Upper Adams SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN	
School District		112018523	
Address 1			
161 North Main Street			
Address 2			
City	**State**	**Zip Code**	
Biglerville	PA	17307-9228	
Chief School Administrator		**Chief School Administrator Email**	
Single Point of Contact Name			
Mr. Joseph L. Albin			
Single Point of Contact Email			
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Single Point of Contact Phone Number			
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LEA Profile

The Upper Adams School District (UASD) in Adams County, Pennsylvania, is a small, rural public school district. UASD includes the Boroughs of Arendtsville, Bendersville, and Biglerville, and the Townships of Butler, Menallen and part of Tyrone. Covering a geographical area of approximately 90 square miles, the total population is approximately 10,836 (Census, 2012, OEA Department of Education). The Upper Adams School District currently has 208 employees consisting of 134 professional staff members, 63 classified staff members and 10 administrative team members.

Each Borough has an elementary school configured according to grade levels. Each school is configured according to grade levels. Biglerville Elementary, the primary center, houses all students in Kindergarten, First and Second Grades, beginning with the 2008-2009 school year Biglerville Elementary began housing Third Grade students as well. In the fall of 2020, Upper Adams Intermediate School in Arendtsville began housing Fourth, Fifth, and Sixth Grades. Beginning with Seventh Grade, all students attend the Upper Adams Middle School in the Borough of Biglerville. At the beginning of 9th Grade students are members of the Biglerville High School, also located in the Borough of Biglerville. High school students may choose to attend Cumberland Perry Area Vocational Technical School for vocational training. Students who attend CPAVTS can select from over 20 vocational programs of study.

The number of students attending schools in the district is approximately 1,650. The ethnicities within the Upper Adams School District include: 0.5% Asian; 1.5% Black/African American; 23% Hispanic; 0.9% Multi-Racial; 0.1% Native Hawaiian/Pacific Islander and 74% White. The number of Special Education students served within the district is approximately 230 (approximately 13%). Approximately 48% of the total student population is identified as coming from a family of low-income. The percentages of low-income families range between 39%-48% at the secondary buildings and between 47%-55% at the elementary buildings. Furthermore, approximatetly 8% of our total student population receives English as a Second Langauge (ESL) services.

Mission and Vision

Mission

The Upper Adams School District provides challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.

Vision

All students college and career ready.

Educational Values

Students

A commitment to the success of each Student by emphasizing: -Essential curriculum through high quality instruction -Analysis of data to make decisions in the best interest of students -The use of a variety of assessments to identify student needs and measure student progress -Ongoing assessment is necessary to improve student achievement

Staff

A commitment to Staff that affirms the following to provide a quality education to our students: -Analyzing data to improve and clearly focus classroom instruction -Literacy instruction for all teachers in all subjects at all levels -Motivating students -Nurturing interpersonal and social skills for all students

Administration

A commitment from the Administration that affirms: -Public education is a shared responsibility -Students will need a variety of skill sets to be equipped for an ever-changing, technological global society -High expectations for staff will result in continuous improvement -Setting high expectations for each student helps them to achieve continuous improvement and to meet their full individual potential

Parents

A commitment by Parents that affirms: -Self-discipline is critical to learning -Parent and guardians ensure that children will arrive at school ready to learn

Community

A commitment from the Community that affirms: -A safe, clean, secure, and supportive environment is essential to learning -A successful school district requires an involved and supportive community

Other (Optional)

Omit selected.

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	Exemplary
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	Emerging
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	Emerging
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.

The Upper Adams School district fosters a vision and culture of high expectations for success for all students, educators, and families. Our vision is all students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be

a responsible and productive individual.

The Upper Adams School District supports schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. District Curriculum Committees meet annually as needed and building-level curriculum committees meet to discuss local needs with current strategies, assessment practices, and pedagogies as the foundational level of all discussions.

The Upper Adams School District, in particular the Department of Student Services, coordinates and monitors supports aligned with students' and families' needs. These include students with disabilities, language barriers, or health concerns. The Upper Adams School District's Social Worker assists families as well.

The Upper Adams School District supports the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. This is evident in allocating funds specifically designed for professional development use each school year for professional, classified, and administrative staff members.

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.

The Upper Adams School District's ultimate goal is to allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. Unfortunately, current fiscal constraints and lack of State funding narrowly focuses needed funds to the essential operations of the District first with opportunities to discuss other academic priorities once those obligations are met.

The Upper Adams School District contracts with an outside party for recruitment of substitutes and classified staff members. Professional positions are filled by the District.   The goal is to always recruit and retain fully credentialed, experienced and high-quality leaders and teachers. It continues to be a challenge to find qualified people for some positions that require specific certifications in special education or the fine arts. The school district partners with local colleges to increase the potential of qualified candidates applying for open positions as well as advertising on local and digital platforms.

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
High School Graduation Rate/Four-Year Cohort - All Student Group Exceeds 2030 Statewide Goal/College & Career Measures	False
Meeting Annual Academic Growth Expectations (PVAAS)/Science/Biology All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures / Upper Adams Intermediate School	False
Regular Attendance/On-Track Measures - All Grade 3 Student Cohort / Biglerville Elementary School	False
Universal screenings provide excellent data for teachers to plan acceleration and remedial reading groups as needed and appropriate/English Language Arts.	True
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/English Language Arts.	True
Diagnostic Assessments utilized in English Language Arts provide specific and actionable data to help teachers meet the needs of the students/English Language Arts.	True
State diagnostic tools provide teachers with reliable and predictive data to develop and individualized learning pathway for success for each of their learners/English Language Arts.	True
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/Mathematics.	True
Diagnostic Assessments provide specific and actionable data to help teachers meet the needs of the students/Mathematics.	False
Online learning tools provide motivation, high student engagement, and prescriptive data for teachers to better plan for the needs of their students/Mathematics.	False
Environmental Education continues benefit the students at the Upper Adams School District with robust and diverse experiences in agriculture, ecology, sustainability, and general environmental concepts/Science, Technology, & Engineering.	False
All Upper Adams Middle School students must complete the 21st Century Computer Skills Learning Course which helps to prepare them for digital learning/Science, Technology, & Engineering..	False
The Upper Adams School District is a 1:1 school district with every student having their own device/Science, Technology, & Engineering..	False
Students can take various computer application and computer language courses to develop a foundation in coding, applications, and other digital platforms/Science, Technology, & Engineering..	False

With the implementation of Smart Futures, the career evidence and readiness standards are being met with high student engagement and and a systemic pathway to explore, research, and identify potential career aspirations from students/Career Readiness.	False
The Upper Adams School District offers two approved Career & Technical Education (CTE) programs from the Pennsylvania Department of Education/CTE Programs.	False
The Upper Adams School District continues to utilize the United States Naturalization Test to meet the expectations and spirit of ACT 35 implementation/Social Studies.	False
Federal Programs funding has provided supplemental resources for both our economically disadvantaged students and English Learners and has helped the Upper Adams School District to enhance the programs for these specific student groups/Students Considered Economically Disadvantaged .	False
The 1:1 initiative has enabled our economically disadvantaged students to have greater accessibility to technology in order for them to have higher student engagement with the digital content/resources the school district provides//Students Considered Economically Disadvantaged.	False
The specific curriculum designed for students with disabilities and English Learners provides a direct correlation to the core curriculum in the classroom for greater cohesiveness with content and alignment with pacing and learning goals between the regular and special education classroom/English Learners.	True
The intervention programs in place for our struggling students provide actionable data to the teacher to measure progress on goals and individual learning pathways/Students With Disabilities & Students Considered Economically Disadvantaged.	True
The Title I Program provides supplemental reading resources and instruction to the lowest 20% of struggling students at Biglerville Elementary School/Supplemental LEA Plans.	False
All plans are reviewed annually and provided any revisions as needed based on current law and legislation/Supplemental LEA Plans.	False
The technology plan provides a 1:1 experience for all students as well as opportunities for accessibility to "Hotspots" for Internet connectivity/Supplemental LEA Plans.	False
The K-12 Guidance Plan (339 Plan) is continuously evaluated by the school counselors for compliance and student need/Supplemental LEA Plans.	False
The Upper Adams School district fosters a vision and culture of high expectations for success for all students, educators, and families. Our vision is all students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.	True
The Upper Adams School District supports schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. District Curriculum Committees meet annually as needed and building-level curriculum committees meet to discuss local needs with current strategies, assessment practices, and pedagogies as the foundational level of all discussions.	False
The Upper Adams School District, in particular the Department of Student Services, coordinates and monitors	True

