

Gettysburg Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

| | | |
|---|--------------|---|
| LEA Type | | AUN |
| Public School District | | 112013753 |
| Address 1 | | |
| 900 Biglerville Road | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Gettysburg | PA | 17325 |
| Chief School Administrator | | Chief School Administrator Email |
| Jason Perrin | | jperrin@gasd-pa.org |
| Single Point of Contact Name | | |
| Jeffrey Matzner | | |
| Single Point of Contact Email | | |
| jmatzner@gasd-pa.org | | |
| Single Point of Contact Phone Number | | |
| 717-334-6254 | | |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|----------------------|------------------|-------------------------------|----------------------------|
| Jeffrey Matzner | Administrator | Administration Building | jmatzner@gasd-pa.org |
| Jason Perrin | Administrator | Administration Building | jperrin@gasd-pa.org |
| Brandi Glenn-Akers | Administrator | Administration Building | bakers@gasd-pa.org |
| Ann Baum | Administrator | Administration Building | abaum@gasd-pa.org |
| Jeff Williams | Administrator | Administration Building | jwilliams@gasd-pa.org |
| Belinda Wallen | Administrator | Administration Building | bwallen@gasd-pa.org |
| Jeremy Lusk | Administrator | Gettysburg Area High School | jlusk@gasd-pa.org |
| Matthew McFarland | Administrator | Lincoln Elementary | mmcfarland@gasd-pa.org |
| Shelly Lappi | Administrator | Franklin Township Elementary | slappi@gasd-pa.org |
| Ted Wells | Administrator | James Gettys Elementary | twell@gasd-pa.org |
| Diane Nace | Administrator | Administration Building | dnace@gasd-pa.org |
| Josh Reynolds | Administrator | Administration Building | jreynolds@gasd-pa.org |
| Morgan Miller | Administrator | Administration Building | mmiller@gasd-pa.org |
| Al Moyer | Board Member | School Board | amoyer@gasd-pa.org |
| Alice Broadway | Board Member | School Board | abroadway@gasd-pa.org |
| Mandy McMaster | Staff Member | Lincoln Elementary | mmcmaster@gasd-pa.org |
| Linnia Johnson | Staff Member | Gettysburg Area Middle School | ljohnson@gasd-pa.org |
| Kiersten Canning | Staff Member | Franklin Township Elementary | kcanning@gasd-pa.org |
| Michelle Sokol | Staff Member | Gettysburg Area High School | msokol@gasd-pa.org |
| Dave Harnish | Parent | Gettysburg | David.harnish1@gmail.com |
| Claire Journey | Student | Gettysburg Area High School | cjourney26@gasd-pa.org |
| Maggie Ryder | Staff Member | Franklin Township Elementary | mryder@gasd-pa.org |
| Mei'Lani Johnson | Student | Gettysburg Area High School | mjohnson26@gasd-pa.org |
| Rachel Wenk | Staff Member | Franklin Township Elementary | rwenk@gasd-pa.org |
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| Carrie Soliday | Community Member | Gettysburg | casoliday@gmail.com |
| Savannah Manetta | Staff Member | James Gettys Elementary | smanetta@gasd-pa.org |
| Nicholas Oshunrinade | Student | Gettysburg Area High School | noshunrinade26@gasd-pa.org |
| Audrey Bacher | Staff Member | Gettysburg Area Middle School | abacher@gasd-pa.org |
| Marci Mitchell | Staff Member | Franklin Township Elementary | mmitchell@gasd-pa.org |
| Ashley Peterman | Staff Member | James Gettys Elementary | apeterman@gasd-pa.org |

| | | | |
|-----------------|---------------|-------------------------------|----------------------------|
| Camie Stouck | Parent | Gettysburg | camiestouck@hotmail.com |
| Dan Rerko | Staff Member | Gettysburg Area Middle School | drerko@gasd-pa.org |
| Eli Brill | Staff Member | Franklin Township Elementary | ebrill@gasd-pa.org |
| Keri Cunningham | Parent | Gettysburg | kericunningham23@yahoo.com |
| Kristy Caywood | Administrator | Gettysburg Area Middle School | kcaaywood@gasd-pa.org |
| Sara Nugent | Staff Member | James Gettys Elementary | snugent@gasd-pa.org |

LEA Profile

Gettysburg is a small town made famous by one of the most important battles of the Civil War and the most significant speech made in American history.

