

Spring-Ford Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Public School District		123467303
Address 1		
857 South Lewis Road		
Address 2		
District Office		
City	State	Zip Code
Royersford	PA	19468
Chief School Administrator		Chief School Administrator Email
Robert W. Rizzo		rrizz@spring-ford.net
Single Point of Contact Name		
Robert W. Rizzo		
Single Point of Contact Email		
rrizz@spring-ford.net		
Single Point of Contact Phone Number		
6107056000		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Rob Moyer	Administrator	Brooke Elementary School	rmoye@spring-ford.net
Jacqueline Havrilla	Administrator	Evans Elementary School	jhavr@spring-ford.net
Lori Bignotti	Administrator	Limerick Elementary School	lbign@spring-ford.net
Mark Moyer	Administrator	Oaks Elementary School	mmoye@spring-ford.net
Teresa Carboy	Administrator	Royersford Elementary School	tcarb@spring-ford.net
Sue Choi	Administrator	Spring City Elementary School	schoi@spring-ford.net
Chasity Cooper	Administrator	Upper Providence Elementary School	chaco@spring-ford.net
Heather Nuneviller	Administrator	5/6th Grade Center Principal	hnune@spring-ford.net
David Krakower	Administrator	7th Grade Center Principal	dkrak@spring-ford.net
Gerard Rogers	Administrator	8th Grade Center Principal	groge@spring-ford.net
Kelly DiPietro-Edwards	Administrator	9th Grade Center Principal	kdipi@spring-ford.net
Robb Colyer	Administrator	10th-12th Grade Principal	rcoly@spring-ford.net
Catherine Gardy	Administrator	Director of Curriculum & Instruction	cgard@spring-ford.net
Jennifer Motzer	Parent	9GC	jenwebb98@hotmail.com
Stacey Sollazzo	Parent	5/6/7 & 9GC	stacey.sollazzo@gmail.com
Desha Dickson	Parent	5/6/7 & 9GC	deshadickson@gmail.com
Katie Livengood	Staff Member	5/6/7	klive@spring-ford.net
Jessica Saloky	Staff Member	Instructional Coach	jsalo@spring-ford.net
Carole Speers	Parent	OES, 5/6/7	cspeers@childandfamilyfocus.org
Beth Ann Comber	Parent	5/6/7	bacomber@abop.org
Blair Alyce Russell	Parent	UPE	Officebytheoceanj@gmail.com
Michelle Hardin	Parent	5/6/7, 9GC	Mi731Mi@aol.com
Sonya Yohn	Parent	5/6/7, 10-12GC	sonyayohn@yahoo.com
Kristin Beideman	Staff Member	10-12GC	kbeid@spring-ford.net
Teresa Westwood	Board Member	K-12	theresa_westwood@spring-ford.net

LEA Profile

Spring-Ford Area School District (SFASD) is located in the western central portion of Montgomery County and in the eastern central section of Chester County. The district is comprised of the Townships of Limerick and Upper Providence and the Boroughs of Royersford and Spring City (Chester County).

The growing community of approximately 53,000 straddles the route 422 bypass and offers the best of both a small-town atmosphere and proximity to metropolitan attractions. The district is characterized by small towns, suburban neighborhoods, and open areas. The location offers easy access to the cultural appeal of Philadelphia, as well as the warmth and nurturing feel of suburban America.

The district is approximately twenty miles northwest of Philadelphia, Pennsylvania, twenty-five miles south of Reading, Pennsylvania, and five miles north of Valley Forge, Pennsylvania. The district has a combined land area of 44.4 square miles. The 2024 U.S. Census population was reported at 52,983, compared to the 2020 U.S. Census of 50,929; the 2010 U.S. Consensus of 47,368, and 2000 U.S. Census population of 36,483. This represents an increase of 36% over the past 25 years.

Characteristics: The district is characterized by rolling hills and fertile valleys flanking the Schuylkill River. The Boroughs and Townships are residential in character, with several large industries.

Transportation: The economic position of the district has been bolstered by a fine network of federal and state highways. U.S. Route 422 passes through the district in a north-south direction, connecting the area with Valley Forge to the south and Pottstown to the north. There are five exits off U.S. 422 in the district which include the following: Sanatoga exit; Limerick exit; Royersford exit; Route 29 exit; and the Oaks exit. State Routes 29 and 113 connect the district with the Borough of Phoenixville. Bus service is provided by the Southeastern Pennsylvania Transit Authority (SEPTA). Light aircraft service is available at the Heritage Field Airport, which has single and multiple engine aircraft available for charter flights. The Airport also provides commuter connections to the Philadelphia International Airport.

Recreation: Spring-Ford is within a few minutes of Ursinus College in Collegeville and the King of Prussia Mall, the scenic and recreational attractions of Valley Forge National Historical Park, the outdoor attractions of French Creek State Park, historical Hopewell Village, and the quaint and fanciful shops and restaurants of St. Peter's Village. The district is nestled between the Perkiomen Trail and the Schuylkill River Trail, availing residents an opportunity to travel north to Reading or south to Philadelphia by foot or by bike.

Health Care: Phoenixville Hospital- Tower Health, Jefferson Lansdale Hospital, Jefferson Einstein Montgomery Hospital, Suburan Hospital and Children's Hospital of Philadelphia- King of Prussia are located adjacent to the district. The following medical facilities are located within easy access of the district: Lansdale Hospital, Montgomery Hospital, Mercy Suburban Hospital, Grandview Hospital and Chestnut Hill Hospital. A medical center

operated by the Phoenixville Hospital is located in Limerick and one is located in Upper Providence that is operated by the Jefferson Medical Center. As well, Tower Health, Einstein Medical, Penn Medicine, Rothman Institute, Temple Health, and Main Line Health offer patients satellite offices in the Spring-Ford footprint.

Police and Fire Protection: Police protection is provided to the district by school district police, local borough and township police departments, and the Pennsylvania State Police. Fire protection and ambulance service are provided by the Component Municipalities.

Communications: One daily print newspaper is circulated throughout the district. The district's website, spring-ford.net , provides information for the public to view. Weekly Updates are sent district-wide to all parents, students, and employees. Ram Country Television (RCTV) broadcasts on Comcast Channel 969 and Verizon FIOS 44, with all programming being provided through the district. Viewers who tune into these channels are able to watch live broadcasts of board meetings and athletic events, as well as view important messages about district events and initiatives.

Mission and Vision

Mission

Spring-Ford Area School district cultivates academic excellence, embraces inclusivity, fosters wellness and purposefully integrates technology and innovation.

Vision

Spring-Ford Area School District is committed to empowering students to follow individual and diverse educational pathways, preparing them for success in local and global communities.

Educational Values

Students

By fostering intrinsic motivation, students will develop dedication and passion. Students are willing to take risks and self-advocate, persevere and build resilience to overcome obstacles. Students have a sense of diversity and understanding of others. Students are a source of inclusion. Students will engage in self-management, self-reflection, and have the confidence to access support. Students can build their own perspectives by interacting with the community.

Staff

Spring-Ford staff members are positive role models for students and demonstrate dedication, passion, and empathy. Spring-Ford staff members support student strengths in the classroom, school and beyond. Spring-Ford staff members create and support a classroom culture that encourages student growth. Spring-Ford staff members lead students to develop their own perspectives and understandings, not to direct, lead or influence their perspectives. Spring-Ford staff members help students to engage in the world around them. Spring-Ford staff members help students to develop skills to be a contributing member of society. Spring-Ford staff members foster an environment of inclusivity.

Administration

Administration will offer opportunities for staff to develop so that they may meet the district values and priorities. Administration will have transparency in developing curriculum in order to meet the needs of all students. Administration will provide the resources needed to follow through on district values and priorities. Administration will develop strategic plans and monitor progress to work toward continual improvement. Administration fosters an environment of inclusivity.

Parents

Families will communicate with teachers and administration when concerns arise, as well as to celebrate successes. Families will serve as partners in their child's education through active involvement and communication with teachers and administrators.