supports aligned with students' and families' needs. These include students with disabilities, language barriers, or health concerns. The Upper Adams School District's Social Worker assists families as well.	
The Upper Adams School District supports the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. This is evident in allocating funds specifically designed for professional development use each school year for professional, classified, and administrative staff members.	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
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - English Language Arts Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	True
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Grade 8 Science Cohort / Upper Adams Middle School	True
Percent English Language Arts Achievement - English Learner Cohort In Grade 3 / Biglerville Elementary School	True
Meeting Annual Academic Proficiency Expectations (PVAAS)/Student Assessment Measures - English Language Arts/Literature Cohort/Biglerville High School	True
Personnel resources to provide needed interventions and acceleration can be challenging to sustain/English Language Arts.	False
Professional development must be maintained and updated as new information is available/English Language Arts.	False
Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/English Language Arts.	True
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/English Language Arts.	True
Personnel resources to provide needed interventions and acceleration can be challenging to sustain/Mathematics.	False
Professional development must be maintained and updated as new information is available/Mathematics.	False
Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/Mathematics.	False
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Mathematics.	False
Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Science, Technology, & Engineering..	False
Limited personnel to provide technology coaching and experiences at the elementary level will present challenges in	False

implementing a systemic approach to computer science/Science, Technology, & Engineering..	
Quality professional development must be maintained and updated as new information is available and also be fiscally manageable/Science, Technology, & Engineering..	False
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Science, Technology, & Engineering..	False
Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Career Readiness, Career & Technical Education, & Social Studies.	False
The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.	True
Professional development must be maintained and updated as new information is available/Career Readiness, Career & Technical Education, & Social Studies.	False
Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Students With Disabilities & Students Considered Economically Disadvantaged.	True
Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Student Considered Economically Disadvantaged..	False
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.	False
Professional development must be maintained and updated as new information is available/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.	False
Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Supplemental LEA Plans.	False
Professional development must be maintained and updated as new information is available/Supplemental LEA Plans	False
The Upper Adams School District's ultimate goal is to allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. Unfortunately, current fiscal constraints and lack of State funding narrowly focuses needed funds to the essential operations of the District first with opportunities to discuss other academic priorities once those obligations are met.	False
The Upper Adams School District contracts with an outside party for recruitment of substitutes and classified staff members. Professional positions are filled by the District. The goal is to always recruit and retain fully credentialed, experienced and high-quality leaders and teachers. It continues to be a challenge to find qualified people for some positions that require specific certifications in special education or the fine arts. The school district partners with local colleges to increase the potential of qualified candidates applying for open positions as well as advertising on local and digital platforms.	False

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - English Language Arts Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	Exposure versus mastery appear to be a competing set of values and goals. Pacing impacts each approach differently leading to inconsistencies in implementation and covered content.	True
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Grade 8 Science Cohort / Upper Adams Middle School		False
Percent English Language Arts Achievement - English Learner Cohort In Grade 3 / Biglerville Elementary School		False
Meeting Annual Academic Proficiency Expectations (PVAAS)/Student Assessment Measures - English Language Arts/Literature Cohort/Biglerville High School		False
Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/English Language Arts.	Identification of applicable interventions and corresponding differentiation in the classroom.	False
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/English Language Arts.	Larger class sizes create challenges in delivering academic content, meeting the needs of special learners, student engagement, and classroom management. Personnel is one of the largest fixed costs a school district faces with budget planning. With the fiscal constraints increasing each year, adding new personnel gets more difficult which creates challenges in providing support services for students as well as delivering content to student with fidelity.	False
The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.	The Upper Adams School District building leaders will create a positive school climate.	True
Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Students With Disabilities & Students Considered Economically Disadvantaged.	Identification of applicable interventions and corresponding differentiation in the classroom.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Universal screenings provide excellent data for teachers to plan acceleration and remedial reading groups as needed and appropriate/English Language Arts.	Universal screenings provide excellent data for teachers to plan acceleration and remedial reading groups as needed and appropriate/English Language Arts.
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/English Language Arts.	End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/English Language Arts.
Diagnostic Assessments utilized in English Language Arts provide specific and actionable data to help teachers meet the needs of the students/English Language Arts.	Diagnostic Assessments utilized in English Language Arts provide specific and actionable data to help teachers meet the needs of the students/English Language Arts.
State diagnostic tools provide teachers with reliable and predictive data to develop and individualized learning pathway for success for each of their learners/English Language Arts.	State diagnostic tools provide teachers with reliable and predictive data to develop and individualized learning pathway for success for each of their learners/English Language Arts.
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/Mathematics.	End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/Mathematics.
The specific curriculum designed for students with disabilities and English Learners provides a direct correlation to the core curriculum in the classroom for greater cohesiveness with content and alignment with pacing and learning goals between the regular and special education classroom/English Learners.	The specific curriculum designed for students with disabilities and English Learners provides a direct correlation to the core curriculum in the classroom for greater cohesiveness with content and alignment with pacing and learning goals between the regular and special education classroom/English Learners.
The intervention programs in place for our struggling students provide actionable data to the teacher to measure progress on goals and individual learning pathways/Students With Disabilities & Students Considered Economically Disadvantaged.	The intervention programs in place for our struggling students provide actionable data to the teacher to measure progress on goals and individual learning pathways/Students With Disabilities & Students Considered Economically Disadvantaged.
The Upper Adams School district fosters a vision and culture of high expectations for success for all students, educators, and families. Our vision is all students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.	The Upper Adams School district fosters a vision and culture of high expectations for success for all students, educators, and families. Our vision is all students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.
The Upper Adams School District, in particular the Department of Student Services, coordinates and monitors supports aligned with students' and families' needs. These include students with disabilities, language barriers, or health concerns. The Upper Adams School District's Social Worker assists families as well.	The Upper Adams School District, in particular the Department of Student Services, coordinates and monitors supports aligned with students' and families' needs. These include students with disabilities, language barriers, or health concerns.

Analyzing Priority Challenges	Priority Statements
	Through gathering and analyzing data on student academic, attendance, and behavioral outcomes, the district can provide access to resources and support to effectively promote student achievement and growth.
	The Upper Adams School District building leaders will create a positive school climate.

Future Ready PA Index

Strengths

Indicator	Comments/Notable Observations
High School Graduation Rate/Four-Year Cohort All Student Group Exceeds 2033 Statewide Goal/College & Career Measures	Biglerville High School
Student Growth on Pennsylvania State Assessments In Literature, Algebra I, & Biology/ All Student Group Exceeds Interim Student Growth Goal/Improvement Target/State Assessment Measures	Biglerville High School
Percent Career Standards Benchmark/All Student Group Exceeds Performance Standard/College & Career Measures	Upper Adams Middle School
Exceeding Annual Academic Growth Expectations (PVAAS)/Mathematics & Science/All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures	Upper Adams Middle School
Meeting Annual Academic Growth Expectations (PVAAS)/Science/All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures	Upper Adams Intermediate School
Meeting Annual Academic Growth Expectations (PVAAS)/Mathematics All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures	Upper Adams Intermediate School
Student Attendance/All Student Group/ Meets Interim Goal/Improvement Target/State Assessment Measures	Biglerville Elementary School
Percent Career Standards Benchmark/All Student Group Exceeds Performance Standard/College & Career Measures	Biglerville Elementary School

Challenges

Indicator	Comments/Notable Observations
Meeting Annual Academic Achievement Expectations In Literature, Algebra I, & Biology/All Student Group Did Not Meet the Standard Demonstrating Proficiency/State Assessment Measures	Biglerville High School
Advanced on Pennsylvania State Assessments In Literature, Algebra I, & Biology All Student Group/State Assessment Measures	Biglerville High School
All Student Group Did Not Meet the Standard Demonstrating Growth/State Assessment Measures in English Language Arts	Upper Adams Middle School
Assessments/Science All Student Group Did Not Meet Interim Goal/Improvement Target/State Assessment Measure	Upper Adams Middle School

Proficient or Advanced on Pennsylvania State Assessments/English Language Arts/All Student Group Did Not Meet Interim Goal/Improvement Target/State Assessment Measures	Upper Adams Intermediate School
Advanced on Pennsylvania State Assessments/English Language Arts/All Student Group/State Assessment Measures	Upper Adams Intermediate School
English Language Achievement and Attainment All Student Group Did Not Meet Interim Goal/Improvement Target/On-Track Measures	Biglerville Elementary School
Mathematics Achievement and Attainment All Student Group Did Not Meet Interim Goal/Improvement Target/On-Track Measures	Biglerville Elementary School

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

Strengths

Indicator	
Indicator Meeting Annual Academic Growth Expectations (PVAAS)/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Biology Cohort Group / Biglerville High School	**Comments/Notable Observations** Economically Disadvantaged Students Exceeded State Goal For Growth Expectations: 76.0% Met Expected Growth Target White Students Exceeded State Goal For State Goal For Growth Expectations: 81.0% Met Expected Growth Target
Indicator Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** English Language Arts/Literature Cohort / Biglerville High School	**Comments/Notable Observations** Hispanic Students Met State Goal For Achievement & Increased Achievement From Previous Year: 56.1% Proficient & Advanced All Student Group Students Met State Goal For Achievement & Increased Achievement From Previous Year: 67.2% Proficient & Advanced
Indicator Career Standards Benchmark/College & Career Measures **Grade Level(s) and/or Student Group(s)** All Students In Grades 7 & 8 / Upper Adams Middle School	**Comments/Notable Observations** Hispanic Students Exceeded State Goal For Career Standards/Evidence : 100.0% Met Goal All Student Group Students Exceeded State Goal For Career Standards/Evidence : 100.0% Met Goal
Indicator Percent English Language Growth and Attainment/On-Track Measures **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** English Learner Students Met State Goal For Growth & Attainment: 15.4% Met Expected Growth Target Hispanic English Learner Students Met State Goal For Growth & Attainment: 35.4% Met Expected Growth Target