Surrounded by rural farmland and quaint towns, Gettysburg Area School District serves approximately 3,000 students in a 185-square mile area that includes Gettysburg Borough, Cumberland, Highland, Franklin, Freedom and parts of Straban and Mount Joy townships. The Gettysburg National Military Park, Gettysburg College, Harrisburg Area Community College, and the Lutheran Theological Seminary are within the district.

Gettysburg Area School District features three kindergarten through fifth-grade buildings, one middle school (grades 6-8) and one high school (grades 9-12). Career and technical programs are offered through Adams County Technical Institute. The experienced, dynamic staff provides a quality education for all students.

Mission and Vision

Mission

Gettysburg Area School District, in partnership with families and our community, is dedicated to excellence and committed to maximizing every student's opportunity to learn, grow, and achieve in a safe and healthy environment. We embrace our responsibility in developing a caring school community that enables all students to become productive members of our diverse world.

Vision

Gettysburg Area School District provides a safe and caring learning environment where students develop skills to learn in an ever-changing world and accept responsibility to use these skills to achieve and graduate ready to learn, work, serve, and succeed.

Educational Values

Students

Develop skills to learn in an ever-changing world and accept responsibility to use these skills to achieve and graduate ready to learn, work, serve, and succeed.

Staff

Provide a safe and caring learning environment where students develop skills to learn and become productive members of our diverse communities. Staff will be dedicated to excellence and committed to maximizing every student's opportunity to reach their full potential for achievement.

Administration

Lead and foster a safe and caring learning environment where staff and students develop skills to learn.

Parents

In partnership with the school, nurture a dedication to excellence and commitment to maximizing their student's opportunity to grow and achieve.

Community

In partnership with the school, the community shall provide opportunities and resources necessary for a high quality public education.

Other (Optional)

Be Here. Be Involved. Be Committed. Be Kind

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|-----------------------|---|
| Future Ready PA Index | All Student Group exceed growth standard in ELA (All 3 elementary schools) |
| Future Ready PA Index | All grades in district have either met or exceeded growth standard for Science |
| Future Ready PA Index | All Student Group at middle school level exceeded growth standard in all 3 subjects |

Challenges

| Indicator | Comments/Notable Observations |
|-----------------------|--|
| Future Ready PA Index | All Student Group at high school did not meet target in any keystone subject |
| Future Ready PA Index | All Student Group at middle school did not meet target in ELA or Math |
| Future Ready PA Index | All Student Group at elementary schools did not meet target in ELA |

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

Strengths

| | |
|---|--|
| Indicator Future Ready PA Index Grade Level(s) and/or Student Group(s) 5th Grade students at James Gettys Elementary | Comments/Notable Observations 5th Grade at JGE scored “Well Above” in both Math and ELA |
| Indicator Future Ready PA Index Grade Level(s) and/or Student Group(s) 8th Grade students at GAMS | Comments/Notable Observations 8th Grade at GAMS scored “Well Above” in both Math and Science |
| Indicator Future Ready PA Index Grade Level(s) and/or Student Group(s) All student at GAHS | Comments/Notable Observations GAHS Graduation Rate met the target and is above the state average |

Challenges

| | |
|---|--|
| Indicator Future Ready PA Index | Comments/Notable Observations Economically Disadvantaged group at JGE and LES dropped in ELA performance |
|---|--|

| | |
|--|--|
| Grade Level(s) and/or Student Group(s) Economically Disadvantaged Students at JGE and LES | |
| Indicator Future Ready PA Index Grade Level(s) and/or Student Group(s) Economically Disadvantaged, Students with Disabilities and English Language Learners | Comments/Notable Observations Economically Disadvantaged, Students with Disabilities and English Learners at GAMS dropped in ELA performance |
| Indicator Future Ready PA Index Grade Level(s) and/or Student Group(s) Economically Disadvantaged students at GAHS | Comments/Notable Observations Economically Disadvantaged Students at GAHS dropped in Keystone Lit and Keystone Algebra performance |