Community

The community will support the vision of Spring-Ford Area School District, staff members students and events. Spring-Ford Area School District will provide opportunities for partnerships within the community to support the vision of the district.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
6 of 9 buildings are already meeting the statewide 2033 goal in science.	Buildings meeting 2033 Goal: 8GC, RES, OES, LES, EES, UPE Science not currently applicable in: 5/6 or 7th grade
8 of 9 buildings met the Annual Academic Growth Expectations for Science	Buildings meeting 2033 Goal: UPE, BES, EES, LES, OES, RES, 8GC, HS Science not currently applicable in: 5/6 or 7th grade
7 of 11 buildings met the Annual Academic Growth Expectations for ELA	Buildings Meeting Growth Goal: UPE, BES, EES, LES, OES, 5/6, 7GC
9 of 11 buildings met the Annual Academic Growth Expectations for Mathematics.	Buildings Meeting Growth Goal: UPE, BES, LES, OES, RES, SC, 5/6, 7, HS

Challenges

Indicator	Comments/Notable Observations
8 of 11 buildings are not currently meeting the 2033 statewide goal in mathematics.	Buildings Meeting 2033 Goal: OES, 7GC
9 of 11 buildings are not currently meeting the 2033 statewide goal in ELA.	Buildings Meeting 2033 Goal: OES, LES, UPE
4 of 11 buildings are not currently meeting the Annual Academic Growth Expectations for ELA	Buildings Meeting 2033 Goal: UPE, BES, EES, LES, OES, 5/6, 7GC
2 of 11 buildings are not currently meeting the Annual Academic Growth Expectations for Mathematics.	Buildings Meeting Growth Goal: UPE, BES, LES, OES, RES, SC, 5/6, 7, HS

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

Strengths

Indicator	Comments/Notable Observations
Science Academic Performance Grade Level(s) and/or Student Group(s) 8th Grade, Elementary	8 of 9 buildings are meeting the growth targets for Science 6 buildings have already met the 2033 Goal BES- .4 below the 2033 goal ** SC- 5.9% below the 2033 goal HS- 3% below the 2033 goal ** BES and HS indicated that they have made significant growth toward the goal.

Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Challenges

Indicator Mathematics Achievement Data Grade Level(s) and/or Student Group(s) All Levels	Comments/Notable Observations Significant growth has been demonstrated, with 9 of 11 buildings meeting the growth targets, however only 8 of 11 buildings are currently meeting the 2033 goals. This suggests that the current Comprehensive Plan focus on math has been effective however, the work is not done.
Indicator ELA Achievement Data Grade Level(s) and/or Student Group(s) All Levels	Comments/Notable Observations Growth has been demonstrated in 7 of 11 buildings, however, 9 buildings have not yet met the 2033 goal.

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.

6 of 9 buildings are already meeting the statewide 2033 goal in science.
8 of 9 buildings met the Annual Academic Growth Expectations for Science (Science is only tested in grades 4th grade (Previous to 2025) 5th Grade (2025 and beyond), 8th grade and High School Biology)
7 of 11 buildings met the Annual Academic Growth Expectations for ELA
9 of 11 buildings met the Annual Academic Growth Expectations for Mathematics.

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.

8 of 11 buildings are not currently meeting the 2033 statewide goal in mathematics.

9 of 11 buildings are not currently meeting the 2033 statewide goal in ELA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Grade 9 ELA CDT 24-25	.2% Below Basic 19.9% Basic 77.1% Proficient 2.8% Advanced
23-24 NWEA MAP ELA- Grade 3 (Fall)	4.2% Below Basic 13.9% Basic 67.4% Proficient 14.6% Advanced
23-24 NWEA MAP ELA- Grade 4 (Fall)	3.3% Below Basic 11.6% Basic 52.8% Proficient 32.4% Advanced
23-24 NWEA MAP ELA- Grade 5 (Fall)	3.9% Below Basic 13.5% Basic 66.3% Proficient 16.3% Advanced
23-24 NWEA MAP ELA- Grade 6 (Fall)	.8% Below Basic 10.6% Basic 64.8% Proficient 23.9% Advanced
23-24 NWEA MAP ELA- Grade 7 (Fall)	1.1% Below Basic 11.9% Basic 61.2% Proficient 25.8% Advanced
23-24 NWEA MAP ELA- Grade 8 (Fall)	2% Below Basic 10.9% Basic 74.5% Proficient 12.6% Advanced

English Language Arts Summary

Strengths

7th Grade NWEA ELA 25.8% Advanced and 61.2% Proficient
6th NWEA ELA 23.9% Advanced and 64.8% Proficient
4th Grade NWEA ELA 32.4% Advanced and 52.8% Proficient
Grade 9 ELA CDT 24-25 79.9% Proficient and Advanced

Challenges

Grade 3 ELA- NWEA MAP 4.2% Below Basic
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Mathematics

Data	Comments/Notable Observations
Grade 9 Algebra 1 CDT 24-25 (Fall)	6.9% Below Basic 57.9% Basic 34.9% Proficient .3% Advanced
Grade 5- I-Ready Diagnostic 24-25 (Fall)	5.8% Below Basic 28.4% Basic 58.5% Proficient 7.3% Advanced
Grade 6 I-Ready Diagnostic 24-25 (Fall)	7.3% Below Basic 53.6% Basic 31.6% Proficient 7.3% Advanced
23-24 NWEA MAP Math- Grade 3 (Fall)	4% Below Basic 15.8% Basic 53.5% Proficient 26.7% Advanced
23-24 NWEA MAP Math- Grade 4 (Fall)	4.7% Below Basic 16% Basic 48.1% Proficient 31.2% Advanced
23-24 NWEA MAP Math- Grade 5 (Fall)	6% Below Basic 17.1% Basic 52.8% Proficient 24.1% Advanced
23-24 NWEA MAP Math- Grade 6 (Fall)	5.7% Below Basic 21% Basic 52.3% Proficient 21% Advanced
23-24 NWEA MAP Math- Grade 7 (Fall)	9.2% Below Basic 13.9% Basic 28.3% Proficient 48.6% Advanced
23-24 NWEA MAP Math- Grade 8 (Fall)	8.9% Below Basic 15.1% Basic 34.3% Proficient 41.7% Advanced

Mathematics Summary

Strengths

23-24 NWEA MAP Math- Grade 6 52.3% Proficient 21% Advanced (Fall)

Challenges

23-24 NWEA MAP Math- Grade 8 8.9% Below Basic 15.1% Basic (Fall)
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
23-24 10th Grade FALL Biology CDT	10.8% Below Basic 26.6% Basic 55.7% Proficient 6.9% Advanced
23-24 10th Grade SPRING Biology CDT	6.4% Below Basic 13.2% Basic 39.6% Proficient 40.9% Advanced

Science, Technology, and Engineering Education Summary

Strengths

Fall to Spring CDT- 34 Percentage points growth in Advanced category.