Indicator	Comments/Notable Observations
English Learner Cohort In Grades 7 & 8 / Upper Adams Middle Schoo	
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Grade 4 Science Cohort / Upper Adams Intermediate School	**Comments/Notable Observations** Economically Disadvantaged Students Met State Goal For Achievement & Increased Achievement From Previous Year: 80.0% Proficient & Advanced All Student Group Students Met State Goal For Achievement & Increased Achievement From Previous Year: 84.9% Proficient & Advanced
Indicator Meeting Annual Academic Growth Expectations (PVAAS)/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Mathematics Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	**Comments/Notable Observations** Hispanic Students Met State Goal For Achievement & Increased Achievement From Previous Year: 94.0% Proficient & Advanced All Student Group Students Met State Goal For Achievement & Increased Achievement From Previous Year: 98.0% Proficient & Advanced
Indicator Regular Attendance/On-Track Measures **Grade Level(s) and/or Student Group(s)** All Grade 3 Student Cohort / Biglerville Elementary School	**Comments/Notable Observations** Hispanic Students Met The State Goal For Attendance Expectations: 89.0% Had Regular Attendance English Language Students Exceeded The State Goal For Attendance Expectations: 86.7% Had Regular Attendance

Indicator	Comments/Notable Observations
Indicator Meeting Annual Academic Proficiency Expectations/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** English Language Arts/Literature Cohort/Biglerville High School	**Comments/Notable Observations** All Student Group Students Did Not Meet State Goal For Achievement: 67.2% Met Expected Growth Target
Indicator Advanced on Pennsylvania State Assessments/Student Assessment	**Comments/Notable Observations** All Student Group Who Received An Advanced Score Was 9.7% The Total Number Of Economically Disadvantaged Students Who Received An Advanced Score Was 5.3%

Measures **Grade Level(s) and/or Student Group(s)** English Language Arts/Literature Cohort/Biglerville High School	
Indicator Proficient or Advanced on Pennsylvania State Assessments/Student Assessment **Measures** **Grade Level(s) and/or Student Group(s)** Grade 8 Science Cohort / Upper Adams Middle School	**Comments/Notable Observations** Year: 57.9% Proficient & Advanced Economically Disadvantaged Student Group Students Did Not Meet The State Goal For Achievement : 55.4% Proficient & Advanced
Indicator Meeting Annual Academic Growth Expectations (PVAAS)/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Grade 8 Science Cohort / Upper Adams Middle School	**Comments/Notable Observations** Hispanic Students Did Not Meet The State Goal For Growth & Declined In Performance From The Previous Year: 68.0% Met Expected Growth Target Combined Ethnicity Student Group Students Did Not Meet The State Goal For Growth & Declined In Performance From The Previous Year: 69.0%/ Met Expected Growth Target
Indicator Proficient or Advanced on Pennsylvania State Assessments/Student Assessment **Measures** **Grade Level(s) and/or Student Group(s)** English Language Arts (ELA) Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	**Comments/Notable Observations** All Student Group Students Did Not Meet The State Goal For Achievement : 55.1% Proficient & Advanced Student With Disabilities Student Group Students Did Not Meet The State Goal For Achievement: 25.3% Proficient & Advanced
Indicator Advanced on Pennsylvania State Assessments/Student Assessment **Measures** **Grade Level(s) and/or Student Group(s)** Mathematics Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	**Comments/Notable Observations** The Total Number Of Hispanic Students Who Received An Advanced Score Was 7.8% The Total Number Of Economically Disadvantaged Students Who Received An Advanced Score Was 11.2%
Indicator Percent English Language Growth and	**Comments/Notable Observations** Economically Disadvantaged Students Did Not Meet State Goal For Proficiency: 37.5% Met Expected

Attainment/On-Track Measures **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged & Hispanic Cohorts In Grade 3 / Biglerville Elementary School	Growth Target Hispanic Students Did Not Meet State Goal For Growth & Attainment: 25.8% Met Expected Growth Target
Indicator Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** English Language Arts/Literature Cohort In Grade 3 / Biglerville Elementary School	**Comments/Notable Observations** The Total Number Of Hispanic Students Who Received An Advanced Score Was 3.2% The Total Number Of Students From The All Student Group Who Received An Advanced Score Was 10.2%

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.

High School Graduation Rate/Four-Year Cohort - All Student Group Exceeds 2030 Statewide Goal/College & Career Measures
Meeting Annual Academic Growth Expectations (PVAAS)/Science/Biology All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures / Upper Adams Intermediate School
Regular Attendance/On-Track Measures - All Grade 3 Student Cohort / Biglerville Elementary School

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.

Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - English Language Arts Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Grade 8 Science Cohort / Upper Adams Middle School
Percent English Language Arts Achievement - English Learner Cohort In Grade 3 / Biglerville Elementary School
Meeting Annual Academic Proficiency Expectations (PVAAS)/Student Assessment Measures - English Language Arts/Literature Cohort/Biglerville High School

English Language Arts

Data	Comments/Notable Observations
Dynamic Indicators of Basic Early Literacy Skills (D.I.B.E.L.S.)/Biglerville Elementary School	D.I.B.,E.L.S. is a series of short tests that assess K-3 literacy. It is a set of procedures and measures for assessing the acquisition of a set of K-3 literacy skills, such as phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension.
Fountas & Pinnell Leveled Literacy Intervention System/Biglerville Elementary School	Fountas & Pinnell Leveled Literacy Intervention provides instruction for students who find reading and writing difficult.
Wonders Unit Assessments/Upper Adams Intermediate School	Wonders Unit Assessments focuses on key areas of English Language Arts—comprehension of literature and informational text, vocabulary acquisition and use, command of the conventions of the English language, and genre writing in response to sources.
iXL Diagnostic Assessments & Individual Learning Paths/Upper Adams Middle School	iXL utilizes adaptive diagnostic assessments paired with individualized learning paths to promote academic growth.
Classroom Diagnostic Tools (CDT)/Upper Adams Intermediate School, Upper Adams Middle School, & Biglerville High School	Classroom Diagnostic Tools (CDT) are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). They provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner.

English Language Arts Summary

Strengths

Universal screenings provide excellent data for teachers to plan acceleration and remedial reading groups as needed and appropriate/English Language Arts.
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/English Language Arts.
Diagnostic Assessments utilized in English Language Arts provide specific and actionable data to help teachers meet the needs of the students/English Language Arts.
State diagnostic tools provide teachers with reliable and predictive data to develop and individualized learning pathway for success for each of their learners/English Language Arts.

Challenges

Personnel resources to provide needed interventions and acceleration can be challenging to sustain/English Language Arts.
Professional development must be maintained and updated as new information is available/English Language Arts.
Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/English Language Arts.

Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/English Language Arts.

Mathematics

Data	Comments/Notable Observations
Math in Focus Unit Assessments/Biglerville Elementary School & Upper Adams Intermediate School	Math in Focus provides an authentic Singapore math curriculum, highlighting problem solving as the focus of mathematical learning. The assessment program evaluates concepts using a concrete-pictorial-abstract learning progression to anchor learning in real-world and hands-on experiences.
iXL Diagnostic Assessments & Individual Learning Paths/Upper Adams Middle School	iXL utilizes adaptive diagnostic assessments paired with individualized learning paths to promote academic growth.
Classroom Diagnostic Tools (CDT)/Upper Adams Intermediate School, Upper Adams Middle School, & Biglerville High School	Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner.

Mathematics Summary

Strengths

End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/Mathematics.
Diagnostic Assessments provide specific and actionable data to help teachers meet the needs of the students/Mathematics.
Online learning tools provide motivation, high student engagement, and prescriptive data for teachers to better plan for the needs of their students/Mathematics.

Challenges

Personnel resources to provide needed interventions and acceleration can be challenging to sustain/Mathematics.
Professional development must be maintained and updated as new information is available/Mathematics.
Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/Mathematics.
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Environmental Educational Camp/Upper Adams Intermediate School	Students explore natural ecosystems, with an aim to becoming better stewards of the natural wonders within their community and the world at large. Lessons use the natural world to teach concepts such as habitats and ecosystems, animal adaptations, and human impact and sustainability. The lessons complement the curriculum students are learning in the classroom and address the standards developed by the State. The lessons are in the areas of education, ecology, environmental issues, outdoor living skills, or team building.
21st Century Computer Skills	Students develop skills necessary for high school, college, and career-based projects. Various Apple and

Learning Course/Upper Adams Middle School	Microsoft applications, as well as web-based software are utilized. Proper use and care of the computer are stressed as well as file organization, management, digital citizenship and digital ethics. Project-based learning occurs through the use of research and multimedia presentations, utilizing the learning management system. Cross-curricular projects are an integral part of the course.
Advanced Computer Courses/Biglerville High School	Biglerville High School continues to add additional advanced computer science and application courses at the high school level to meet student needs in the area of science, technology, and engineering.