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.

| |
|--|
| GAHS Graduation Rate met the target and is above the state average |
| All Student Group exceed growth standard in ELA (All 3 elementary schools) |
| 8th Grade at GAMS scored "Well Above" in both Math and Science |

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.

| |
|--|
| Economically Disadvantaged, Students with Disabilities and English Learners at GAMS dropped in ELA performance |
| Economically Disadvantaged group at JGE and LES dropped in ELA performance |
| All Student Group at middle school did not meet target in ELA or Math |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|---------------------------------|--|
| Acadience Reading Benchmark K-5 | Less than 70% of students have an overall EOY Reading Composite Score (RCS) at grade level or above grade level. |
| Exact Path ELA Benchmark 6-8 | Less than 80% of 6-8th grade students are scoring on or above benchmark on reading placement. |

English Language Arts Summary

Strengths

| |
|---|
| The All Student Group in all three elementary schools either Met or Exceeded the standard for growth in ELA |
| The All Student Group at GAMS exceeded the standard for growth in ELA |

Challenges

| |
|---|
| None of the All Student Groups in the elementary schools met the interim goal/improvement target in ELA |
| The All Student Group did not meet the interim goal/improvement target in ELA |

Mathematics

| Data | Comments/Notable Observations |
|------------------------------|--|
| Acadience Math Benchmark K-5 | Less than 65% of students have an overall EOY Mathematics Composite Score (MCS) at grade level or above grade level. |
| iReady Math Benchmark 6-8 | Less than 80% of 6-8th grade students are scoring on or above benchmark on overall math placement. |

Mathematics Summary

Strengths

| |
|---|
| All Student Group in two out of the three elementary schools either Met or Exceeded Standing for demonstrating growth in Math |
| The All Student Group at GAMS exceeded the standard for demonstrating growth in Math |

Challenges

| |
|---|
| The All Student Group in only one of the three elementary schools met the interim goal/improvement target in Math |
| The All Student Group did not meet the interim goal/improvement target in Math |

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|-------------------------------|--|
| Biology, ELA and Algebra CTDs | At the end of the year, 61% of the biology students scored at or above grade level, with 17% achieving scores above grade level. |

Science, Technology, and Engineering Education Summary

Strengths

| |
|--|
| 100% If the All Student Group exceeded the standard for demonstrating growth on the Biology Keystone |
|--|

Challenges

| |
|---|
| Only 27.3% of the All Student Group scored Advanced on the Biology Keystone |
|---|

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|---|-------------------------------|
| 97.0% Career Standards Benchmark | All student group |
| 100.0% Career Standards Benchmark - Student with Disabilities | Student with Disabilities |

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

| Data | Comments/Notable Observations |
|---|-------------------------------|
| 30.5% Industry-Based Learning | All student group |
| 19.7% Scoring Competent or Advanced on NOCTI/NIMS | All student group |
| 15.5% Completed work-based learning experience | All student group |
| 24.5% Completed work-based learning experience | |

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

| |
|--|
| 100.0% Career Standards Benchmark - Students with Disabilities |
| 97.0% Career Standards Benchmark - All Student Group |

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.

| |
|---|
| 19.7% Scoring Competent or Advanced on NOCTI/NIMS |
| 15.5% Earned Industry-Recognized Credential |

Equity Considerations

English Learners

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

Students with Disabilities

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

| Data | Comments/Notable Observations |
|-----------------------|--|
| Future Ready PA Index | GAHS ELA and Math Achievement for students with disabilities |
| Future Ready PA Index | GAHS attendance and graduation rate for students with disabilities |
| | |

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

| |
|--|
| GAHS Career Standards Benchmark for students with disabilities |
| |
| |
| |
| |

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.