Challenges

None Identified

Related Academics

Career Readiness

Data	Comments/Notable Observations
99.4% of students at the High School met the Career Standards Benchmark in 22-23 as per the Future Ready PA Index	
Percent of Industry Based Learning at the High School was 49.4%	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Immaculata University

Agreement Type

Dual Credit

Program/Course Area

Varies

Uploaded Files

IU MOU.pdf

Partnering Institution

Montgomery County Community College- Gateway

Agreement Type

Dual Credit

Program/Course Area

Varies

Uploaded Files

MCCC Gateway.pdf

Partnering Institution

Montgomery County Community College- Early College Program

Agreement Type

Dual Credit

Program/Course Area

Varies

Uploaded Files

2023_SpringFord_EC Agreement.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

College in High School

Uploaded Files

2023-25 Pitt Dual Credit MOU.pdf

Partnering Institution

Arcadia University

Agreement Type

Dual Credit

Program/Course Area

Varies

Uploaded Files

Arcadia MOU 12-22-21.pdf

Summary

Strengths

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

Large options for Dual Enrollment
High rate of completion of College and Career Readiness Indicators
Far exceeds 2033 target for Industry Based Learning at the High School

Challenges

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

None Identified

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
English Language Learners are demonstrating significant growth on State Assessments in most areas.	As presented by PVAAS: English Learners are demonstrating moderate evidence that the group exceeded the growth standard (Blue in PVAAS) in the following grades and subjects: 4th grade Math 6th grade Math Algebra 1 Keystone 4th Grade ELA 8th Grade Science Biology Keystone English Learners are demonstrating evidence that the group met the growth standard (Green in PVAAS) in the following grades and subjects: 5th Grade Math 7th Grade Math 5th Grade ELA 6th Grade ELA 7th Grade ELA 4th Grade Science English Learners are demonstrating moderate evidence that the group did not meet the growth standard (Yellow in PVAAS) in the following grades and subjects: 8th Grade Math 8th Grade ELA Algebra 1
English Language Learners have demonstrated varying growth over the last 2 years.	As presented by WIDA Data: Students identified as English Language Learners have shown moderate growth towards proficiency over the last 2 year period with 62.4% and 59.6% of students either achieving proficiency or making adequate yearly growth towards the target of proficiency. Students identified as English Language Learners at the Kindergarten through Grade 4 level have shown high growth towards proficiency over the last 2 year period with 80.0% and 78% of students either achieving proficiency or making adequate yearly growth towards the target of proficiency. Students identified as English Language Learners at the Grade 5 and Grade 6 level have shown average growth towards proficiency over the last 2 year period with 70.0% and 57% of students either achieving proficiency or making adequate yearly growth towards the target of proficiency. Students identified as English Language Learners at the Grade 7 and Grade 8 level have shown below average growth towards proficiency over the last 2 year period with 47.0% and 45% of students either achieving proficiency or making adequate yearly growth towards the target of proficiency. Students identified as English Language Learners at the Grade 9 through Grade 12 level have shown below average growth towards proficiency over the last 2 year period with 17.0% and 13% of students either achieving proficiency or making adequate yearly growth towards the target of proficiency.

Students with Disabilities

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

Data	Comments/Notable Observations
20-21 Penn Data 60.2% in general education more than 80% of the school day	Compared to the state average of 62.1%, this was an area of need for growth
23-24 Penn Data 61.5% in general education more than 80% of the school day	Compared to the state average of 61.7%, this was an area of growth for us as we had more students identified with special needs compared to 20-21
20-21 Penn Data Students Educated in other Settings 4.1%; compared to 23-24 at 2.3%	The District made significant growth in returning students to district programming

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Math achievement (proficiency and advanced) is significantly lower among students identified as Economically Disadvantaged than their peers.	Math as reported on PVAAS: 4th Grade: - Of the 19% of students identified as Economically Disadvantaged in 4th grade in 2024, 42% reached proficiency or higher. This data is consistent with the 2 previous years of data (45% in 2023 and 42% in 2022) 5th Grade: - Of the 23.6% of students identified as Economically Disadvantaged in 5th grade in 2024, 40% reached proficiency or higher. This data is consistent with the 2 previous years of data (48% in 2023 and 37% in 2022) 6th Grade: - Of the 20.7% of students identified as Economically Disadvantaged in 6th grade in 2024, 44% reached proficiency or higher. This data is consistent with the 2 previous years of data (43% in 2023 and 37% in 2022) 7th Grade: - Of the 22.3% of students identified as Economically Disadvantaged in 7th grade in 2024, 30% reached proficiency or higher. This data is inconsistent with the 2 previous years of data (51% in 2023 and 29% in 2022) 8th Grade: 8th Grade: - Of the 17% of students identified as Economically Disadvantaged in 8th grade in 2024, 51% reached proficiency or higher. This data is inconsistent with the 2 previous years of data (63% in 2023 and 56% in 2022) Algebra 1 - Of the 25% of students

	identified as Economically Disadvantaged who took the Algebra 1 Keystone Exam in 2024, 33% reached proficiency or higher. This data is inconsistent with the 2 previous years of data (32% in 2023 and 32% in 2022)
ELA achievement (proficiency and advanced) is significantly lower among students identified as Economically Disadvantaged than their peers.	ELA as reported on PVAAS: 4th Grade: - Of the 19% of students identified as Economically Disadvantaged in 4th grade in 2024, 46% reached proficiency or higher. This data shows a consistent decline among the 2 previous years of data (52% in 2023 and 59% in 2022) 5th Grade: - Of the 23.6% of students identified as Economically Disadvantaged in 5th grade in 2024, 48% reached proficiency or higher. This data shows a consistent decline among the 2 previous years of data (60% in 2023 and 53% in 2022) 6th Grade: - Of the 20.7% of students identified as Economically Disadvantaged in 6th grade in 2024, 63% reached proficiency or higher. This data is inconsistent with the 2 previous years of data (58% in 2023 and 69% in 2022) 7th Grade: - Of the 22.3% of students identified as Economically Disadvantaged in 7th grade in 2024, 54% reached proficiency or higher. This data shows a consistent decline among the 2 previous years of data (58% in 2023 and 69% in 2022) 8th Grade: - Of the 17% of students identified as Economically Disadvantaged in 8th grade in 2024, 51% reached proficiency or higher. This data is inconsistent with the 2 previous years of data (63% in 2023 and 56% in 2022) Literature - Of the 25% of students identified as Economically Disadvantaged who took the Literature Keystone Exam in 2024, 36% reached proficiency or higher. This data is inconsistent with the 2 previous years of data (40% in 2023 and 54% in 2022)
Science achievement (proficiency and advanced) is not as significantly different among students identified as Economically Disadvantaged than their peers.	Science as reported on PVAAS: 4th Grade: - Of the 19% of students identified as Economically Disadvantaged in 4th grade in 2024, 77% reached proficiency or higher. This data shows a consistent decline among the 2 previous years of data (73% in 2023 and 85% in 2022) 8th Grade: - Of the 17% of students identified as Economically Disadvantaged in 8th grade in 2024, 66% reached proficiency or higher. This data is inconsistent with the 2 previous years of data (72% in 2023 and 58% in 2022) Biology Keystone - Of the 21% of students identified as Economically Disadvantaged who took the Biology Keystone Exam in 2024, 45% reached proficiency or higher. This data is inconsistent with the 2 previous years of data (60% in 2023 and 52% in 2022)

