

TURKEYFOOT VALLEY AREA SD

172 Turkeyfoot Rd

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the Turkeyfoot Valley Area School District is to afford each student an opportunity to develop both the ability to acquire broad-based knowledge in Language Arts, Science, Social Studies and Mathematics enabling the student to make intelligent, appropriate educational and career decisions; and also to provide each student with the skills necessary to become productive contributors in their community and environment.

VISION STATEMENT

We believe that each child is a unique person with an individual growth pattern of development. It is our vision in the realm of curriculum and instruction that we must be responsive to individual differences in ability and interests to help students maximize their potential. To ensure opportunities for success, levels of ability, readiness, and learning styles will be recognized accepted and integrated as teachers implement district curriculum requirements for all students. It is our vision that specific areas of emphasis should not only include needed basic skills, and the ability to acquire knowledge, but challenge students to achieve at higher levels, applying learned problem solving strategies. It is our vision to transform education in order to provide innovative and individualized attention to all learners. Our learners will have access to a world class curriculum which coupled with a teacher/student mentoring program, will assist students in becoming self-directed learners and help attain 100% first choice upon graduation from high school. It is our belief that students need exposure to a variety of technological learning experiences on a daily basis in order to maximize their individual strengths, promote their weaknesses and engage them on a personal level within the curriculum.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Attend school regularly Give their best effort Participate in surveys and stakeholder events Communicate needs Access the programs available to them Ask for help Respect others

STAFF

Communicate regularly with other stakeholders (especially parents) Promote the school and students with positivity Model expected behaviors Work with administration to develop and implement programs Advise student groups Mentor students Teach with rigor and high expectations Respect others

ADMINISTRATION

Seek input from all stakeholders and communicate with stakeholder groups regularly Use data to drive decisions. Treat staff with fairness and equity Maintain high standards and expectations Respect others Inform all stakeholders of relevant information in a timely manner

PARENTS

Respect others Communicate with teachers and staff Provide numbers/emails by which school staff can reach them Participate regularly in data collections, stakeholder events, etc Assist with school functions Participate in school functions Work together with school staff

COMMUNITY

Assist the school with meeting student, staff, and caregiver needs Actively participate in stakeholder events Meet regularly with school staff Promote the school in a positive light

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Nicole Dice	Administrator	Turkeyfoot Valley Area School District
Christopher Shilk	Administrator	Turkeyfoot Valley Area School District
Ron Megown	Parent	Parent
Matt Younkin	Parent	Parent
Amanda Younkin	Staff Member	Turkeyfoot Valley Area School District
Lisa Megown	Staff Member	Turkeyfoot Valley Area School District
Jeff Malaspino	Community Member	CPDLF - IU8
Michael Diehl	Board Member	Turkeyfoot Valley Area School District
Megan Barlow	Staff Member	Turkeyfoot Valley Area School District
Rebecca Rugg	Staff Member	Turkeyfoot Valley Area School District
Amanda Hoover	Parent	Turkeyfoot Valley Area Elementary School
Jody Gary	Other	TVEA
Gabe Barlow	Student	Student

Name

Position

Building/Group

Malynda Maurer

Community Member

IU08

Malynda Maurer	Community Member	IU08
----------------	------------------	------

--	--	--

--	--	--

ESTABLISHED PRIORITIES

Priority Statement

A learning progression program in the elementary school will reduce the skills deficits students have and better prepare them to meet the challenges of the high school standards in math and ELA.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems

A program of incentives and attendance monitoring is needed to encourage attendance and provide a means of working with families to overcome barriers to learning.

Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy

Texting With Parents

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance Program

An attendance program will result in an increase in average daily attendance by 15% at the end of year three in the all student group and an increase of 20% in the economically disadvantaged group over the 21/22 year .

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review possible texting programs. Select a texting program to use/purchase. Purchase program. Beginning texting caregivers. Obtain a texting based program	2022-08-01 - 2022-09-30	Attendance Officer	Committee of stakeholders to review programs and help select the program. Possibly a cell phone for the attendance officer.

Anticipated Outcome

A program will be purchased/selected. Texts will be sent out daily or as often as needed. The number of communication contacts will be increased.

Monitoring/Evaluation

Attendance officer will meet with the principal/superintendent once monthly to discuss the program and impacted families.

