-

			30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Jonathan Klingeman, Director of MTSS and Intervention	ELL school data, Future Ready Data	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implementation of the ELL professional development plan		2025-01-01	2026-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Jonathan Klingeman, Director of MTSS and Interventions	Funding for PD and an allocation of time for PD	Yes	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review current practices to determine barriers to ELL learning. Use this information to develop goals, change procedures where necessary and provide professional development to address current needs of our ELL population.		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>
Jonathan Klingeman, Director of MTSS and Interventions	ELL PD plan, Time allocation for PD, Priority in the master schedule, Allocation of resources	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
ELL Professional Development Plan; to meet PDE's 2033 goal of 70% proficiency for ELLs: at the high school, 40% of ELL students will obtain their proficiency goals as measured through Access testing in Future Ready Data.	Yearly ESL PD PIMS report uploaded to PDE

### Action Plan For: Structure Literacy Action Plan

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>State College will provide structured literacy training PD to 100% of teaching staff with ESL, Elementary, Special Education, and Reading Specialists certifications. The plan will address meeting the needs of diverse learners, improving language and literacy acquisition, and closing the achievement gap among students.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>
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Provide structured literacy training PD to 100% of teaching staff with ESL, Elementary, Middle School, Special Education, and Reading Specialists certifications.		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>
Christine Merritt, Supervisor of Instruction and Curriculum	Evidence-based training model, time allocation for PD in the school calendar; budget allocation	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
100% of teaching staff with ESL, Elementary, Special Education, and Reading Specialists certifications will be trained in structured literacy.	The curriculum office will collect and maintain attendance of required staff trainings.

### Action Plan For: Data Informed Instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>State College will increase the percentage of students demonstrating proficiency or meeting growth projections in ELA to 90% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.</li> <li>State College will increase the percentage of students demonstrating proficiency or meeting growth projections in mathematics to 90% based on state standardized tests in grades 3-12 and Acadience benchmarking in grades K-2.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
Analyze assessment results of keystones, PSSAs, and Acadience and create building improvement plans to increase student proficiency and/or growth projections in ELA and mathematics.	2024-07-01	2027-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Building Principal	Assessment results (eMetric, PVAAS, Future Ready and Acadience Benchmarking)	Yes
		No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Building improvement plan; raise student proficiency and/or growth each year	Building principals will lead teams to create and monitor their building plans. This will include evaluating and analyzing data from PVAAS, Emetric, Keystones, PSSAs, and Acadience These teams will meet quarterly to review progress on their building goals.



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS System of Supports	Establish and maintain a district-wide MTSS steering committee to develop an action plan
MTSS System of Supports	Implement an action plan using the MTSS framework to support the needs of our students not meeting benchmarks on assessments and screeners.
Engagement and Support of the Whole Student	Continue to administer an engagement survey established for 4th-12th grade students to determine their involvement in extracurricular, co-curricular, or community activities.
Create an ELL Action Plan	Implementation of the ELL professional development plan
Create an ELL Action Plan	Review current practices to determine barriers to ELL learning. Use this information to develop goals, change procedures where necessary and provide professional development to address current needs of our ELL population.
Structure Literacy Action Plan	Provide structured literacy training PD to 100% of teaching staff with ESL, Elementary, Middle School, Special Education, and Reading Specialists certifications.
Data Informed Instruction	Analyze assessment results of Keystones, PSSAs, and Acadience and create building improvement plans to increase student proficiency and/or growth projections in ELA and mathematics.

### MTSS Implementation

Action Step		
<ul style="list-style-type: none"> <li>Establish and maintain a district-wide MTSS steering committee to develop an action plan</li> </ul>		
Audience		
A selection of building principals, directors, teachers, school psychologists, interventionists, counselors		
Topics to be Included		
The development of an action plan for MTSS that includes the decision-making processes of social/emotional, academic, and behavioral systems of support to support the whole child and drive instructional decisions.		
Evidence of Learning		
Committee meeting minutes, agendas, collected communication, data review		
Lead Person/Position	Anticipated Start	Anticipated Completion
Danielle Yoder	2024-07-01	2027-06-30

### Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	quarterly (4 times a year)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> </ul>	

- 1c: Setting Instructional Outcomes
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4d: Participating in a Professional Community

**This Step Meets the Requirements of State Required Trainings**

Common Ground: Culturally Relevant Sustaining Education

**MTSS Integration and Implementation**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Implement an action plan using the MTSS framework to support the needs of our students not meeting benchmarks on assessments and screeners.</li> </ul>		
<b>Audience</b>		
Building and district-level MTSS teams		
<b>Topics to be Included</b>		
evidenced-based practices, structured literacy, advanced tiered supports, inclusive practices for diverse learners, data-driven decision-making, and infrastructures to support the MTSS model		
<b>Evidence of Learning</b>		
Universal Screeners for SEL, Academics, behavioral data, DATR forms, agendas and formative and summative assessments, grades, IPRs		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Danielle Yoder	2024-07-01	2027-06-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	weekly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 4d: Participating in a Professional Community</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 2d: Managing Student Behavior</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 3c: Engaging Students in Learning</li> </ul>	

<b>This Step Meets the Requirements of State Required Trainings</b>
Teaching Diverse Learners in Inclusive Settings