Student Groups by Race/Ethnicity

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

	7%) Black- 29% (2024) 40% (2023) 48% (2022) All Students- 72% (2024) 71% (2023) 78.6% (2022) Science- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 5%) Black- 82% (2024) 79% (2023) 96% (2022) All Students- 92% (2024) 90% (2023) 92% (2022) 8th Grade (Percentage of students: 4%) Black- 50% (2024) 68% (2023) 44% (2022) All Students- 83% (2024) 86% (2023) 80% (2022) Biology Keystone (Percentage of students: 6%) Black- 43% (2024) 50% (2023) 43% (2022) All Students- 77% (2024) 76% (2023) 79.7% (2022)
Hispanic	Math- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 8.3%) Hispanic- 54% (2024) 45% (2023) 62% (2022) All Students- 75% (2024) 68% (2023) 71% (2022) 5th Grade (Percentage of students: 8%) Hispanic- 41% (2024) 46% (2023) 44% (2022) All Students- 63% (2024) 69% (2023) 60% (2022) 6th Grade (Percentage of students: 7%) Hispanic- 45% (2024) 40% (2023) 61% (2022) All Students- 67% (2024) 68% (2023) 64% (2022) 7th Grade (Percentage of students: 7%) Hispanic- 33% (2024) 58% (2023) 23% (2022) All Students- 62% (2024) 67% (2023) 54% (2022) 8th Grade (Percentage of students: 6%) Hispanic- 24% (2024) 20% (2023) 31% (2022) All Students- 43% (2024) 44% (2023) 40% (2022) Algebra Keystone (Percentage of students: 9%) Hispanic- 31% (2024) 30% (2023) 36% (2022) All Students- 67% (2024) 67% (2023) 64% (2022) ELA- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 8%) Hispanic- 51% (2024) 60% (2023) 73% (2022) All Students- 72% (2024) 73% (2023) 78% (2022) 5th Grade (Percentage of students: 8%) Hispanic- 48% (2024) 69% (2023) 64% (2022) All Students- 68% (2024) 81% (2023) 78% (2022) 6th Grade (Percentage of students: 7%) Hispanic- 58% (2024) 73% (2023) 85% (2022) All Students- 76% (2024) 80% (2023) 84% (2022) 7th Grade (Percentage of students: 7%) Hispanic- 53% (2024) 76% (2023) 61% (2022) All Students- 77% (2024) 83% (2023) 84% (2022) 8th Grade (Percentage of students: 6%) Hispanic- 62% (2024) 50% (2023) 68% (2022) All Students- 69% (2024) 80% (2023) 80% (2022) Literature Keystone (Percentage of students: 8%) Hispanic- 34% (2024) 35% (2023) 49% (2022) All Students- 72% (2024) 71% (2023) 78.6% (2022) Science- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 8%) Hispanic- 81% (2024) 73% (2023) 91% (2022) All Students- 92% (2024) 90% (2023) 92% (2022) 8th Grade (Percentage of students: 6%) Hispanic- 76% (2024) 68% (2023) 77% (2022) All Students- 83% (2024) 86% (2023) 80% (2022) Biology Keystone (Percentage of students: 8%) Hispanic- 40% (2024) 47% (2023) 44% (2022) All Students- 77% (2024) 76% (2023) 79.7% (2022)
2 or More Races	Math- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 5.9%) 2 or More Races- 78% (2024) 58% (2023) 62% (2022) All Students- 75% (2024) 68% (2023) 71% (2022) 5th Grade (Percentage of students: 6%) 2 or More Races- 55% (2024) 54% (2023) 48% (2022) All Students- 68% (2024) 81% (2023) 78% (2022) 6th Grade (Percentage of students: 6%) 2 or More Races- 55% (2024) 65% (2023) 69% (2022) All Students- 67% (2024) 68% (2023) 64% (2022) 7th Grade (Percentage of students: 8%) 2 or More Races- 52% (2024) 75% (2023) 52% (2022) All Students- 62% (2024) 67% (2023) 54% (2022) 8th Grade (Percentage of students: 6%) 2 or More Races- 50% (2024) 43% (2023) 29% (2022) All Students- 43% (2024) 44% (2023) 40% (2022) Algebra Keystone (Percentage of students: 8%) 2 or More Races- 43% (2024) 50% (2023) 53% (2022) All Students- 67% (2024) 66.8% (2023) 64% (2022) ELA- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 6%) 2 or More Races- 76% (2024) 69% (2023) 71% (2022) All Students- 72% (2024) 73% (2023) 78% (2022) 5th Grade (Percentage of students: 6%) 2 or

	More Races- 71% (2024) 71% (2023) 68% (2022) All Students- 68% (2024) 81% (2023) 78% (2022) 6th Grade (Percentage of students: 6%) 2 or More Races- 60% (2024) 71% (2023) 90% (2022) All Students- 76% (2024) 80% (2023) 84% (2022) 7th Grade (Percentage of students: 8%) 2 or More Races- 76% (2024) 97% (2023) 88% (2022) All Students- 77% (2024) 83% (2023) 84% (2022) 8th Grade (Percentage of students: 6%) 2 or More Races- 88% (2024) 80% (2023) 67% (2022) All Students- 69% (2024) 80% (2023) 80% (2022) Literature Keystone (Percentage of students: 8%) 2 or More Races- 58% (2024) 55% (2023) 63% (2022) All Students- 72% (2024) 71% (2023) 78.6% (2022) Science- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 6%) 2 or More Races- 92% (2024) 84% (2023) 90% (2022) All Students- 92% (2024) 90% (2023) 92% (2022) 8th Grade (Percentage of students: 6%) 2 or More Races- 88% (2024) 76% (2023) 74% (2022) All Students- 83% (2024) 86% (2023) 80% (2022) Biology Keystone (Percentage of students: 8%) 2 or More Races- 70% (2024) 52% (2023) 64% (2022) All Students- 77% (2024) 76% (2023) 79.7% (2022)
White	Math- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 63%) White- 75% (2024) 68% (2023) 70% (2022) All Students- 75% (2024) 68% (2023) 71% (2022) 5th Grade (Percentage of students: 62%) White- 63% (2024) 68% (2023) 59% (2022) All Students- 63% (2024) 69% (2023) 60% (2022) 6th Grade (Percentage of students: 66%) White- 66% (2024) 67% (2023) 62% (2022) All Students- 67% (2024) 68% (2023) 64% (2022) 7th Grade (Percentage of students: 64%) White- 62% (2024) 65% (2023) 53% (2022) All Students- 62% (2024) 67% (2023) 54% (2022) 8th Grade (Percentage of students: 70%) White- 40% (2024) 43% (2023) 36% (2022) All Students- 43% (2024) 44% (2023) 40% (2022) Algebra Keystone (Percentage of students: 63%) White- 62% (2024) 64% (2023) 50% (2022) All Students- 67% (2024) 66.8% (2023) 64% (2022) ELA- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 64%) White- 73% (2024) 74% (2023) 75% (2022) All Students- 72% (2024) 73% (2023) 78% (2022) 5th Grade (Percentage of students: 62%) White-- 69% (2024) 81% (2023) 77% (2022) All Students- 68% (2024) 81% (2023) 78% (2022) 6th Grade (Percentage of students: 67%) White- 77% (2024) % (2023) % (2022) All Students- 76% (2024) 80% (2023) 84% (2022) 7th Grade (Percentage of students: 64%) White- 76% (2024) 82% (2023) 83% (2022) All Students- 77% (2024) 83% (2023) 84% (2022) 8th Grade (Percentage of students: 70%) White- 66% (2024) 80% (2023) 81% (2022) All Students- 69% (2024) 80% (2023) 80% (2022) Literature Keystone (Percentage of students: 65%) White- 67% (2024) 71% (2023) 71% (2022) All Students- 72% (2024) 71% (2023) 78.6% (2022) Science- 2024 PSSA Percentage of students reaching proficiency or higher as presented on PVAAS: 4th Grade (Percentage of students: 63%) White- 95% (2024) 91% (2023) 95% (2022) All Students- 92% (2024) 90% (2023) 92% (2022) 8th Grade (Percentage of students: 70%) White- 82% (2024) 88% (2023) 80% (2022) All Students- 83% (2024) 86% (2023) 80% (2022) Biology Keystone (Percentage of students: 66%) White- 79% (2024) 77% (2023) 72% (2022) All Students- 77% (2024) 76% (2023) 79.7% (2022)

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.

Consistently, over three years, the Asian subgroup has not displayed any performance gaps. The subgroup performed at or above the "all student" data in all grades and all subject areas for 3 years (2024, 2023 and 2022)
The District made significant growth in returning students receiving Special Education services to district programming

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.