| |
|--|
| GAHS ELA and Math Achievement for students with disabilities |
| GAHS attendance and graduation rate for students with disabilities |
| |
| |
| |

Designated Schools

Gettysburg Area HS

| Priority Challenge | Comments and Notable Observations |
|--|--|
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Through collaboration, instructional and management practices will improve throughout the building. Students will have a better understanding of learning expectations and performance will improve. |
| Attendance Rate - all student groups | Staff will have a clear understanding of the MTSS system within GAHS, allowing them to more effectively participate in that system. |

| Systemic LEA Challenges |
|--|
| GAHS ELA and Math Achievement for students with disabilities |
| GAHS Attendance and Graduation Rate for students with disabilities |

Supplemental LEA Plans

| Programs and Plans | Comments/Notable Observations |
|---------------------------------------|---|
| Special Education Plan | NA |
| Title 1 Program | The three elementary campuses are school-wide Title I and submit their plans annually in the FRCP by September 1. |
| Student Services | NA |
| K-12 Guidance Plan (339 Plan) | NA |
| Technology Plan | NA |
| English Language Development Programs | NA |

Strengths

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

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.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

| |
|---|
| Ensure effective, standards-aligned curriculum and assessment |
|---|

| |
|--|
| Recruit and retain fully credentialed, experienced and high-quality teachers |
|--|

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

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

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

| |
|---|
| Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the district |
|---|

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 |
|---|---------------------------------|
| GAHS Graduation Rate met the target and is above the state average | True |
| All Student Group exceed growth standard in ELA (All 3 elementary schools) | True |
| 8th Grade at GAMS scored "Well Above" in both Math and Science | False |
| 100.0% Career Standards Benchmark - Students with Disabilities | False |
| The All Student Group in all three elementary schools either Met or Exceeded the standard for growth in ELA | False |
| The All Student Group at GAMS exceeded the standard for growth in ELA | False |
| All Student Group in two out of the three elementary schools either Met or Exceeded Standing for demonstrating growth in Math | False |
| GAHS Career Standards Benchmark for students with disabilities | False |
| 97.0% Career Standards Benchmark - All Student Group | False |
| The All Student Group at GAMS exceeded the standard for demonstrating growth in Math | False |
| 100% If the All Student Group exceeded the standard for demonstrating growth on the Biology Keystone | False |
| Ensure effective, standards-aligned curriculum and assessment | False |
| Recruit and retain fully credentialed, experienced and high-quality teachers | True |

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 |
|--|---------------------------------|
| Economically Disadvantaged, Students with Disabilities and English Learners at GAMS dropped in ELA performance | False |
| Economically Disadvantaged group at JGE and LES dropped in ELA performance | False |
| All Student Group at middle school did not meet target in ELA or Math | False |
| 19.7% Scoring Competent or Advanced on NOCTI/NIMS | False |
| None of the All Student Groups in the elementary schools met the interim goal/improvement target in ELA | True |

| | |
|--|-------|
| The All Student Group did not meet the interim goal/improvement target in ELA | False |
| The All Student Group in only one of the three elementary schools met the interim goal/improvement target in Math | False |
| GAHS ELA and Math Achievement for students with disabilities | False |
| GAHS attendance and graduation rate for students with disabilities | False |
| 15.5% Earned Industry-Recognized Credential | False |
| The All Student Group did not meet the interim goal/improvement target in Math | False |
| Only 27.3% of the All Student Group scored Advanced on the Biology Keystone | False |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | True |
| Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning | True |
| Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the district | True |

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Achievement is constantly moving, so developing curriculum and community relations to help supplement the achievement standards and provide growth is important. We made the observation that students struggling with behaviors and social/emotional challenges are often not considered in data analysis. Understanding that students in these situations (which are often at economic disadvantages) correlate heavily to academic achievement. There was discussion about partnerships with local business and community organizations, and there is a lot that does take place in the district that I am sure is not seen overall, but I am curious if there is representation by the district at community meetings?