Science, Technology, and Engineering Education Summary

Strengths

Environmental Education continues benefit the students at the Upper Adams School District with robust and diverse experiences in agriculture, ecology, sustainability, and general environmental concepts/Science, Technology, & Engineering.
All Upper Adams Middle School students must complete the 21st Century Computer Skills Learning Course which helps to prepare them for digital learning/Science, Technology, & Engineering..
The Upper Adams School District is a 1:1 school district with every student having their own device/Science, Technology, & Engineering..
Students can take various computer application and computer language courses to develop a foundation in coding, applications, and other digital platforms/Science, Technology, & Engineering..

Challenges

Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Science, Technology, & Engineering..
Limited personnel to provide technology coaching and experiences at the elementary level will present challenges in implementing a systemic approach to computer science/Science, Technology, & Engineering..
Quality professional development must be maintained and updated as new information is available and also be fiscally manageable/Science, Technology, & Engineering..
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Science, Technology, & Engineering..

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Students participates in surveys, activities and skill building tools to provide the self awareness needed to identify realistic career goals.
Career Portfolios	School counselors maintain career portfolios to document student interest, progression, and knowledge about career pathways.
Internship/Job Shadowing	The Upper Adams School District provides student internships and job shadowing opportunities as available and appropriate.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agricultural Mechanization, General	CIP CODE: 01.0201
Agricultural Production Operations, General	CIP CODE: 01.0301

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)

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

Data	Comments/Notable Observations
Assessment of Civic Knowledge	Act 35 of 2018 requires that all school entities administer a locally developed assessment of U.S. history, government, and civics at least once to students during grades 7-12.

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

Delaware Valley University

Agreement Type

Local Articulation

Program/Course Area

Animal Care I / Animal Care II / Agricultural Science

Uploaded Files

Articulation Agreement - Delaware Valley.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.

With the implementation of Smart Futures, the career evidence and readiness standards are being met with high student engagement and and a systemic pathway to explore, research, and identify potential career aspirations from students/Career Readiness.
The Upper Adams School District offers two approved Career & Technical Education (CTE) programs from the Pennsylvania Department of Education/CTE Programs.
The Upper Adams School District continues to utilize the United States Naturalization Test to meet the expectations and spirit of ACT 35 implementation/Social Studies.

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.

Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Career Readiness, Career & Technical Education, & Social Studies.
The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.
Professional development must be maintained and updated as new information is available/Career Readiness, Career & Technical Education, & Social Studies.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA Assessments	This assessment is given annually to students in Grades 1-12. It tests students' language in the four domains: Listening, Reading, Speaking, Writing.
Parent Surveys/Parent Information Nights	Several parent and information evenings are held for English Learners throughout the school year. Surveys are completed at the conclusion of these events to assist with programming, curriculum needs, and areas of improvement for communication in the future.
Elementary EL Specific Curriculum	Wonders for English Learners offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons build speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.

Students with Disabilities

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

Data	Comments/Notable Observations
Elementary English Language Arts (ELA) Specific Curriculum for students with disabilities.	WonderWorks supports struggling readers and writers through research-based, data-driven, systematic instruction. WonderWorks' goal is to move students back to grade-level standards and promotes literacy by building foundational skills, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment.
Wilson Reading System Intervention Program	The Wilson Reading System Intervention Program is for students in grades 2-12 with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multi-sensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.
Progress Monitoring	Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Title I Programming / Federal Programs	Title I Programming in English Language Arts (ELA) is provided at Biglerville Elementary School through the Consolidated Application for Federal Programs. Title I impacts economically disadvantages students by providing supplemental resources and instruction to students.
Access To Technology	The Upper Adams School District is committed to maximizing access to all students in our rural community. This includes providing a device to all students and a "Hotspot" as needed for families to access the Internet.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	All communications, curriculum materials. community outreach, and parent engagement activities are provided with translated materials or translating services.

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.

Federal Programs funding has provided supplemental resources for both our economically disadvantaged students and English Learners and has helped the Upper Adams School District to enhance the programs for these specific student groups/Students Considered Economically Disadvantaged .
The 1:1 initiative has enabled our economically disadvantaged students to have greater accessibility to technology in order for them to have higher student engagement with the digital content/resources the school district provides//Students Considered Economically Disadvantaged.
The specific curriculum designed for students with disabilities and English Learners provides a direct correlation to the core curriculum in the classroom for greater cohesiveness with content and alignment with pacing and learning goals between the regular and special education classroom/English Learners.
The intervention programs in place for our struggling students provide actionable data to the teacher to measure progress on goals and individual learning pathways/Students With Disabilities & Students Considered Economically Disadvantaged.

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.

Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Students With Disabilities & Students Considered Economically Disadvantaged.
Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Student Considered Economically Disadvantaged..
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.
Professional development must be maintained and updated as new information is available/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.

Upper Adams MS

Priority Challenge	Comments and Notable Observations
Grade-level teams do not have a formal process for analyzing data to inform instruction and lack structured collaboration time.	Grade-level teams will hold collaboration time to analyze data and change instructional practices.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	Varied assessments will be utilized by teachers and analyzed at grade-level team meetings and school-wide to determine instructional change and meet student needs.
Currently, Upper Adams Middle School does not have an early warning framework with defined thresholds for tiered response and movement.	A core team will monitor student achievement and behavioral data and create thresholds for tiered movement regarding academics and behavior.

Systemic LEA Challenges
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Mathematics
The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Program/plan components reviewed annually and updated as needed and appropriate.
Title 1 Program	Program/plan components reviewed annually and updated as needed and appropriate. Program is Target Assistance (TA) and focuses on reading intervention needs of students.
Student Services	Program/plan components reviewed annually and updated as needed and appropriate.
K-12 Guidance Plan (339 Plan)	Program/plan components reviewed annually and updated as needed and appropriate. Annual School Counselor Advisory Board (SCAB) Meetings are held to gain stakeholder feedback and recommended any changes,
Technology Plan	Program/plan components reviewed annually and updated as needed and appropriate.
English Language Development Programs	Program/plan components reviewed annually and updated as needed and appropriate. Title III Program is part of a consortium with two other local school districts that consolidate funds to provide a more robust set of services to the English Learners.

Strengths

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

The Title I Program provides supplemental reading resources and instruction to the lowest 20% of struggling students at Biglerville Elementary School/Supplemental LEA Plans.
All plans are reviewed annually and provided any revisions as needed based on current law and legislation/Supplemental LEA Plans.
The technology plan provides a 1:1 experience for all students as well as opportunities for accessibility to "Hotspots" for Internet connectivity/Supplemental LEA Plans.
The K-12 Guidance Plan (339 Plan) is continuously evaluated by the school counselors for compliance and student need/Supplemental LEA Plans.

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.

Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Supplemental LEA Plans.
Professional development must be maintained and updated as new information is available/Supplemental LEA Plans

Goal Setting

Priority: Through gathering and analyzing data on student academic, attendance, and behavioral outcomes, the district can provide access to resources and support to effectively promote student achievement and growth.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)
By June 30, 2028, develop a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs.

Measurable Goal Nickname (35 Character Max)
Student Achievement and Effective Instructional Practices

Target Year 1	Target Year 2	Target Year 3
By June 30, 2026, evaluate current frameworks in place and determine improvement areas that will better integrate data and instruction to maximize student achievement and support students social, emotional, and behavior needs.	By June 30, 2027, implement and evaluate new and existing frameworks together and collect dats on its effectiveness to better integrate data and instruction to maximize student achievement and support students social, emotional, and behavior needs.	By June 30, 2028, develop a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs.

Priority: The Upper Adams School District building leaders will create a positive school climate.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)
By June 30, 2028, increase the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.

Measurable Goal Nickname (35 Character Max)
Positive School Climate

Target Year 1	Target Year 2	Target Year 3
By June 30, 2026, evaluate the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.	By June 30, 2027, implement steps to increase the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.	By June 30, 2028, increase the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.

Action Plan

Measurable Goals

Student Achievement and Effective Instructional Practices	Positive School Climate

Action Plan For: Early Warning Intervention and Monitoring System

Measurable Goals:

- By June 30, 2028, develop a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs.

Action Step		Anticipated Start/Completion Date	
Identify the current frameworks at each grade level that are currently being implemented and create recommendations for enhancements and effectiveness for 2026-2027.		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals / Curriculum Director / Classroom Teachers	Framework review to determine what is currently available	Yes	No

Action Step		Anticipated Start/Completion Date	
Implement recommendations for enhancements and effectiveness into the current frameworks and evaluate the outcome on student growth and achievement.		2026-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals / Curriculum Director / Classroom Teachers	Revised Framework with current recommendations for enhancements and effectiveness	Yes	Yes

Action Step		Anticipated Start/Completion Date	
Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.		2027-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals / Curriculum Director / Classroom Teachers	Framework for the Early Warning Intervention and Monitoring System	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Early Warning Intervention and Monitoring System for K-12.	Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration

Action Plan For: Community Conversations / Stakeholder Feedback

Measurable Goals:

- By June 30, 2028, increase the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.