Consistently, over three years, the Black subgroup data has displayed a significant performance gap. The subgroup performed below the "all student" data in nearly all grades and subjects for 3 years (2024, 2023, 2022) with some gaps being as large as a 43 percentage point discrepancy. The Black subgroup represents approximately 4%-6% of the student population.
Consistently, over three years, the Hispanic subgroup data has displayed a significant performance gap. The subgroup performed below the "all student" data in nearly all grades and subjects for 3 years (2024, 2023, 2022) with some gaps being as large as a 38 percentage point discrepancy. The Hispanic subgroup represents approximately 6%-9% of the student population. The discrepancy within ELA and Science appear to be less than math, with the exception of Keystone Literature.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

Career Planning and Exploration: Includes initiatives like Smart Futures, Future Planning Center visits, and grade-level guidance on post-secondary choices. Career readiness activities are initiated at the middle school level, and students complete modules and create portfolios that help them explore career pathways. Comprehensive Counseling and Curriculum Planning: Includes a school counseling plan with integrated K-12 guidance lessons, a curriculum review in the elementary years, and personalized course planning at the high school level. There is an emphasis on having a structured counseling plan that includes SEL and pro-social activities as part of student development.
ELD Program: Regular family engagement activities, translation services (e.g., Parent Square and Trans-Perfect), and efforts to help families connect with the community. There is an emphasis on offering professional development opportunities to equip teachers and staff with skills to support English Learners (EL), including training on communication tools and instructional strategies. Centralized programming designed to support English learners consistently across all content areas and grade levels.
Special Education: Identification of students and use of the discrepancy model-Current use of a discrepancy model for identifying special education needs, with intent of transitioning to an MTSS model. Identification efforts include a focus on equity, disproportionality, and ongoing adjustments to ensure accurate and fair student identification. Least Restrictive Environment (LRE) and Positive Behavior Supports: The focus on maintaining students in the least restrictive environment, while incorporating positive behavior support plans, is frequently mentioned. This includes the integration of behavioral support personnel, small group lessons, and counseling to create an inclusive and supportive learning environment for all students. Professional Development and Personnel Training: There is a strong emphasis on training for staff, support staff, and parents to address specific goal areas. Professional development is also highlighted for behavior specialists and in-house Registered Behavior Technicians (RBTs), alongside a commitment to enhancing in-district behavioral support capacity.
Technology Plan: 1:1 Device Access and Student Access to Technology: Highlight the priority of providing each student with a school-issued device to ensure universal access to technology. Plan includes long term infrastructure and device refresh plan with a focus on maintaining a refresh cycle or long-term plan for updating devices and infrastructure to keep technology current and functional. There is significant emphasis placed on the intentional use of technology and integration with instructional goals.

Title 1: Includes targeted assistance in reading and math, as well as varied instructional strategies (e.g., push-in, pull-out, collaboration with staff). Additionally the program focuses on involving efforts to engage families and provide support at home. There is an emphasis on data-driven decision making.

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.

Increased time for professional development, planning and collaboration.

Greater focus on Social, Emotional Learning and Mental Health. Consideration of SEL curriculum

Continued focus on data teams, data-driven decision making and MTSS.

Instructional Considerations: inclusive practices, resource allocation, technology-instruction integration, ELD instruction and supports, differentiation and student voice and choice.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Foster a vision and culture of high expectations for success for all students, educators, and families
Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Ensure effective, standards-aligned curriculum and assessment
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

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.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
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
6 of 9 buildings are already meeting the statewide 2033 goal in science.	False
8 of 9 buildings met the Annual Academic Growth Expectations for Science (Science is only tested in grades 4th grade (Previous to 2025) 5th Grade (2025 and beyond), 8th grade and High School Biology)	False
7 of 11 buildings met the Annual Academic Growth Expectations for ELA	False
9 of 11 buildings met the Annual Academic Growth Expectations for Mathematics.	True
7th Grade NWEA ELA 25.8% Advanced and 61.2% Proficient	False
6th NWEA ELA 23.9% Advanced and 64.8% Proficient	False
4th Grade NWEA ELA 32.4% Advanced and 52.8% Proficient	False
Grade 9 ELA CDT 24-25 79.9% Proficient and Advanced	False
23-24 NWEA MAP Math- Grade 6 52.3% Proficient 21% Advanced (Fall)	False
Fall to Spring CDT- 34 Percentage points growth in Advanced category.	False
Large options for Dual Enrollment	False
High rate of completion of College and Career Readiness Indicators	False
Far exceeds 2033 target for Industry Based Learning at the High School	False
Consistently, over three years, the Asian subgroup has not displayed any performance gaps. The subgroup performed at or above the "all student" data in all grades and all subject areas for 3 years (2024, 2023 and 2022)	False
Career Planning and Exploration: Includes initiatives like Smart Futures, Future Planning Center visits, and grade-level guidance on post-secondary choices. Career readiness activities are initiated at the middle school level, and students complete modules and create portfolios that help them explore career pathways. Comprehensive Counseling and Curriculum Planning: Includes a school counseling plan with integrated K-12 guidance lessons, a curriculum review in the elementary years, and personalized course planning at the high school level. There is an emphasis on having a structured counseling plan that includes SEL and pro-social activities as part of student development.	False
The District made significant growth in returning students receiving Special Education services to district programming	False
Foster a vision and culture of high expectations for success for all students, educators, and families	False

Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False
Ensure effective, standards-aligned curriculum and assessment	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
ELD Program: Regular family engagement activities, translation services (e.g., Parent Square and Trans-Perfect), and efforts to help families connect with the community. There is an emphasis on offering professional development opportunities to equip teachers and staff with skills to support English Learners (EL), including training on communication tools and instructional strategies. Centralized programming designed to support English learners consistently across all content areas and grade levels.	False
Special Education: Identification of students and use of the discrepancy model-Current use of a discrepancy model for identifying special education needs, with intent of transitioning to an MTSS model. Identification efforts include a focus on equity, disproportionality, and ongoing adjustments to ensure accurate and fair student identification. Least Restrictive Environment (LRE) and Positive Behavior Supports: The focus on maintaining students in the least restrictive environment, while incorporating positive behavior support plans, is frequently mentioned. This includes the integration of behavioral support personnel, small group lessons, and counseling to create an inclusive and supportive learning environment for all students. Professional Development and Personnel Training: There is a strong emphasis on training for staff, support staff, and parents to address specific goal areas. Professional development is also highlighted for behavior specialists and in-house Registered Behavior Technicians (RBTs), alongside a commitment to enhancing in-district behavioral support capacity.	False
Technology Plan: 1:1 Device Access and Student Access to Technology: Highlight the priority of providing each student with a school-issued device to ensure universal access to technology. Plan includes long term infrastructure and device refresh plan with a focus on maintaining a refresh cycle or long-term plan for updating devices and infrastructure to keep technology current and functional. There is significant emphasis placed on the intentional use of technology and integration with instructional goals.	False
Title 1: Includes targeted assistance in reading and math, as well as varied instructional strategies (e.g., push-in, pull-out, collaboration with staff). Additionally the program focuses on involving efforts to engage families and provide support at home. There is an emphasis on data-driven decision making.	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
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8 of 11 buildings are not currently meeting the 2033 statewide goal in mathematics.	True
9 of 11 buildings are not currently meeting the 2033 statewide goal in ELA.	True
Grade 3 ELA- NWEA MAP 4.2% Below Basic	False
23-24 NWEA MAP Math- Grade 8 8.9% Below Basic 15.1% Basic (Fall)	False
None Identified	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
Coordinate and monitor supports aligned with students' and families' needs	False
None Identified	False
Consistently, over three years, the Black subgroup data has displayed a significant performance gap. The subgroup performed below the "all student" data in nearly all grades and subjects for 3 years (2024, 2023, 2022) with some gaps being as large as a 43 percentage point discrepancy. The Black subgroup represents approximately 4%-6% of the student population.	True
Increased time for professional development, planning and collaboration.	False
Continued focus on data teams, data-driven decision making and MTSS.	True
Instructional Considerations: inclusive practices, resource allocation, technology-instruction integration, ELD instruction and supports, differentiation and student voice and choice.	False
Consistently, over three years, the Hispanic subgroup data has displayed a significant performance gap. The subgroup performed below the "all student" data in nearly all grades and subjects for 3 years (2024, 2023, 2022) with some gaps being as large as a 38 percentage point discrepancy. The Hispanic subgroup represents approximately 6%-9% of the student population. The discrepancy within ELA and Science appear to be less than math, with the exception of Keystone Literature.	True
Greater focus on Social, Emotional Learning and Mental Health. Consideration of SEL curriculum	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
8 of 11 buildings are not currently meeting the 2033 statewide goal in mathematics.	Hypothesized Root Cause: Inconsistency in the access and implementation of standards-aligned curricular resources.	True
9 of 11 buildings are not currently meeting the 2033 statewide goal in ELA.	Hypothesized Root Cause: Need to provide more targeted interventions for students at risk, continued focus on structured literacy practices, and need to further support behavioral interventions that pertain to academic behavior such as reading and writing stamina. Greater focus on improving TDA proficiency (K-8).	True
Consistently, over three years, the Black subgroup data has displayed a significant performance gap. The subgroup performed below the "all student" data in nearly all grades and subjects for 3 years (2024, 2023, 2022) with some gaps being as large as a 43 percentage point discrepancy. The Black subgroup represents approximately 4%-6% of the student population.	This has been identified as a priority, however for the purposes of this comprehensive plan, it will be addressed as an action step within the MTSS section of the plan.	False
Continued focus on data teams, data-driven decision making and MTSS.	Hypothesized Root Cause: During our previous comprehensive plan, developing an MTSS plan was one of the goals. Since then, we have accomplished the goal of establishing a plan, but the district has only had one year to begin implementation. Additional time is needed to further implement and ensure fidelity of implementation.	True
Consistently, over three years, the Hispanic subgroup data has displayed a significant performance gap. The subgroup performed below the "all student" data in nearly all grades and subjects for 3 years (2024, 2023, 2022) with some gaps being as large as a 38 percentage point discrepancy. The Hispanic subgroup represents approximately 6%-9% of the student population. The discrepancy within ELA and Science	This has been identified as a priority, however for the purposes of this comprehensive plan, it will be addressed as an action step within the MTSS section of the plan.	False