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|--|--------------------|
| None of the All Student Groups in the elementary schools met the interim goal/improvement target in ELA | Tying this to Essential Practice #5 - Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | True |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | | True |
| Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning | Will be covered in another challenge | False |
| Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the district | Will be covered in another challenge | False |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|--|-------------------|
| GAHS Graduation Rate met the target and is above the state average | |
| All Student Group exceed growth standard in ELA (All 3 elementary schools) | |
| Recruit and retain fully credentialed, experienced and high-quality teachers | |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|--|
| | If we are intentional in providing academically aligned resources and differentiated supports for our diverse student population, we will enhance ELA achievement across grades K-12. |
| | If the district progresses through each stage of implementing our data dashboard—encompassing launch, training, process monitoring, and evaluation of data utilization effectiveness for informed decision-making—then we will establish a foundation for continuous improvement and organizational coherence. |

Goal Setting

Priority: If we are intentional in providing academically aligned resources and differentiated supports for our diverse student population, we will enhance ELA achievement across grades K-12.

| | | |
|---|---|---|
| Outcome Category | | |
| English Language Arts | | |
| Measurable Goal Statement (Smart Goal) | | |
| From the 2025-2026 school year through the 2027-2028 school year, newly enrolled students (K-12) will demonstrate at least a 5% increase in ELA growth on core curriculum assessments by the end of the three-year period. Growth will be supported through proper placement strategies, targeted interventions, and equitable District supports. Progress will be measured annually to ensure alignment with the goal. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Newly Enrolled Students | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| Establish baseline data for newly enrolled students using core curriculum ELA assessments administered at enrollment and at benchmark intervals with a target growth of 1.5% increase by EOY. | Use Year 1 data to improve placement protocols and expand targeted supports (e.g., additional resources, technology integration) with a cumulative target growth of 3.5% increase by EOY. | From the 2025-2026 school year through the 2027-2028 school year, newly enrolled students (K-12) will demonstrate at least a 5% increase in ELA growth on core curriculum assessments by the end of the three-year period. Growth will be supported through proper placement strategies, targeted interventions, and equitable District supports. Progress will be measured annually to ensure alignment with the goal. |

| | | |
|--|--|--|
| Outcome Category | | |
| Regular Attendance | | |
| Measurable Goal Statement (Smart Goal) | | |
| From the 2025-2026 school year through the 2027-2028 school year, the District will improve ELA achievement across all grade levels by increasing student attendance and engagement. Chronic absenteeism rates will decrease by 10%, and 90% of students will demonstrate consistent engagement in learning as measured by participation in classroom activities, attendance at school events. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Be Here, Be Engaged | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| Identify and support students with chronic absenteeism through targeted interventions, while monitoring student engagement through | Expand attendance initiatives district-wide and embed student voice into engagement efforts. This will lead to | From the 2025-2026 school year through the 2027-2028 school year, the District will improve ELA achievement across all grade levels by |

| | | |
|--|---|---|
| surveys and observation tools. This will lead to target outcomes of 3% reduction in chronic absenteeism and 70% of students demonstrating consistent engagement in learning. | target outcomes of 7% reduction in chronic absenteeism and 80% of students demonstrating consistent engagement in learning. | increasing student attendance and engagement. Chronic absenteeism rates will decrease by 10%, and 90% of students will demonstrate consistent engagement in learning as measured by participation in classroom activities, attendance at school events. |
|--|---|---|

Priority: If the district progresses through each stage of implementing our data dashboard—encompassing launch, training, process monitoring, and evaluation of data utilization effectiveness for informed decision-making—then we will establish a foundation for continuous improvement and organizational coherence.