### Develop and Implement an ELL Action Plan

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Implementation of the ELL professional development plan</li> <li>Review current practices to determine barriers to ELL learning. Use this information to develop goals, change procedures where necessary and provide professional development to address current needs of our ELL population.</li> </ul>		
<b>Audience</b>		
All professional and support staff, administration		
<b>Topics to be Included</b>		
Evidence-based practices for ESL learners both in and out of Tier I education; data review; data-driven decisions; co-teaching and collaboration pd; culturally-relevant pedagogy		
<b>Evidence of Learning</b>		
Student data; assessment data, access scores, agendas, state reports, future-ready data		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Jonathan Klingeman, Director of MTSS Intervention and Supports	2024-07-01	2027-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>1b: Demonstrating Knowledge of Students</li> <li>4d: Participating in a Professional Community</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	annually
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>1b: Demonstrating Knowledge of Students</li> <li>4d: Participating in a Professional Community</li> </ul>	



<b>This Step Meets the Requirements of State Required Trainings</b>
Language and Literacy Acquisition for All Students

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	annually

**Observation and Practice Framework Met in this Plan**

- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 1b: Demonstrating Knowledge of Students

<b>This Step Meets the Requirements of State Required Trainings</b>
Language and Literacy Acquisition for All Students

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	ongoing

**Observation and Practice Framework Met in this Plan**

- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 3c: Engaging Students in Learning

<b>This Step Meets the Requirements of State Required Trainings</b>
Language and Literacy Acquisition for All Students

**Structured Literacy**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Provide structured literacy training PD to 100% of teaching staff with ESL, Elementary, Middle School, Special Education, and Reading Specialists certifications.</li> </ul>		
<b>Audience</b>		
All professional and support staff, administration		
<b>Topics to be Included</b>		
Systemic and explicit instruction in foundational skills in English including listening, speaking, reading, spelling, and writing with an emphasis on phonology, orthography, syntax, morphology, semantics		
<b>Evidence of Learning</b>		
Attendance at training, feedback forms, follow-up conversations in data meetings, observation reflections, SPMs, and Differentiated Instruction		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

Chris Merritt, Supervisor of Curriculum	2024-07-01	2027-06-30
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### Learning Format

Type of Activities	Frequency
Workshop(s)	ongoing at least annually
<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>1e: Designing Coherent Instruction</li> <li>4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### Learning Format

Type of Activities	Frequency
Inservice day	ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### Data-Driven Decision Making Using an MTSS System

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Analyze assessment results of Keystones, PSSAs, and Acadience and create building improvement plans to increase student proficiency and/or growth projections in ELA and mathematics.</li> </ul>
<b>Audience</b>
All professional and support staff; administration
<b>Topics to be Included</b>
Assessment data training including but not limited to Acadience, MAP, eMetric, PVAAS, attendance, and discipline; data-driven decision-making to determine root cause and instructional match; culturally-responsive teaching and learning; focus on and plans to support marginalized learners; disaggregating data to achieve equitable outcomes
<b>Evidence of Learning</b>
Assessment data, future-ready data, meeting the action steps of the goals of the building level plans, data to show focus on the building level plan goals; meeting notes and agenda of MTSS data team meetings; Board reports

Lead Person/Position	Anticipated Start	Anticipated Completion
Jonathan Bucher, Assistant Superintendent for Secondary Students	2024-07-01	2027-06-30

**Learning Format**

Type of Activities	Frequency
Professional Learning Community (PLC)	weekly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3d: Using Assessment in Instruction</li> <li>• 4d: Participating in a Professional Community</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
MTSS System of Supports	Data disaggregation of overidentified special education student populations
MTSS System of Supports	Establish and maintain a district-wide MTSS steering committee to develop an action plan
Create an ELL Action Plan	Implementation of the ELL professional development plan

### MTSS Communication Plan

Action Step		
<ul style="list-style-type: none"> <li>Data disaggregation of overidentified special education student populations</li> <li>Establish and maintain a district-wide MTSS steering committee to develop an action plan</li> <li>Implementation of the ELL professional development plan</li> </ul>		
Audience		
District-wide Stakeholders including the community, parents, Board, professional, and support staff		
Topics to be Included		
MTSS Action Plan Overview and processes for implementation; annual reports and updates on goals found in the action plan, and data used to review disaggregated student populations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Danielle Yoder, Assistant Superintendent of Elementary Education	2024-07-01	2027-06-30

### Communication

Type of Communication	Frequency
Memorandum	Annually

### Communication

Type of Communication	Frequency
Memorandum	Annually

### Communication

Type of Communication	Frequency
Presentation	Annually

### Communication

Type of Communication	Frequency
Presentation	Annually

### Communication

Type of Communication	Frequency
Email	Annually

### Communication

Type of Communication	Frequency
Email	Annually

### ELL Communication Plan

Action Step		
<ul style="list-style-type: none"><li>Data disaggregation of overidentified special education student populations</li><li>Establish and maintain a district-wide MTSS steering committee to develop an action plan</li><li>Implementation of the ELL professional development plan</li></ul>		
Audience		
Topics to be Included		
Lead Person/Position	Anticipated Start	Anticipated Completion

### Communication

Type of Communication	Frequency
Memorandum	Annually

### Communication

Type of Communication	Frequency
Memorandum	Annually

### Communication

Type of Communication	Frequency
Presentation	Annually

### Communication

Type of Communication	Frequency
Presentation	Annually

### Communication

Type of Communication	Frequency
Email	Annually

### Communication

Type of Communication	Frequency
Email	Annually

Approvals & Signatures

<b>Uploaded Files</b>

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