Evidence-based Strategy

Monitors/Mentors

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Program	An attendance program will result in an increase in increase in average daily attendance by 15% at the end of year three in the all student group and an increase of 20% in the economically disadvantaged group over the 21/22 year .

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train staff to be mentors. Schedule time for mentoring in grade levels 1-12. Implement a mentor program.	2022-08-24 - 2023-06-01	Principal	Materials and resources will vary but may include the purchase of a program to document mentor sessions and enable faster communication with caregivers if needed.

Anticipated Outcome

Mentor sessions will occur at regularly scheduled times. Reports of mentor contacts will be available to view.

Monitoring/Evaluation

Principal will observe sessions. Teachers will report sessions upon request. Data will be reviewed in administrative meetings.

Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Program	An attendance program will result in an increase in average daily attendance by 15% at the end of year three in the all student group and an increase of 20% in the economically disadvantaged group over the 21/22 year .

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>The PBIS Team will meet monthly or as needed. The PBIS Team will develop incentives and designate leaders for the incentive program implementation. Incentives will occur monthly. Incentive progress will be displayed publicly and promoted on announcements. Students/groups will receive attendance rewards for meeting incentive goals at a school assembly and promptly after meeting the goal.</p>	<p>2022-09-01 - 2025-06-02</p>	<p>PBIS Team Leader selected by the group every year</p>	<p>Materials and supplies to create bulletin boards or other publicity materials. Actual rewards and prizes for meeting incentives.</p>

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

Early Intervention in Reading

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
<p>Learning Progressions</p>	<p>By the end of year three a learning progressions program will be operating and provide services to 100% of the students in grades 1-6.</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A schedule is made to include time for work on remediating skill deficits in grades 1-6.	2022-08-15 - 2022-09-02	Principal	
The learning coaches will select programs to assess student skill deficits in reading. A purchase will be made using Title I funds and will be budgeted to \$10000 or less per program for math and reading.	2022-08-22 - 2022-09-10	Instructional coaches in reading and math	
Students in grades 1-6 will be assessed in reading and assigned to small groups to receive instruction for skill deficits.	2022-09-15 - 2022-10-03	Instructional coaches	
Students will be reassessed and reassigned to groups for remediation every 4 weeks or as needed.	2022-10-03 - 2025-05-30	Instructional coaches	
Math remediation and group assignment will begin and groups will be rotated every 4 weeks or as needed.	2023-01-16 - 2025-05-30	Instructional coaches	

Anticipated Outcome

Increased PSSA and Keystone test scores, increased growth on MAP tests

Monitoring/Evaluation

The instructional coaches will meet monthly with teachers to make groups and share data. The data meetings will also include student growth results and/or test results when the MAP tests are given and when results from state testing are received.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
An attendance program will result in an increase in increase in average daily attendance by 15% at the end of year three in the all student group and an increase of 20% in the economically disadvantaged group over the 21/22 year . (Attendance Program)	Monitors/Mentors	Train staff to be mentors. Schedule time for mentoring in grade levels 1-12. Implement a mentor program.	08/24/2022 - 06/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of year three a learning progressions program will be operating and provide services to 100% of the students in grades 1-6. (Learning Progressions)	Early Intervention in Reading	Students will be reassessed and reassigned to groups for remediation every 4 weeks or as needed.	10/03/2022 - 05/30/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>An attendance program will result in an increase in increase in average daily attendance by 15% at the end of year three in the all student group and an increase of 20% in the economically disadvantaged group over the 21/22 year . (Attendance Program)</p>	<p>PBIS</p>	<p>The PBIS Team will meet monthly or as needed. The PBIS Team will develop incentives and designate leaders for the incentive program implementation. Incentives will occur monthly. Incentive progress will be displayed publicly and promoted on announcements. Students/groups will receive</p>	<p>09/01/2022 - 06/02/2025</p>

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

attendance
rewards for
meeting incentive
goals at a school
assembly and
promptly after
meeting the goal.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The stronger the relationship between student and staff the higher the effectiveness of programs offered to students.

Time/schedules are structured to allow supports both academically or socially/emotionally to be accessible to all students.

The implementation of a more, uniform curriculum across grades 6-12 in ELA results in increased achievement.

A formal plan and implementation of the plan for additional practice in the algebra course has resulted in increased achievement.

The high school science growth rate is not too far off from the target rate.

All students are meeting the career readiness standards.

Fiscal and other resources can be used to support new initiatives and programs and bolster existing programs.