| | | |
|--|---|--|
| Outcome Category | | |
| Professional learning | | |
| Measurable Goal Statement (Smart Goal) | | |
| By the end of the 2027-2028 school year, the District will achieve full integration and utilization of the data dashboard as a tool for informed decision-making. Using Fixsen’s implementation stages—launch, comprehensive staff training, progress monitoring, and evaluation—the District will ensure 100% of relevant staff complete training, demonstrate proficiency in using the dashboard, and utilize it to support equitable, data-driven decision-making. Differentiated support will ensure staff have equitable access to training and tools, fostering organizational coherence, continuous improvement, and alignment with District goals. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| EduClimber | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| By EOY ensure the data dashboard is operational and introduced to staff. Specifically identified staff members attend foundational training sessions with at least 75% expressing confidence in basic dashboard usage. | Expand training so at least 50% of relevant staff members attend foundational training sessions. Introduce a district-wide data protocol to integrate data into school-level decision making processes. 85% of trained staff express confidence in basic dashboard usage. | By the end of the 2027-2028 school year, the District will achieve full integration and utilization of the data dashboard as a tool for informed decision-making. Using Fixsen’s implementation stages—launch, comprehensive staff training, progress monitoring, and evaluation—the District will ensure 100% of relevant staff complete training, demonstrate proficiency in using the dashboard, and utilize it to support equitable, data-driven decision-making. Differentiated support will ensure staff have equitable access to training and tools, fostering organizational coherence, continuous improvement, and alignment with District goals. |

| | | |
|--|---|--|
| Outcome Category | | |
| Other | | |
| Measurable Goal Statement (Smart Goal) | | |
| By the end of the 2027-2028 school year, the district will have created continuity of special education services by increasing district operated programs, inclusive of low-incidence programming (Emotional Support, Autism Support, Life Skills Support and Intensive Learning Support) and existing learning support programming. This will allow for reduction of the number of students who are being educated outside of the bounds of the district. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Special Education Planning | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| Create district classrooms in Life Skills Support (2 additional classes) and Intensive Learning Support (3 additional classes) | Create district classrooms in Autism Support (2 additional classes) | By the end of the 2027-2028 school year, the district will have created continuity of special education services by increasing district operated programs, inclusive of low-incidence programming (Emotional Support, Autism Support, Life Skills Support and Intensive Learning Support) and existing learning support programming. This will allow for reduction of the number of students who are being educated outside of the bounds of the district. |

Action Plan

Measurable Goals

| | |
|-------------------------|----------------------------|
| Newly Enrolled Students | Be Here, Be Engaged |
| EduClimber | Special Education Planning |

Action Plan For: Make data a part of an ongoing cycle of instructional improvement

| |
|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, the District will achieve full integration and utilization of the data dashboard as a tool for informed decision-making. Using Fixsen’s implementation stages—launch, comprehensive staff training, progress monitoring, and evaluation—the District will ensure 100% of relevant staff complete training, demonstrate proficiency in using the dashboard, and utilize it to support equitable, data-driven decision-making. Differentiated support will ensure staff have equitable access to training and tools, fostering organizational coherence, continuous improvement, and alignment with District goals. |

| Action Step | | Anticipated Start/Completion Date | |
|---|------------------------------------|-----------------------------------|------------|
| Maintain and continuously update data dashboard for both internal and external facing data. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Technology Director and PIMS Coordinator | EduClimber and district-wide data | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Identify and maintain processes for MTSS in each grade span | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Grade Level MTSS Teams | EduClimber and district-wide data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Empower instructional teams to use data and take action that drives student learning forward and shares key information with stakeholders | | 2025-07-01 | 0028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals and Assistant Superintendent | EduClimber and district-wide data | Yes | No |
| Action Step | | Anticipated Start/Completion Date | |

| | | | |
|---|---|-----------------|------------------|
| Advance equity of education and opportunity by examining longitudinal trends and patterns for student subgroups | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals and Assistant Superintendent | EduClimber and district-wide data | No | No |

| | |
|---|--|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Utilization of dashboard to support equitable, data-driven decision making to improve overall learning and communication with stakeholders. | Usage of data dashboard by all stakeholders on a regular basis |

Action Plan For: Establish a foundation for continuous improvement and organizational coherence