Action Step		Anticipated Start/Completion Date	
Gather regular input from families, students, and educators through community conversations and school climate surveys.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration/Board of School Directors/Teachers	Survey Tools / School Climate Data Community Data/Demographics (As Applicable)	No	Yes

Action Step		Anticipated Start/Completion Date	
Collect and analyze data to measure student, staff, and family engagement.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration/Board of School Directors/Teachers	Survey Tools / School Climate Data Community Data/Demographics (As Applicable)	No	Yes

Action Step		Anticipated Start/Completion Date	
Develop and implement a strategy for partnering with local businesses, community organizations, and other agencies aligned to the needs of the Upper Adams School District		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Staff Members	Key Stakeholders	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The Upper Adams School District will secure positive relationships and community buy-in with their initiatives and operations.	Continuous Review Of School Climate Data / Building Survey Data / Event Involvement

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Early Warning Intervention and Monitoring System	Identify the current frameworks at each grade level that are currently being implemented and create recommendations for enhancements and effectiveness for 2026-2027.
Early Warning Intervention and Monitoring System	Implement recommendations for enhancements and effectiveness into the current frameworks and evaluate the outcome on student growth and achievement.
Early Warning Intervention and Monitoring System	Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.

Early Warning Intervention and Monitoring Framework Review

Action Step
• Identify the current frameworks at each grade level that are currently being implemented and create recommendations for enhancements and effectiveness for 2026-2027.

Audience
Principals / Asst. Principals

Topics to be Included
Strategic Use of Data How to Access & Effectively Document Data

Evidence of Learning
Student Data Profiles

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Four Sessions Per Year

Observation and Practice Framework Met in this Plan
• 4e: Growing and Developing Professionally
• 4f: Showing Professionalism
• 1d: Demonstrating Knowledge of Resources
• 1b: Demonstrating Knowledge of Students
• 4d: Participating in a Professional Community
• 4b: Maintaining Accurate Records
• 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

Implementation of Revised Early Warning Intervention and Monitoring Framework With Recommended Enhancements

Action Step

- Implement recommendations for enhancements and effectiveness into the current frameworks and evaluate the outcome on student growth and achievement.

Audience

Classroom Teachers Principals / Asst. Principals

Topics to be Included

Early Warning Intervention and Monitoring Framework Review Data Exemplars Targeted Student Tier Goals

Evidence of Learning

Teacher Work Samples Student Data Profiles From Class Rosters

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals / Curriculum Director / Classroom Teachers	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Four Sessions Per Year

Observation and Practice Framework Met in this Plan

- 4f: Showing Professionalism
- 1d: Demonstrating Knowledge of Resources
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 1b: Demonstrating Knowledge of Students
- 3d: Using Assessment in Instruction
- 4b: Maintaining Accurate Records
- 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

Evaluate Early Warning Intervention and Monitoring Framework Validity

Action Step

- Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.

Audience

Classroom Teachers Principal / Assistant Principals		
Topics to be Included		
Grade level student data analysis and instructional matching: intervention, enrichment, and acceleration.		
Evidence of Learning		
Student Data Profiles / Student Data Analysis Validating Targeted Interventions / Enrichment / Differentiation Lesson Planning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principals / Curriculum Director / Classroom Teachers	2027-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Four Sessions Per Year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Structured Literacy Professional Learning Communities

Action Step		
• Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.		
Audience		
Classroom Teachers Principals / Assistant Principals		
Topics to be Included		
Strategic use of the Early Warning Intervention and Monitoring Framework to provide targeted student literacy interventions based on data.		
Evidence of Learning		
Structured Literacy Interventions Analysis Student Data Profiles Assessment Data - Literacy Benchmarks		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principals / Curriculum Director / Classroom Teachers	2027-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	One Time Per Year
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction	
• 1f: Designing Student Assessments	
• 4f: Showing Professionalism	

- 1d: Demonstrating Knowledge of Resources
- 4e: Growing and Developing Professionally
- 1b: Demonstrating Knowledge of Students
- 4d: Participating in a Professional Community
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4a: Reflecting on Teaching
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Structured Literacy

Communications Activities

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement recommendations for enhancements and effectiveness into the current frameworks and evaluate the outcome on student growth and achievement.	Teachers Staff Members	Accessing & Completing The Early Warning Intervention and Monitoring Child Data Profile Identifying, Selection, Implementing, & Monitoring Student Interventions	Building Principals	07/01/2026	06/30/2027

Communications

Type of Communication	Frequency
Presentation	As Needed During Professional Development Days

Early Warning Intervention and Monitoring Framework Training

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.	Teachers Staff Member	Review of the Early Warning Intervention and Monitoring Framework Simulations of Entries & Interventions Evaluation of Effectiveness	Building Principals	07/01/2027	06/30/2028

Communications

Type of Communication	Frequency
Presentation	As Needed During Professional Development Days
Email	Quarterly

Family Data Collection / Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Gather regular input from families, students, and educators through community conversations and school climate surveys.	Board of School Directors District Administration	Social-Emotional Learning Student Supports Building Culture & Culture School - To - Home Communication	Administrative Team Building School Climate Committee	07/01/2025	06/30/2026

Communications

Type of Communication	Frequency
Other	Annually
Presentation	Annually By IU Personnel (As Needed)

School climate Data Analysis

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Board of School Directors District Administration	Social-Emotional Learning Student Supports Building/District Climate & Culture	Administrative Team Building School Climate Committee	07/01/2026	06/30/2027

Communications

Type of Communication	Frequency
Presentation	Annually By IU Personnel (As Needed)
Presentation	School Board Presentation - Annually

Community Collaboration

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Board of School Directors	Community Partnerships Community Collaborations	Administrative Team Community/Business Stakeholders	07/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Newsletter	Three Times A Year

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments "to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined". As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

1. Identify your school entity type from the drop-down list:

School District

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	440
3 - 5	Yes	342
6 - 8	Yes	252
9 - 12	Yes	491
	Total	1525

Chapter 4

Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
PA-Core Mathematics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Science and Technology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Civics and Government	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Economics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Geography	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
History	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Arts and Humanities	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Health, Safety, and Physical Education	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Family and Consumer Sciences	6-8, 9-12	6-8, 9-12
Reading and Writing for Science and Technical Subjects	6-8, 9-12	6-8, 9-12
Reading and Writing for History and Social Studies	6-8, 9-12	6-8, 9-12
Career Education and Work	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards	Yes

☐ Elementary Grade Level content does not apply.

☐ Secondary Grade Level content does not apply.

6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

The Upper Adams School District meets with each curricular area every other year to review, revise, update, and refine curricular topics, standards, activities, and resources within a particular curricular area given the available data at that time. During each single year, a rewrite of a specific curricular area is completed based on any updated standards, guidance, resources, and data that may be available from local, state, and national sources. The completed curriculum is then presented for approval to the Upper Adams School District Board of School Directors each spring for adoption. Curriculum revisions and rewriting for all levels will emphasize objectives of planned courses and the instructional units to be achieved b all students. The curriculum will identify content, materials, activities, and estimated instructional time to be devoted to achieving the designed curriculum targets. Assessments for measurement of mastery of the objectives identified in the curriculum will be both valid and reliable in development and implementation. Relationships between the planned course and Pennsylvania Core Standards will be identified and communicated to all stakeholders.

7. List resources, supports or models that are used in developing and aligning curriculum.

The Upper Adams School District supports a "Best Practices" model for writing, developing, and aligning curriculum. Firefly is a curriculum database that provides a structured, digital tool to create the scope and sequence, Know-Understand-Do indicators, standards alignment, and the development of the Student Learning Map outlining essential questions and concepts to be taught. The Upper Adams School District educators utilize state and national standards, resources from the Pennsylvania Standards-Aligned-System Website, model curriculums, current resources, and

professional development opportunities from the local Intermediate Units and PaTTAN Partners.

8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.

The Upper Adams School District curriculum is provided digitally through our Firefly Curriculum Database. This provides realtime, anywhere access to all curriculum documents for any educator with accessibility to the Internet. The majority of the instructional resources available to the educators are digital and can be accessed through a variety of websites. Hardcopies/Print Version of resources are available as needed for the educators to us in their respective school buildings.