Student performance by the economically disadvantaged subgroup in science and ELA is higher than other subgroups.

Challenges

Improved and regularly scheduled parent trainings for services, programs, and supports for special education.

Improving the daily average attendance would increase the chances of students increasing achievement and accessing the other support services at school needed to overcome barriers to learning.

A program targeting skill deficits in Math, ELA, and Science would reduce the skill deficit and increase the number of students testing proficient levels.

No formal program exists for addressing skill deficits and reducing the skill deficits.

An enrichment or Honors type course is not available in math to provide an opportunity to reach advanced levels of knowledge.

The overall number of students proficient in high school science is way below the state average.

Ensuring the guidance department has adequate time to continue implementing the career readiness program.

Strengths

Challenges

Attendance issues must be addressed with a monitoring plan and incentives for students and families to send students to school.

Students must come to the high school prepared with the skills and knowledge needed to learn the standards at the high school level.

Ensuring a well designed curriculum that spirals from grade level to grade level with proper supports for addressing skill deficits in learners would help the district maximize student potential.

An effective program to address truancy in both the elementary and high school is needed to increase attendance in all subgroups and especially the ED subgroup.

Most Notable Observations/Patterns

Challenges**Discussion Point****Priority for Planning**

Improving the daily average attendance would increase the chances of students increasing achievement and accessing the other support services at school needed to overcome barriers to learning.

No formal monitoring system or person exists to track and address truancy. PBIS incentives have not been regularly implemented or promoted due to a lack of designated leadership over such programs.

No formal program exists for addressing skill deficits and reducing the skill deficits.

Attendance issues must be addressed with a monitoring plan and incentives for students and families to send students to school.

Students must come to the high school prepared with the skills and knowledge needed to learn the standards at the high school level.

Students work on the standards at each grade level but do not have a formal structured time to work on skill deficits or receive instruction on skill deficits.

Ensuring a well designed curriculum that spirals from grade level to grade level with proper supports for addressing skill deficits in learners would help the district maximize student potential.

ADDENDUM B: ACTION PLAN

Action Plan: Texting With Parents

Action Steps	Anticipated Start/Completion Date
Review possible texting programs. Select a texting program to use/purchase. Purchase program. Beginning texting caregivers. Obtain a texting based program	08/01/2022 - 09/30/2022

Monitoring/Evaluation	Anticipated Output
Attendance officer will meet with the principal/superintendent once monthly to discuss the program and impacted families.	A program will be purchased/selected. Texts will be sent out daily or as often as needed. The number of communication contacts will be increased.

Material/Resources/Supports Needed	PD Step	Comm Step
Committee of stakeholders to review programs and help select the program. Possibly a cell phone for the attendance officer.	no	no

Action Plan: Monitors/Mentors

Action Steps	Anticipated Start/Completion Date	
Train staff to be mentors. Schedule time for mentoring in grade levels 1-12. Implement a mentor program.	08/24/2022 - 06/01/2023	
Monitoring/Evaluation	Anticipated Output	
Principal will observe sessions. Teachers will report sessions upon request. Data will be reviewed in administrative meetings.	Mentor sessions will occur at regularly scheduled times. Reports of mentor contacts will be available to view.	
Material/Resources/Supports Needed	PD Step	Comm Step
Materials and resources will vary but may include the purchase of a program to document mentor sessions and enable faster communication with caregivers if needed.	yes	no
----- -----		

Action Plan: PBIS

Action Steps

Anticipated Start/Completion Date

The PBIS Team will meet monthly or as needed. The PBIS Team will develop incentives and designate leaders for the incentive program implementation. Incentives will occur monthly. Incentive progress will be displayed publicly and promoted on announcements. Students/groups will receive attendance rewards for meeting incentive goals at a school assembly and promptly after meeting the goal.

09/01/2022 - 06/02/2025

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

Materials and supplies to create bulletin boards or other publicity materials. Actual rewards and prizes for meeting incentives.

no

yes

Action Plan: Early Intervention in Reading

Action Steps**Anticipated Start/Completion Date**

A schedule is made to include time for work on remediating skill deficits in grades 1-6.

08/15/2022 - 09/02/2022

Monitoring/Evaluation**Anticipated Output**

The instructional coaches will meet monthly with teachers to make groups and share data. The data meetings will also include student growth results and/or test results when the MAP tests are given and when results from state testing are received.