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|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, the district will have created continuity of special education services by increasing district operated programs, inclusive of low-incidence programming (Emotional Support, Autism Support, Life Skills Support and Intensive Learning Support) and existing learning support programming. This will allow for reduction of the number of students who are being educated outside of the bounds of the district. |

| | | | |
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| Action Step | Anticipated Start/Completion Date | | |
| Create district classrooms in Life Skills Support and Intensive Learning Support. Life Skills: 1 class K-5, 1 class 9-12. Intensive Learning Support: 1 class 3-5 (reconfigured), 1 class 6-8, 1 class 9-12. | 2025-07-01 | 2026-06-30 | |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Student Services/Supervisor of Special Education | Additional Staff/Classroom space | No | Yes |
| Action Step | Anticipated Start/Completion Date | | |
| Create district classrooms in Autism Support. One for grades K-5 and one for grades 6-8. | 2026-07-01 | 0027-06-30 | |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Student Services/Supervisor of Special Education | Additional Staff/Classroom space | No | Yes |
| Action Step | Anticipated Start/Completion Date | | |

| | | | |
|--|---|-----------------|------------------|
| Create district classrooms in Emotional Support. 1 class K-5, 1 class 6-8, 1 class 9-12. | | 2027-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Student Services/Supervisor of Special Education | Additional Staff/Classroom space | No | Yes |

| | |
|--|---|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Continuity of the GASD Special Education Program by increasing district operated programs. | Reduction of the number of students who are being educated outside of the bounds of the district on a yearly basis. |

Action Plan For: Provide academically aligned resources and differentiated supports for diverse student population

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|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> From the 2025-2026 school year through the 2027-2028 school year, newly enrolled students (K-12) will demonstrate at least a 5% increase in ELA growth on core curriculum assessments by the end of the three-year period. Growth will be supported through proper placement strategies, targeted interventions, and equitable District supports. Progress will be measured annually to ensure alignment with the goal. From the 2025-2026 school year through the 2027-2028 school year, the District will improve ELA achievement across all grade levels by increasing student attendance and engagement. Chronic absenteeism rates will decrease by 10%, and 90% of students will demonstrate consistent engagement in learning as measured by participation in classroom activities, attendance at school events. |

| | | | |
|--|---|-----------------|------------------|
| Action Step | Anticipated Start/Completion Date | | |
| Establish baseline data for newly enrolled students using core curriculum ELA assessments administered at enrollment and benchmark intervals | 2025-07-01 | 2026-06-30 | |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches/Building Principals/Assistant Superintendent | ELA Assessments and Benchmark Assessments | No | No |
| Action Step | Anticipated Start/Completion Date | | |
| Develop/improve placement protocols and targets supports to support ELA growth | 2026-07-01 | 2027-06-30 | |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches/Building Principals/Assistant Superintendent | ELA Assessment/Benchmark Data | Yes | No |

| | | | |
|--|--|--|------------------|
| Action Step | | Anticipated Start/Completion Date | |
| Fully embed best practices and lessons learned from the first two years into regular district operations. | | 2027-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Instructional Coaches/Building Principals/Assistant Superintendent | ELA Assessment/Benchmark Data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Identify and support students with chronic absenteeism through targeted interventions. | | 2025-07-01 | 2026-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals/Director of Student Services/Assistant Superintendent | District-wide Data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Monitor student engagement through surveys and observation tools. | | 2026-07-01 | 2027-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals/Director of Student Services/Assistant Superintendent | Surveys and observation data | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Fully integrate attendance and engagement strategies into district policies and practices by celebrating student and school successes. | | 2027-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals/Director of Student Services/Assistant Superintendent | District-wide data, surveys and observation data | Yes | No |

| | |
|---|--|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Increase in ELA data of 5% and an decrease of chronic absenteeism by 10%. | Future Ready PA Index data monitored on a yearly basis. |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| Make data a part of an ongoing cycle of instructional improvement | Empower instructional teams to use data and take action that drives student learning forward and shares key information with stakeholders |
| Provide academically aligned resources and differentiated supports for diverse student population | Develop/improve placement protocols and targets supports to support ELA growth |
| Provide academically aligned resources and differentiated supports for diverse student population | Fully integrate attendance and engagement strategies into district policies and practices by celebrating student and school successes. |