Planned instruction consists of at least the following elements: (Chapter 4.12)

9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
10. Essential content is developed from PA Core/Academic Content Standards.	Yes
11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.	Yes
12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.	Yes
13. Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
14. Course objectives to be achieved by all students are identified.	Yes
15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

Curriculum revisions will emphasize objectives of planned courses and the instructional units to be achieved by all students. The curriculum will identify content, materials, activities, and estimated instructional time to be devoted to achieving the designed curriculum targets. Assessments for measurement of mastery of the objectives identified in the curriculum will be both valid and reliable in development and implementation. Relationships between the planned course and Pennsylvania Core Standards will be identified and communicated to all stakeholders. During the upcoming Comprehensive Planning Cycle, the Upper Adams School District will be revising and implementing the new Pennsylvania STEELS Science Standards by updating, refining, and creating curriculum to match the new expectations. Additional focus areas for curriculum writing and

revision during the upcoming Comprehensive Planning Cycle include world languages, social studies, and enhancements within the Vocational Agriculture Programming. Curriculum writing and revisions take place during the summer months as well as during planned professional development days. A "pilot" program is being implemented to identify curriculum leaders among the teaching staff members that can step into a leadership role for their content area and/or grade level. The goal with this program is to create more accountability and ownership for the curriculum.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?   Yes

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?   Yes

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

☐ Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes must equal 100%)

A. Data Available Classroom Teachers	41
B. Non-Data Available Classroom Teachers	44
C. Non-Teaching Professionals	10
D. Principals	5
Total	100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	1c: Setting Instructional Outcomes	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2c: Managing Classroom Procedures	2d: Managing Student Behavior
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	4d: Participating in a Professional Community	4e: Growing and Developing Professionally

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

The Upper Adams School District plans to introduce professional development workshops that are tailored to the specific strengths identified, allowing teachers to delve deeper into their areas of expertise. Additionally, we will work to provide the resources and tools that complement these strengths while offering more flexibility in curriculum planning, so teachers can design lessons that play to their strengths and engage students more effectively. To ensure these action steps are impactful, the Upper Adams School District will establish a regular review and feedback system. This system will allow teachers to reflect on their practice, assess the effectiveness of the new strategies and resources, and make adjustments as needed. By building upon the strengths found in the classroom teacher observations, we aim to create a more dynamic, engaging, and effective learning environment for our students.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4d: Participating in a Professional Community	4a: Reflecting on Teaching

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

The Upper Adams School District provides targeted professional development opportunities focused on the specific challenges observed. This could range from classroom management strategies to differentiated instruction techniques, ensuring that teachers have the tools and knowledge needed to tackle these challenges effectively. The Upper Adams School District also continues utilizing its new teacher induction program that pairs experienced educators with those seeking additional guidance, fostering a supportive community where teachers can share experiences and solutions. Additionally, resources may be allocated to ensure classrooms are equipped with the necessary materials and technology to overcome identified obstacles, promoting a more inclusive and adaptive learning environment. To ensure these measures are effectively implemented, regular follow-up observations and feedback sessions will be conducted, allowing for the monitoring of progress and the adjustment of strategies as needed. This comprehensive approach aims not only to address the immediate challenges but also to build a more resilient and responsive teaching and learning community.

6. What information is used to determine Principal Performance Goals?

Goals Set   **Comments/Considerations**

Provided at the district level	Student Achievement Data; Teacher Evaluations; School Climate Surveys; Professional Growth; Operational Efficiency; Strategic Initiatives
Provided at the building level	School Performance Data; Feedback from School Community; Observations and Evaluations; Resource Management; Professional Development Needs; Compliance with Policies and Regulations; Alignment with District Goals
Individual principal choice	Personal Leadership Philosophy; Self-Assessment of Strengths and Weaknesses; Previous Performance Feedback; School's Strategic Needs
Other (state what other is)	Educational Trends and Best Practices; Professional Development Aspirations; Vision for the School;

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	K-3	Fluency Benchmarks
District-Designed Measure & Examination	4-6	Mathematics Benchmark For Automaticity / Mathematical Computation

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
Nationally Recognized Standardized Test	10-12	PSAT / SAT / ACT Participation & Performance
Industry Certification Examination	12	NOCTI
Student Projects Pursuant to Local Requirements	K-12 Special Education (IEP) Students As Decided By The Multi-Disciplinary Team (MDT) For The Student	Pictorial Representation of Content To Demonstrate Proficiency
Student Portfolios Pursuant to Local Requirements	K-12 Special Education (IEP) Students As Decided By The Multi-Disciplinary Team (MDT) For The Student	Evidence-Based Artifacts Based On Student Proficiency Level & Course Enrollment To Demonstrate Knowledge Of Content Standards

Based on the responses above, would instructional practices be a priority in your comprehensive plan?   Yes

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment			Type of Assessment	
Pennsylvania State System of Assessment (PSSA)			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	No	Yes	Yes	

Assessment			Type of Assessment	
Keystone Exams			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
End Of Identified Course	No	No	No	Yes

Assessment			Type of Assessment	
World-Class Instructional Design & Assessment (WIDA)			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	Yes	Yes	Yes	Yes

Assessment
Local Common Assessments

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
End Of Identified Unit/Course	Yes	Yes	Yes	Yes

Assessment
Pennsylvania State System of Assessment (PSSA)

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
Annually	Yes	Yes	No	No

Assessment
McGraw-Hill Reading Wonders Benchmark Assessments

Type of Assessment
Benchmark

Frequency or Date Given	K-2	3-5	6-8	9-12
End Of Identified Unit/Course	Yes	Yes	No	No

Assessment
Dynamic Indicators Of Basic Early Literacy Skills (D.I.B.E.L.S.)

Type of Assessment
Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall/Winter/Spring	Yes	Yes	No	No

Assessment
Classroom Diagnostic Tools (CDT's)

Type of Assessment
Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall/Winter/Spring	No	Yes	Yes	Yes

Assessment			Type of Assessment	
Study Island Assessments			Formative	

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall/Winter/Spring	No	No	No	No

Assessment			Type of Assessment	
IXL Assessment			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Fall/Winter/Spring			Yes	

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No
Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

Assessment results are analyzed by District Staff Members as part of an ongoing process of data review and targeting individual student needs for remediation. Staff members review both local and state data in a variety of ways. Reports showing simple proficiency levels to detailed reviews (deficits) of standards with connections to the assessment anchors and/or eligible content not being mastered are available for each staff member. Trends and historical patterns are identified and students are appropriately grouped based on their educational need. Specific, targeted instructional strategies are planned for those students with both rigor and relevancy integrated into the strategies. Students that are not proficient are monitored with identified assessments, which are reviewed continuously to ensure students are making growth and are achieving. Individual student instructional plans are altered or rewritten as needed based on review of student assessment scores and progress.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan?   Yes

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Chief School Administrator

Date

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

School District

112018523

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STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-A)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Peer Helper Programs	Yes
Safety and Violence Prevention Program	Yes
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code)	Yes
Purchase of Security-Related Technology	Yes
Student, Staff and Visitor Identification Systems	Yes
Placement of School Resource Officers	No
Counseling Services available for all Students	Yes
Internet Web-Based System for the Management of Student Discipline	Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
In accordance with 22 Pa. Code 12.41(a) has a plan that includes policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device, and Cosmetic Act (35 P.S. 780-101-780-144). § 780-101—780-144)	Yes

Other Chapter 12 Requirements

Other Chapter 12 Requirements	In Compliance? Yes or No
Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))	Yes
Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))	Yes
Development and Implementation of Local Wellness Program (in compliance with 42 USCS §1758b)	Yes
Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42)	Yes
Acceptable Use Policy for Technology Resources 24 P.S. § 4604	Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature   Date

Upper Adams SD

Induction Plan (Chapter 49) | 2025 - 2028

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes

Other

Potential mentors must have received tenure and/or have satisfactory, documented work experience with the school district as determined by the Upper Adams School District Administrative Team.

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

The selection of mentors will be guided by the following "Essential Qualities of a Mentor Teacher": a. Knowledge and skills in the classroom. b. A commitment to the teaching profession and service to children. c. Instructional leadership. d. The ability to teach the district standards-based curriculum. e. The use of appropriate, effective problem-solving techniques. f. The use of a variety of instructional, classroom organizational, management and grouping techniques, g. The ability to convey enthusiasm for a subject to students. h. A willingness to give special attention to students requiring assistance. i. Success in fostering excellent student performance. j. The ability to give and receive constructive criticism. k. The ability to effectively communicate with colleagues, parents and students. l. Knowledge of policies and procedures within the specific school building. Further, the UASD will seek to recruit mentor teachers who: a. are tenured. b. Hold an Instructional II Certificate. c. Have taught a minimum of two years with the school entity. d. Are recognized and respected by colleagues. e. Teach at the same grade level or in the same subject area as the beginning teacher. f. Are assigned to classrooms in close proximity to the beginning teacher. The Upper Adams School District provides a rigorous and relevant induction program to all new professional staff members. New teachers are paired with a high quality mentor that have both the experience and communication skills to guide the new staff member towards success throughout the school year. New teacher mentors model continuous learning and reflection, have knowledge of Upper Adams School District policies, procedures and resources, are willing to accept additional responsibility, and be willing to complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
Other N/A	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

The Adam's County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each participating school entity. The Induction Consortium provides each inductee with a comprehensive manual focusing on Consortium and local goals based upon best practices. Seminars conducted under the auspices of the Adams County Teacher Induction Program are designed to address some of the general concerns faced by all beginning teachers. The seminars, scheduled throughout the school year, provide opportunities to meet and share first year experiences with beginning teachers from other schools and school entities. Specific needs of individual beginning teachers are assessed at the building level both formally and informally throughout the school year. At the Adams County Teacher Induction Program level, induction participants are asked to identify additional seminar topics at mid-year. These recommendations are used to develop an "Emerging Needs Seminar" to take place in the spring of the year. The Upper Adams School District provides a rigorous and relevant induction program to all new professional staff members. New teachers are observed a minimum of four times a school year by school administration as well as frequent

observations of their instructional practice by their mentor to identify needs. Regular meetings with mentors to reflect upon instructional practice are held throughout the school year. New employees review all available student assessment data to make informed decisions about classroom instruction. District Administration will review new teacher lesson plans routinely as part of their induction program at Upper Adams School District.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Comp_Plan_District_Induction_Schedule.pdf