appear to be less than math, with the exception of Keystone Literature.		
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Analyzing Strengths

Analyzing Strengths	Discussion Points
9 of 11 buildings met the Annual Academic Growth Expectations for Mathematics.	Within the previous Comprehensive Plan there has been a large focus on MTSS as well as math achievement. The growth identified here may have been as a result of these two goals.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Priority One (1) is to advance academic performance and foster growth in Mathematics and ELA/English across all grade levels. By implementing data-driven instruction and targeted interventions, we aim to build students' foundational skills, critical thinking abilities, and problem-solving strategies essential for math proficiency. Through differentiated instruction, aligned curriculum, and strategic support for all learners, we will create pathways for students to engage deeply with mathematical concepts and achieve measurable growth. Our commitment to enhancing math performance prepares students for academic success and equips them with essential skills for future learning and career readiness.
	Priority two (2) is to elevate academic performance and promote growth in Math and English Language Arts (ELA) across all grade levels by providing student centered supports for students who are identified as historically under performing. The priority will be to reduce the ELA and Math performance Gap among students who are defined as historically under performing.
	Priority three (3) is the continued focus on implementing and refining our Multi-Tiered System of Supports (MTSS) to address the diverse academic, social-emotional, and behavioral needs of our students. MTSS serves as a foundational framework for using data-driven decision-making to guide the allocation of resources and targeted interventions. By incorporating academic, SEL, and behavior-specific supports, we can holistically address student needs at every level. Leveraging disaggregated data is essential in this process, allowing us to identify performance gaps across various student groups and ensure equitable support. This approach strengthens our commitment to closing performance gaps and fostering an inclusive, supportive learning environment for all students.

Goal Setting

Priority: Priority One (1) is to advance academic performance and foster growth in Mathematics and ELA/English across all grade levels. By implementing data-driven instruction and targeted interventions, we aim to build students' foundational skills, critical thinking abilities, and problem-solving strategies essential for math proficiency. Through differentiated instruction, aligned curriculum, and strategic support for all learners, we will create pathways for students to engage deeply with mathematical concepts and achieve measurable growth. Our commitment to enhancing math performance prepares students for academic success and equips them with essential skills for future learning and career readiness.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Increase overall mathematics and ELA/English achievement by ensuring that all students have access to instruction that follows the SFASD Framework for Instruction which includes: Curriculum Alignment, Assessment Driven, Responsive Instruction and a Dynamic Classroom Environment. Curriculum Aligned: Standards and learning targets are aligned with the intended outcomes. It is clearly identified what students are expected to be able to understand and do at the completion of the lesson. Assessment Driven: Various forms of data are used to determine what students need prior to instruction, as well as determining if the intended outcomes of a lesson were met. Instruction is responsive to the data collected and is used to ensure that students experience the correct level of difficulty. Responsive Instruction: Student learning experiences are created in response to student needs; based on readiness of student, considering areas of weakness, strength, and interest. Instructional strategies and technology tools are intentionally selected with and implemented with purpose. The results are measured and adjusted as needed. The teacher is attune to the level of cognitive engagement and seeks to differentiate between student compliance vs. student engagement. Managing a Dynamic Classroom Environment: Students experience both a classroom environment and a virtual space that enhances the learning and establishes a culture for learning. The learning environment is student-centered and there are clear classroom procedures and expectations in place that hold students to a high standard of behavior and classroom discourse.		
Measurable Goal Nickname (35 Character Max)		
Targeted Practices to Improve Math and ELA Growth and Achievement		
Target Year 1	Target Year 2	Target Year 3
BASELINE: Establish a baseline as it pertains to evidence of curriculum alignment, assessments, responsive instruction and dynamic classroom environments. Establish a professional development plan based on the findings. 100% of building leadership	HIGH IMPACT STRATEGIES: Educators who teach mathematics and ELA/English are able to identify and implement high impact strategies and effective assessment practices that impact student achievement. (Sources of Evidence may include surveys	Increase overall mathematics and ELA/English achievement by ensuring that all students have access to instruction that follows the SFASD Framework for Instruction which includes: Curriculum Alignment, Assessment Driven, Responsive Instruction

teams will report that they understand their current baseline and will establish building-level plans to lead to increased ELA/English and Math Achievement.	and walk through data) 80% of teachers who teach Mathematics and ELA/English report that they are able to identify and implement high impact strategies.	and a Dynamic Classroom Environment. Curriculum Aligned: Standards and learning targets are aligned with the intended outcomes. It is clearly identified what students are expected to be able to understand and do at the completion of the lesson. Assessment Driven: Various forms of data are used to determine what students need prior to instruction, as well as determining if the intended outcomes of a lesson were met. Instruction is responsive to the data collected and is used to ensure that students experience the correct level of difficulty. Responsive Instruction: Student learning experiences are created in response to student needs; based on readiness of student, considering areas of weakness, strength, and interest. Instructional strategies and technology tools are intentionally selected with and implemented with purpose. The results are measured and adjusted as needed. The teacher is attune to the level of cognitive engagement and seeks to differentiate between student compliance vs. student engagement. Managing a Dynamic Classroom Environment: Students experience both a classroom environment and a virtual space that enhances the learning and establishes a culture for learning. The learning environment is student-centered and there are clear classroom procedures and expectations in place that hold students to a high standard of behavior and classroom discourse.
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Priority: Priority two (2) is to elevate academic performance and promote growth in Math and English Language Arts (ELA) across all grade levels by providing student centered supports for students who are identified as historically under performing. The priority will be to reduce the ELA and Math performance Gap among students who are defined as historically under performing.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Improve ELA and Mathematics achievement and growth for students who are historically underperforming. Each building will establish a baseline and determine with their building level teams appropriate growth metrics based on their baseline data. All buildings will meet their established growth metrics.		
Measurable Goal Nickname (35 Character Max)		
Reduce the ELA and Mathematics Performance Gap		
Target Year 1	Target Year 2	Target Year 3
SUSTAINED GROWTH: Close the ELA and Mathematics performance gap for students who are historically underperforming by exceeding growth of the "all student" data. More than 50% of our buildings will have demonstrated that they have met their established growth metrics.	SUSTAINED GROWTH: Close the ELA and Mathematics performance gap for students who are historically underperforming by exceeding growth of the "all student" data. More than 75% of our buildings will have demonstrated that they have met their established growth metrics.	Improve ELA and Mathematics achievement and growth for students who are historically underperforming. Each building will establish a baseline and determine with their building level teams appropriate growth metrics based on their baseline data. All buildings will meet their established growth metrics.