EduClimber

| Action Step | | |
|---|-------------------|------------------------|
| <ul style="list-style-type: none"> Empower instructional teams to use data and take action that drives student learning forward and shares key information with stakeholders | | |
| Audience | | |
| Building level data teams | | |
| Topics to be Included | | |
| Analyze student data and use insights to guide instruction, apply targeted interventions, and create personalized learning plans. | | |
| Evidence of Learning | | |
| Targeted interventions and personalized learning plans | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Instructional Technology Director/Assistant Superintendent | 2025-08-14 | 2026-05-29 |

Learning Format

| Type of Activities | Frequency |
|---|-----------|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students | |
| This Step Meets the Requirements of State Required Trainings | |
| Common Ground: Culturally Relevant Sustaining Education | |

ELA Growth

| Action Step |
|--|
| <ul style="list-style-type: none"> Develop/improve placement protocols and targets supports to support ELA growth |

| | | |
|---|--------------------------|-------------------------------|
| Audience | | |
| K-8 ELA Professional Staff | | |
| Topics to be Included | | |
| Data analysis from ELA benchmark assessments and interventions | | |
| Evidence of Learning | | |
| Student growth on benchmark assessments and Future Ready Index Data | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Instructional Coaches/Building Principals/Reading Specialists | 2025-08-14 | 2028-05-29 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Three times/year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction | |
| This Step Meets the Requirements of State Required Trainings | |
| Structured Literacy | |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students | |
| This Step Meets the Requirements of State Required Trainings | |
| Language and Literacy Acquisition for All Students | |

Attendance and Engagement

| |
|--|
| Action Step |
| <ul style="list-style-type: none"> • Fully integrate attendance and engagement strategies into district policies and practices by celebrating student and school successes. |
| Audience |
| K-12 Professional Staff |
| Topics to be Included |

| | | |
|---|--------------------------|-------------------------------|
| Engagement strategies and student interventions | | |
| Evidence of Learning | | |
| Decline in chronic absenteeism and increased student engagement | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Building Principals/Assistant Superintendent | 2025-08-14 | 2028-05-26 |

Learning Format

| | |
|--|------------------|
| Type of Activities | Frequency |
| Inservice day | Monthly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1b: Demonstrating Knowledge of Students • 3c: Engaging Students in Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Indicator 13 Effective Practices in Transition Training | |

EduClimber Years 2-3

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Empower instructional teams to use data and take action that drives student learning forward and shares key information with stakeholders | | |
| Audience | | |
| K-12 Professional Staff | | |
| Topics to be Included | | |
| MTSS | | |
| Evidence of Learning | | |
| Decrease in number of students in tiers 2 and 3 | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Instructional Coaches/Building Principals/Assistant Superintendent | 2026-08-12 | 2028-05-26 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students | |

| |
|---|
| This Step Meets the Requirements of State Required Trainings |
|---|

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|---|
| Teaching Diverse Learners in Inclusive Settings |
|---|

Communications Activities

| eduClimber | | | | | |
|---|--------------------------|-----------------------|---|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Maintain and continuously update data dashboard for both internal and external facing data. | K-12 Staff and Community | Data Dashboard | Instructional Technology Director/Assistant Superintendent/Communications Coordinator | 07/01/2025 | 05/26/2028 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Posting on district website | | | Continuously | | |

| Special Education | | | | | |
|--|------------------------------|---------------------------|--|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> • Create district classrooms in Life Skills Support and Intensive Learning Support. Life Skills: 1 class K-5, 1 class 9-12. Intensive Learning Support: 1 class 3-5 (reconfigured), 1 class 6-8, 1 class 9-12. • Create district classrooms in Autism Support. One for grades K-5 and one for grades 6-8. • Create district classrooms in Emotional Support. 1 class K-5, 1 class 6-8, 1 class 9-12. | K-12 Staff/Community Members | Special Education Classes | Director of Student Services/Special Education Supervisor/Assistant Superintendent | 07/01/2025 | 05/26/2028 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Presentation | | | Yearly | | |

Approvals & Signatures

| Uploaded Files |
|----------------|
| |

| Chief School Administrator | Date |
|----------------------------|------|
| | |