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4f: Showing Professionalism

4c: Communicating with Families

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

Timeline

Year 1 Fall

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

4c: Communicating with Families

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

3d: Using Assessment in Instruction

1f: Designing Student Assessments

Timeline

Year 1 Winter

Year 2 Winter

Instructional Practices

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

3e: Demonstrating Flexibility and Responsiveness

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall
Year 2 Winter
Year 2 Spring

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2e: Organizing Physical Space

4d: Participating in a Professional Community

4f: Showing Professionalism

2a: Creating an Environment of Respect and Rapport

4a: Reflecting on Teaching

4c: Communicating with Families

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Standards/Curriculum

Selected Observation and Practice Framework(s):

3e: Demonstrating Flexibility and Responsiveness

4b: Maintaining Accurate Records

3b: Using Questioning and Discussion Techniques

4a: Reflecting on Teaching

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

3a: Communicating with Students

1b: Demonstrating Knowledge of Students

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Technology Instruction

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

2e: Organizing Physical Space

3b: Using Questioning and Discussion Techniques

2b: Establishing a Culture for Learning

3a: Communicating with Students

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

3d: Using Assessment in Instruction

3c: Engaging Students in Learning

1f: Designing Student Assessments

4a: Reflecting on Teaching

Timeline

Year 1 Fall

Year 1 Spring

Year 2 Fall

Year 2 Spring

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

4f: Showing Professionalism

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

4d: Participating in a Professional Community

4b: Maintaining Accurate Records

2b: Establishing a Culture for Learning

Timeline

Year 1 Fall

Year 2 Fall

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

3a: Communicating with Students

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

4a: Reflecting on Teaching

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 1 Winter
Year 1 Spring
Year 2 Winter
Year 2 Spring

Data informed decision making

Selected Observation and Practice Framework(s):

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

4d: Participating in a Professional Community

4a: Reflecting on Teaching

2d: Managing Student Behavior

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

3d: Using Assessment in Instruction

4b: Maintaining Accurate Records

1e: Designing Coherent Instruction

4e: Growing and Developing Professionally

Timeline

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

2b: Establishing a Culture for Learning

4a: Reflecting on Teaching

2e: Organizing Physical Space

2c: Managing Classroom Procedures

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Classroom and student management

Selected Observation and Practice Framework(s):

4a: Reflecting on Teaching

4f: Showing Professionalism

2a: Creating an Environment of Respect and Rapport

2e: Organizing Physical Space

2c: Managing Classroom Procedures

2d: Managing Student Behavior

1b: Demonstrating Knowledge of Students

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

Timeline

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Parental and/or community involvement

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

2d: Managing Student Behavior

2b: Establishing a Culture for Learning

4d: Participating in a Professional Community

4f: Showing Professionalism

2c: Managing Classroom Procedures

4c: Communicating with Families

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 2 Fall
Year 2 Winter
Year 2 Spring

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

4d: Participating in a Professional Community

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

4f: Showing Professionalism

4c: Communicating with Families

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

Timeline

Year 1 Fall

Year 2 Fall

Common Ground

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

2d: Managing Student Behavior

2a: Creating an Environment of Respect and Rapport

4a: Reflecting on Teaching

3c: Engaging Students in Learning

2c: Managing Classroom Procedures

1a: Demonstrating Knowledge of Content and Pedagogy

1f: Designing Student Assessments

4e: Growing and Developing Professionally

4f: Showing Professionalism

3a: Communicating with Students

Timeline

Year 1 Fall

Year 2 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):

2d: Managing Student Behavior

1f: Designing Student Assessments

3c: Engaging Students in Learning

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

2b: Establishing a Culture for Learning

4b: Maintaining Accurate Records

3d: Using Assessment in Instruction

1e: Designing Coherent Instruction

4c: Communicating with Families

1c: Setting Instructional Outcomes

3b: Using Questioning and Discussion Techniques

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Year 2 Spring

Other

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

1d: Demonstrating Knowledge of Resources

2a: Creating an Environment of Respect and Rapport

3a: Communicating with Students

4f: Showing Professionalism

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

Timeline

Year 1 Winter

Year 1 Spring

Year 2 Winter

Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

Each beginning teacher is expected to attend all Adams County workshops, seminars, local induction activities and building induction team meetings. In addition, beginning teachers must meet local expectation regarding peer visitations and maintain a log of induction activities' that provides the documentary base for entries on the Teacher Induction Criteria for Completion Form, This form, which includes a record of attendance for all consortium seminars, district and building level meetings and peer visitations, must be signed by all members of the building-level induction team and then submitted to the school district office for verification of completion of the program. All course are uploaded to the Act 48 System. The UASD will maintain records of those beginning teachers completing the induction process by: 1) giving each beginning teacher completing the program certification of this accomplishment, 2) placing a copy of the certification with the signed Teacher Induction Criteria for Completion Form in the teacher's personnel file. Participants in each County Induction Seminar will be asked to evaluate the effectiveness with which it achieved its intended goals/objectives. Summaries of the responses to these instruments will be reviewed annually by the County Induction Council as a means of making recommendations for program improvement. In addition, induction participants may be surveyed on an ongoing bases as well as at the end of the school year to determine the effectiveness of local level induction activities and the appropriateness of topics. The Upper Adams School District provides a rigorous and relevant induction program to all new professional staff members. The induction program is evaluated at both the county and District level annually to maintain fidelity with the program objectives and expectations set forth by the program. Current trends and research are considered when implementing and designing improvements for the program as well as feedback from new employees and mentors completing the program.

Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

N/A

Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date
Joseph L Albin	

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Chief School Administrator	Date

UPPER ADAMS SD

161 North Main Street

Professional Development Plan (Act 48) | 2025 - 2028

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.

b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.

c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.

d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.

f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

The Upper Adams School District Professional Development Committee meets annually to review the District Professional Development Survey and goals for the upcoming school year regarding Professional Development. The committee discusses current trends and areas for professional growth and works collaboratively to identify summer topics for professional development as well as topics for the upcoming school year that are most needed by teachers and staff members. These topics could include curriculum, technology, school safety, and technical trainings in specific content areas.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

EARLY WARNING INTERVENTION AND MONITORING FRAMEWORK REVIEW

Action Step	Audience	Topics to be Included	Evidence of Learning
Identify the current frameworks at each grade level that are currently being implemented and create recommendations for enhancements and effectiveness for 2026-2027.	Principals / Asst. Principals	Strategic Use of Data How to Access & Effectively Document Data	Student Data Profiles

Lead Person/Position	Anticipated Timeline
Building Principals	07/01/2025 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Four Sessions Per Year	1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4d: Participating in a Professional Community	
		1b: Demonstrating Knowledge of Students	
		4b: Maintaining Accurate Records	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		4f: Showing Professionalism	

IMPLEMENTATION OF REVISED EARLY WARNING INTERVENTION AND MONITORING FRAMEWORK WITH RECOMMENDED ENHANCEMENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement recommendations for enhancements and effectiveness into the current frameworks and evaluate the outcome on student growth and achievement.	Classroom Teachers Principals / Asst. Principals	Early Warning Intervention and Monitoring Framework Review Data Exemplars Targeted Student Tier Goals	Teacher Work Samples Student Data Profiles From Class Rosters

Lead Person/Position	Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Building Principals / Curriculum Director / Classroom Teachers	07/01/2026 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Four Sessions Per Year	1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 4b: Maintaining Accurate Records 1a: Demonstrating Knowledge of Content and Pedagogy 4f: Showing Professionalism	Language and Literacy Acquisition for All Students

EVALUATE EARLY WARNING INTERVENTION AND MONITORING FRAMEWORK VALIDITY

Action Step	Audience	Topics to be Included	Evidence of Learning
Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.	Classroom Teachers Principal / Assistant Principals	Grade level student data analysis and instructional matching: intervention, enrichment, and acceleration.	Student Data Profiles / Student Data Analysis Validating Targeted Interventions / Enrichment / Differentiation Lesson Planning

Lead Person/Position	Anticipated Timeline
Building Principals / Curriculum Director / Classroom Teachers	07/01/2027 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Four Sessions Per Year		Teaching Diverse Learners in Inclusive Settings

STRUCTURED LITERACY PROFESSIONAL LEARNING COMMUNITIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.	Classroom Teachers Principals / Assistant Principals	Strategic use of the Early Warning Intervention and Monitoring Framework to provide targeted student literacy interventions based on data.	Structured Literacy Interventions Analysis Student Data Profiles Assessment Data - Literacy Benchmarks

Lead Person/Position	Anticipated Timeline
Building Principals / Curriculum Director / Classroom Teachers	07/01/2027 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One Time Per Year	1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 1b: Demonstrating Knowledge of Students 4d: Participating in a Professional Community	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1e: Designing Coherent Instruction	
		1f: Designing Student Assessments	
		4f: Showing Professionalism	
		3c: Engaging Students in Learning	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

When is the first year the LEA will offer Structured Literacy Training to the staff?	2023-2024

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?
All K-12 educators and administrators in the Upper Adams School district that. teach,, support, or provide remediation/enrichment in literacy development.