Priority: Priority three (3) is the continued focus on implementing and refining our Multi-Tiered System of Supports (MTSS) to address the diverse academic, social-emotional, and behavioral needs of our students. MTSS serves as a foundational framework for using data-driven decision-making to guide the allocation of resources and targeted interventions. By incorporating academic, SEL, and behavior-specific supports, we can holistically address student needs at every level. Leveraging disaggregated data is essential in this process, allowing us to identify performance gaps across various student groups and ensure equitable support. This approach strengthens our commitment to closing performance gaps and fostering an inclusive, supportive learning environment for all students.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)
Implementation of targeted interventions in Mathematics and ELA with 80% of students identified as needing additional support demonstrating positive growth.

Measurable Goal Nickname (35 Character Max)		
MTSS Goal: Focus on Mathematics and ELA Growth of Students Needing Intervention		
Target Year 1	Target Year 2	Target Year 3
TARGETED INTERVENTIONS: Implementation of targeted interventions with 50% of students identified as needing additional academic support demonstrating positive growth.	TARGETED INTERVENTIONS: Implementation of targeted interventions, with 65% of students identified as needing additional academic support demonstrating positive growth. .	Implementation of targeted interventions in Mathematics and ELA with 80% of students identified as needing additional support demonstrating positive growth.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Fully implement a Multi-Tiered System of Support (MTSS) framework in all buildings to support academic, behavioral and social-emotional outcomes, achieving at least 80% fidelity.		
Measurable Goal Nickname (35 Character Max)		
MTSS Goal: Focus on full implementation of MTSS plan		
Target Year 1	Target Year 2	Target Year 3
Achieve at least 50% fidelity of implementation.	Achieve at least 70% fidelity of implementation.	Fully implement a Multi-Tiered System of Support (MTSS) framework in all buildings to support academic, behavioral and social-emotional outcomes, achieving at least 80% fidelity.

Action Plan

Measurable Goals

Targeted Practices to Improve Math and ELA Growth and Achievement	MTSS Goal: Focus on Mathematics and ELA Growth of Students Needing Intervention
Reduce the ELA and Mathematics Performance Gap	MTSS Goal: Focus on full implementation of MTSS plan

Action Plan For: Ensure curriculum alignment

Measurable Goals:	
- Fully implement a Multi-Tiered System of Support (MTSS) framework in all buildings to support academic, behavioral and social-emotional outcomes, achieving at least 80% fidelity. - Improve ELA and Mathematics achievement and growth for students who are historically underperforming. Each building will establish a baseline and determine with their building level teams appropriate growth metrics based on their baseline data. All buildings will meet their established growth metrics. - Increase overall mathematics and ELA/English achievement by ensuring that all students have access to instruction that follows the SFASD Framework for Instruction which includes: Curriculum Alignment, Assessment Driven, Responsive Instruction and a Dynamic Classroom Environment. Curriculum Aligned: Standards and learning targets are aligned with the intended outcomes. It is clearly identified what students are expected to be able to understand and do at the completion of the lesson. Assessment Driven: Various forms of data are used to determine what students need prior to instruction, as well as determining if the intended outcomes of a lesson were met. Instruction is responsive to the data collected and is used to ensure that students experience the correct level of difficulty. Responsive Instruction: Student learning experiences are created in response to student needs; based on readiness of student, considering areas of weakness, strength, and interest. Instructional strategies and technology tools are intentionally selected with and implemented with purpose. The results are measured and adjusted as needed. The teacher is attune to the level of cognitive engagement and seeks to differentiate between student compliance vs. student engagement. Managing a Dynamic Classroom Environment: Students experience both a classroom environment and a virtual space that enhances the learning and establishes a culture for learning. The learning environment is student-centered and there are clear classroom procedures and expectations in place that hold students to a high standard of behavior and classroom discourse.	

Action Step	Anticipated Start/Completion Date	
	2025-07-01	2027-07-01
Ensure that there is a valid and reliable curriculum document that outlines the instructional expectations for all grade levels for mathematics and literacy. Additionally the district will memorialize how SEL skills will be		

addressed. As it pertains to this document, memorialize refers to ensuring that there is a document that clearly identifies how and when SEL skills will be addressed so that we can ensure clear understanding and consistency. Feedback will be obtained from the School Counseling Department as well as teachers implementing the lessons to determine effectiveness and needs for improvement.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisors, (Mathematics and Literacy) SEL Curriculum: Assistant Superintendent & School Guidance Departments (SEL)	Instructional Resources as Identified	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Curriculum Document- Math and ELA/English Curriculum Document- SEL	Curriculum Supervisors- monthly, review of progress.

Action Plan For: Focus on instructional practices and use of high impact instructional strategies.

Measurable Goals:
• Implementation of targeted interventions in Mathematics and ELA with 80% of students identified as needing additional support demonstrating positive growth. • Increase overall mathematics and ELA/English achievement by ensuring that all students have access to instruction that follows the SFASD Framework for Instruction which includes: Curriculum Alignment, Assessment Driven, Responsive Instruction and a Dynamic Classroom Environment. Curriculum Aligned: Standards and learning targets are aligned with the intended outcomes. It is clearly identified what students are expected to be able to understand and do at the completion of the lesson. Assessment Driven: Various forms of data are used to determine what students need prior to instruction, as well as determining if the intended outcomes of a lesson were met. Instruction is responsive to the data collected and is used to ensure that students experience the correct level of difficulty. Responsive Instruction: Student learning experiences are created in response to student needs; based on readiness of student, considering areas of weakness, strength, and interest. Instructional strategies and technology tools are intentionally selected with and implemented with purpose. The results are measured and adjusted as needed. The teacher is attune to the level of cognitive engagement and seeks to differentiate between student compliance vs. student engagement. Managing a Dynamic Classroom Environment: Students experience both a classroom environment and a virtual space that enhances the learning and establishes a culture for learning. The learning environment is student-centered and there are clear classroom procedures and expectations in place that hold students to a high standard of behavior and classroom discourse.

Action Step	Anticipated
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		Start/Completion Date	
Develop a professional development plan to provide continual instruction on high impact instructional strategies that most impact student achievement.		2025-07-01	2025-12-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisors Building Principals (Building-Level PD)	PD Consultants as needed	Yes	No
Action Step		Anticipated Start/Completion Date	
Conduct collaborative walkthroughs to look for evidence of implementation and provide feedback.		2026-01-05	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Curriculum Department	Commonly used walk through document to record observations	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Provide ongoing professional development for educators on designing and analyzing high-quality assessments, focusing on alignment with learning standards, clarity of learning targets, and strategies for interpreting assessment data. Implement collaborative data review sessions where teachers can analyze student performance to identify trends, inform instructional planning, and adjust teaching practices to meet diverse learner needs.		2026-01-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisors Department Chairs Building Principals	Link it! PD Consultants as needed	Yes	No
Action Step		Anticipated Start/Completion Date	
Equip building principals with training and tools to effectively analyze various building-level data, including academic performance, attendance, behavior trends, and SEL indicators. Facilitate regular data review meetings where principals collaborate with leadership teams to identify specific needs and set measurable, annual goals		2025-07-01	2028-06-30

aligned with district priorities. Ensure that actionable plans are developed to address identified gaps and monitor progress throughout the year.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent Assistant Superintendent Building Principals	Link it! PVAAS Other programs as needed (ex: SWIS)	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Documented Plan	Curriculum Supervisors, Monthly, Review of document and PD feedback

Action Plan For: MTSS Framework

Measurable Goals:
Implementation of targeted interventions in Mathematics and ELA with 80% of students identified as needing additional support demonstrating positive growth.