Increased PSSA and Keystone test scores, increased growth on MAP tests

Material/Resources/Supports Needed**PD Step****Comm Step**

no

no



Action Steps**Anticipated Start/Completion Date**

The learning coaches will select programs to assess student skill deficits in reading. A purchase will be made using Title I funds and will be budgeted to \$10000 or less per program for math and reading.

08/22/2022 - 09/10/2022

Monitoring/Evaluation**Anticipated Output**

The instructional coaches will meet monthly with teachers to make groups and share data. The data meetings will also include student growth results and/or test results when the MAP tests are given and when results from state testing are received.

Increased PSSA and Keystone test scores, increased growth on MAP tests

Material/Resources/Supports Needed**PD Step****Comm Step**

no

no



Action Steps**Anticipated Start/Completion Date**

Students in grades 1-6 will be assessed in reading and assigned to small groups to receive instruction for skill deficits.

09/15/2022 - 10/03/2022

Monitoring/Evaluation**Anticipated Output**

The instructional coaches will meet monthly with teachers to make groups and share data. The data meetings will also include student growth results and/or test results when the MAP tests are given and when results from state testing are received.

Increased PSSA and Keystone test scores, increased growth on MAP tests

Material/Resources/Supports Needed**PD Step****Comm Step**

no

no



Action Steps**Anticipated Start/Completion Date**

Students will be reassessed and reassigned to groups for remediation every 4 weeks or as needed.

10/03/2022 - 05/30/2025

Monitoring/Evaluation**Anticipated Output**

The instructional coaches will meet monthly with teachers to make groups and share data. The data meetings will also include student growth results and/or test results when the MAP tests are given and when results from state testing are received.

Increased PSSA and Keystone test scores, increased growth on MAP tests

Material/Resources/Supports Needed**PD Step****Comm Step**

yes

no



Action Steps

Anticipated Start/Completion Date

Math remediation and group assignment will begin and groups will be rotated every 4 weeks or as needed.

01/16/2023 - 05/30/2025

Monitoring/Evaluation

Anticipated Output

The instructional coaches will meet monthly with teachers to make groups and share data. The data meetings will also include student growth results and/or test results when the MAP tests are given and when results from state testing are received.

Increased PSSA and Keystone test scores, increased growth on MAP tests

Material/Resources/Supports Needed

PD Step

Comm Step

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>An attendance program will result in an increase in increase in average daily attendance by 15% at the end of year three in the all student group and an increase of 20% in the economically disadvantaged group over the 21/22 year . (Attendance Program)</p>	<p>Monitors/Mentors</p>	<p>Train staff to be mentors. Schedule time for mentoring in grade levels 1-12. Implement a mentor program.</p>	<p>08/24/2022 - 06/01/2023</p>
<p>By the end of year three a learning progressions program will be operating and provide services to 100% of the students in grades 1-6. (Learning Progressions)</p>	<p>Early Intervention in Reading</p>	<p>Students will be reassessed and reassigned to groups for remediation every 4 weeks or as needed.</p>	<p>10/03/2022 - 05/30/2025</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Mentor Training	Staff designated as mentors	Reasons to have mentoring Strategies for mentoring Resources to use for mentoring

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Sign in and sign out sheets and professional development activity evaluation	08/15/2022 - 02/15/2023	Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Learning Progressions Training	Instructional coaches and Instructional staff	Learning progressions model Student assessment Use of data Instructional resources Instructional expectations Learner support

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Sign in and sig out sheets and professional development activity evaluation	08/15/2022 - 06/02/2023	Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>An attendance program will result in an increase in increase in average daily attendance by 15% at the end of year three in the all student group and an increase of 20% in the economically disadvantaged group over the 21/22 year . (Attendance Program)</p>	PBIS	<p>The PBIS Team will meet monthly or as needed. The PBIS Team will develop incentives and designate leaders for the incentive program implementation. Incentives will occur monthly. Incentive progress will be displayed publicly and promoted on announcements. Students/groups will receive attendance rewards for meeting incentive</p>	<p>2022-09-01 - 2025-06-02</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		goals at a school assembly and promptly after meeting the goal.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communications with Students	Student population	Incentives and the requirements to earn them

Anticipated Timeframe	Frequency	Delivery Method
09/05/2022 - 06/02/2023	Weekly or as needed	Public service announcement Other

Lead Person/Position
Attendance officer

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