Is the LEA using or planning to implement Structured Literacy (Select One)?
Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The Upper Adams School District Professional Education Plan is evaluated and reviewed annually by the Professional Development Committee (Members Elected By Teaching Peers) and the Administrative Team (Building Principals/District Administrators). Staff surveys, feedback, input, and administrative observations are all utilized to understand the successes and challenges current professional development opportunities have had with staff members. An annual Professional Development Plan/Schedule is developed and presented to the Board of School Directors for approval. Both the District Professional Development Committee & Administrative Team review current needs of the staff members and plan implementation steps for future professional development needs given fiscal, logistical, and curriculum considerations.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson: Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer: Date

Upper Adams SD

Gifted Education Plan Assurances (Chapter 16) | 2025 - 2028

Profile

LEA Type	AUN
School District	112018523

Address 1
161 North Main Street

Address 2

City	State	Zip Code
Biglerville	PA	17307-9228

Chief School Administrator

Chief School Administrator Email

Single Point of Contact Name
Dr. Brian Booher

Single Point of Contact Email
b.booher@upperadams.org

Single Point of Contact Phone	Single Point of Contact Extension
717-677-7191	2701

Gifted Education Plan Assurance

1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

The Upper Adams School District posts the annual Child Find/annual public notice on the district website. In addition, this notice is published in the Evening Sun & Gettysburg Times Newspaper each fall. The Evening Sun & Gettysburg Times are local newspapers that covers events in and around York & Adams County with a large circulation coverage in both counties. The Lincoln Intermediate Unit (LIU) provides additional copies of the notice to the special education administrators in the district. Additionally, the Pennsylvania Department of Education Gifted Program Guidelines resource document is posted on the Upper Adams School District website for reference. The student handbook at both elementary and secondary levels reference our gifted program. Moving forward our Department of Student Services website will also post the criteria.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

Building-Based teams within the Upper Adams School District will review results of student assessments and parent referral/input such as the Kaufman Brief Intelligence Test (K-BIT III), the Screening Assessment For Gifted Elementary & Secondary Students (SAGES-II), PSSA, Keystone Exams, or other district-identified assessments based upon the child's individual needs. Depending on these results, the team will determine the need for a Gifted Multidisciplinary Evaluation (GMDE). A parent/guardian may request an evaluation verbally or in writing at any time, with the limit of one request per school year. When the District receives the request, the parents or guardians will receive a Permission To Evaluate form within 10 calendar days of the written request. The District must receive a parent's or guardian's signature on the Permission to Evaluate form in order to proceed with the evaluation by the certified school psychologist. The district is currently evaluated the effectiveness of our universal screening tool, SAGES-III.

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

Students who are thought to be gifted, school counselors will perform a screening using the Screening Assessment For Gifted Elementary & Secondary Students (SAGES-II). The school counselor will also gather classroom data. Requests for gifted evaluations often come from parents, which then triggers the Gifted Multidisciplinary Evaluation process. Once a parent has signed Permission to Evaluate (PTE), a school psychologist will administer the Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V) and the Reading Comprehension and Math Problem Solving sections of the Wechsler Individual Achievement Test- Third Edition (WIAT-III). They will also gather updated teacher and parent input. When looking at qualification for the Gifted Program, there are several factors that we look at: The First Prong is the Intelligence Quotient (IQ): When

assessing cognitive ability, the school psychologist will first look at the Full Scale IQ (FSIQ) from the WISC-V. If the FSIQ is over 130 then the psychologist does not examine cognitive ability any further. If the FSIQ is not over 130, the psychologist will then look at the General Ability Index (GAI). If the GAI is over 130 then they will use this score for the first prong. If neither the FSIQ or GAI is over 130 but are within a reasonable range, the psychologist will then look at the Confidence Intervals (CI). If the CI falls in the range of 130 range and the student has strong academic performance, the psychologist may consider qualification under the first prong. The second Prong is academic performance: The school psychologist will examine scores obtained on the Math Problem Solving and Reading Comprehension subtest from the WIAT III. Typically, school psychologists will consider students whose scores fall in the superior range (at or above 130). They also examine the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) levels, PSSA, scores, and and curriculum-based assessments that have been completed with the student. Looking to determine if the student is demonstrating academic ability at least one (1) grade level beyond their current grade on several assessment measurements. To qualify for gifted services, the student needs to have achieved a cognitive score of 130 (either through FSIQ or GAI AND is demonstrating academic ability in the superior range on the WIAT and/or is demonstrating academic ability at least one (1) grade level above their current grade on several curriculum-based assessments in either the math, reading or writing areas. The student can qualify for reading only, math only, and/or both. Moving forward, the district will be reviewing the current criteria and revise it as needed based on the needs of the district.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

The Upper Adams School District recognizes the need to review our current practices related to gifted education, specifically related to screening, evaluations, and services for students receiving gifted support. The Upper Adams School District team does periodic comprehensive reviews of the current screening tool, Screening Assessment For Gifted Elementary & Secondary Students (SAGES-II), as it is implemented in all elementary schools to aide in locating and identifying students who meet the criteria as a gifted student and a review of student data in the secondary levels. Currently, in grades K–6, the Upper Adams School District offers pull–out enrichment sessions that are conducted with all identified elementary gifted students as well as some high achieving students. Students have the opportunity to have these sessions two (2) times per cycle depending upon their area of giftedness. Enrichment sessions frequently involve project–based learning, including opportunities for research and creative production. Computer–based programs such as ConnectEd, Math in Focus, Freckle, Prodigy, and others are available to students for enrichment outside of their pull–out sessions. Periodic co–planning sessions during grade level meetings are conducted with all regular education teachers who have a gifted student in their class, but different teachers implement enrichment in the general education classroom to varying degrees. Exceptionally motivated students are offered opportunities for independent study and project work that is monitored by the gifted teacher. At the 7th & 8th grade level, the Upper Adams School District offers an environment that is based on the student's strengths and interests, and is based on the results of the evaluation. Periodic grade level meetings are conducted with the gifted education teacher as well as all regular education teachers

who have a gifted student in their class. Teachers, school counselors, and gifted support teachers take into account student interest inventories, individual student interviews, and self-assessments to help facilitate collaboration. The enrichment opportunities include collaboration with general education teachers involving enrichment and acceleration in their specific curriculum as appropriate for the student's needs. The students will also have the opportunity to participate in enrichment class during the school day. At the 9th – 12th grade levels, the concept of teacher mentors are used based on the student's strengths and interests, and is based on the results of the evaluation. Teachers, school counselors, and gifted support teachers take into account student interest inventories, individual student interviews, vocational/career assessments, and self-assessments to help facilitate collaboration between gifted support and grade level/content level teachers. Periodic grade level meetings are conducted with the gifted education teacher as well as all regular education teachers who have a gifted student in their class. This collaboration includes enrichment and acceleration opportunities within content areas, involvement in college level classes, AP classes, and the opportunity of participate in enrichment class and special service projects based upon the student's interests. The Upper Adams School District offers early graduation, according to School Board Policy # 217, the fourth year of high school shall not be required if the student has been accepted by an accredited institution of higher learning and has completed all requirements for graduation.

5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

Biglerville Elementary School: GY: 1. GS: 0. GX: 0 Upper Adams Intermediate School: GY: 10. GS: 0. GX: 0 Upper Adams Middle School: GY: 5. GS: 0. GX: 0 Biglerville High School: GY: 23 GS: 0. GX: 0 The District (LEA) is always aware of the fact that giftedness comes in a variety of ways. To combat such, the district teachers are meeting regularly to discuss growth and achievement of all students in order to gather pertinent data that supports a gifted screening and then a gifted evaluation. Our district is meeting its expectations of giftedness and shows the typical trend line from elementary school to high school.

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

The District (LEA) does not have any gifted student disportionality; however, we are always considering different avenues and perspectives when establishing processes and procedures related to Giftedness and ensuring we do not have any disportionality. The District recognizes and identifies the uniqueness and abilities of all of our students and the power behind understanding every students culture and backgrounds.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

The district (LEA) provides multiple options to teachers throughout the academic year and summer months to support teachers in understanding and applying expectations and services being provided to Students identified with Giftedness. In addition, through the academic year, building administrators are providing monthly faculty and staff trainings to teachers and instructional aides to ensure compliance for Students identified with Giftedness and the process by which we, as a District, follow to potentially identify a student as Gifted.

Training for general education teachers	228,474
Staff costs	475.00
Training for gifted support staff	0
Materials used for project-based learning	500.00
Transportation	0
Field Trips	0

Signatures and Quality Assurance

Chief School Administrator	Date