Action Step		Anticipated Start/Completion Date	
In K-8 ensure implementation of MTSS Intervention Plans, Tier 1 checklist and differentiation strategies within the classroom for academic, SEL and Behavioral Needs. Strengthen with professional development.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Professional Development	Yes	No
Action Step		Anticipated Start/Completion Date	
Data tracking for intervention students. Focus on progress monitoring for students with intervention plans & Use of Data Teams. As it pertains to PVAAS, increased focus on monitoring and planning for students with interventions to be "Blue" on PVAAS.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com

			Step?
Assistant Superintendent, MTSS Coordinator	Professional Development	Yes	No
Action Step		Anticipated Start/Completion Date	
Establish a School-Wide Positive Behavior Plan in each building to support behavior, SEL and Restorative Practices.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Professional Development, Instructional Resources	Yes	No
Action Step		Anticipated Start/Completion Date	
Establish a MTSS fidelity of implementation rubric to measure the key components of MTSS and measure for the purposes of tracking goal completion. Establish a baseline of implementation in Summer 2025. Each building will identify goals to reach 50% implementation by end of year 1 and 70% of implementation by end of year 2.		2025-04-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	None	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Progress Monitoring documentation for students on intervention plans	MTSS coordinators, monthly, review of documents

Action Plan For: Root Cause Analysis

Measurable Goals:

Action Step	Anticipated Start/Completion Date

Conduct a Root Cause Analysis on each student who is identified as Historically Underperforming and demonstrates a performance gap to determine potential causes for performance gap in Math and/or ELA. Included in this action step is to ensure there is a clear understanding of "Historically Underperforming" and the applicable metrics for which we intend to improve. This will be developed within each building level plan so that it is specific to each building level data point.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Building Level Data Teams,	Process for reviewing data and determining root cause	No	No
Action Step		Anticipated Start/Completion Date	
Ensure differentiated instruction is provide for students to address learning needs.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Building Level Data Teams,	Curricular Resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reduced performance gap of students identified as Historically Underperforming.	Building Level Data Teams

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Focus on instructional practices and use of high impact instructional strategies.	Develop a professional development plan to provide continual instruction on high impact instructional strategies that most impact student achievement.
Focus on instructional practices and use of high impact instructional strategies.	Conduct collaborative walkthroughs to look for evidence of implementation and provide feedback.
Focus on instructional practices and use of high impact instructional strategies.	Provide ongoing professional development for educators on designing and analyzing high-quality assessments, focusing on alignment with learning standards, clarity of learning targets, and strategies for interpreting assessment data. Implement collaborative data review sessions where teachers can analyze student performance to identify trends, inform instructional planning, and adjust teaching practices to meet diverse learner needs.
Focus on instructional practices and use of high impact instructional strategies.	Equip building principals with training and tools to effectively analyze various building-level data, including academic performance, attendance, behavior trends, and SEL indicators. Facilitate regular data review meetings where principals collaborate with leadership teams to identify specific needs and set measurable, annual goals aligned with district priorities. Ensure that actionable plans are developed to address identified gaps and monitor progress throughout the year.
MTSS Framework	In K-8 ensure implementation of MTSS Intervention Plans, Tier 1 checklist and differentiation strategies within the classroom for academic, SEL and Behavioral Needs. Strengthen with professional development.
MTSS Framework	Data tracking for intervention students. Focus on progress monitoring for students with intervention plans & Use of Data Teams. As it pertains to PVAAS, increased focus on monitoring and planning for students with interventions to be "Blue" on PVAAS.
MTSS Framework	Establish a School-Wide Positive Behavior Plan in each building to support behavior, SEL and Restorative Practices.
MTSS Framework	Establish a MTSS fidelity of implementation rubric to measure the key components of MTSS and measure for the purposes of tracking goal completion. Establish a baseline of implementation in Summer 2025. Each building will identify goals to reach 50% implementation by end of year 1 and 70% of implementation by end of year 2.

High Impact Instructional Strategies & High Quality Assessments

Action Step		
- Develop a professional development plan to provide continual instruction on high impact instructional strategies that most impact student achievement. - Conduct collaborative walkthroughs to look for evidence of implementation and provide feedback.		
Audience		
K-12 Teachers		
Topics to be Included		
Effective instructional strategies that yield the highest impact on student achievement Utilizing data to select and implement instructional strategies intentionally Designing assessments aligned with learning standards Interpreting assessment data to inform instruction		
Evidence of Learning		
Feedback on Surveys, Evidence of Implementation on Walkthroughs, Improved student performance data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Supervisors	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	TBD
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques	

- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	3x/year
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Learning walk	4x/year
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

MTSS

Action Step
• In K-8 ensure implementation of MTSS Intervention Plans, Tier 1 checklist and differentiation strategies within the classroom for academic, SEL and Behavioral Needs. Strengthen with professional development.
Audience

K-8 Teachers		
Topics to be Included		
Tier 1 Checklist Request for Assistance Tier 1 Differentiation Strategies Tier 1 Differentiation Strategies		
Evidence of Learning		
Survey Observations of Practice		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent MTSS Coordinators Building Principals	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	TBD
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Several times throughout the year
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

MTSS- Data Team Development

Action Step
Data tracking for intervention students. Focus on progress monitoring for students with intervention plans & Use of Data Teams. As it pertains to PVAAS, increased focus on monitoring and planning for students with interventions to be "Blue" on PVAAS.
Audience
Building Principals K-8 Teachers MTSS Coordinators
Topics to be Included
PVAAS "1's and 2's have to be blue" How are we tracking data of students who have intervention plans to ensure that we are seeing positive

growth?		
Evidence of Learning		
PVAAS Data Data Protocols		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintended Building Principals	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Summer Workshops with Building Principals Fall, Winter and Spring Reflection within Buildings
Observation and Practice Framework Met in this Plan	
3e: Demonstrating Flexibility and Responsiveness 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	

MTSS- School Wide Positive Behavior Supports

Action Step		
Establish a School-Wide Positive Behavior Plan in each building to support behavior, SEL and Restorative Practices.		
Audience		
Building Principals K-12 Teachers		
Topics to be Included		
Restorative Practices Fidelity Checks		
Evidence of Learning		
Fidelity Checks Survey Participants Review of Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Once or twice depending on need
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	Once per year for Building Administration Team
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly within buildings
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	

Leadership Professional Development

Action Step		
- Conduct collaborative walkthroughs to look for evidence of implementation and provide feedback. - Establish a School-Wide Positive Behavior Plan in each building to support behavior, SEL and Restorative Practices. - Equip building principals with training and tools to effectively analyze various building-level data, including academic performance, attendance, behavior trends, and SEL indicators. Facilitate regular data review meetings where principals collaborate with leadership teams to identify specific needs and set measurable, annual goals aligned with district priorities. Ensure that actionable plans are developed to address identified gaps and monitor progress throughout the year.		
Audience		
Building Leadership		
Topics to be Included		
Effective Walkthroughs Data Analysis School Wide Positive Behavior		
Evidence of Learning		
Feedback on Survey Ongoing Discussions with Building Admin.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent Assistant Superintendent	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Other	Monthly Leadership Meetings
Observation and Practice Framework Met in this Plan	
• 1f: Designing Student Assessments • 2c: Managing Classroom Procedures • 3b: Using Questioning and Discussion Techniques • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Curriculum Documentation					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Ensure that there is a valid and reliable curriculum document that outlines the instructional expectations for all grade levels for mathematics and literacy. Additionally the district will memorialize how SEL skills will be addressed. As it pertains to this document, memorialize refers to ensuring that there is a document that clearly identifies how and when SEL skills will be addressed so that we can ensure clear understanding and consistency. Feedback will be obtained from the School Counseling Department as well as teachers implementing the lessons to determine effectiveness and needs for improvement.	K-12 Teachers	What updates have been to curriculum documents	Curriculum Department, Curriculum Liaisons	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Presentation			Upon Completion		

Walk Through Data					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Building Principals	What are our walkthrough data telling us? What does this mean for next steps?	Assistant Superintendent	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Other			Quarterly		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date