

Freeport Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Freeport Area School District		128033053
Address 1		
621 South Pike Road		
Address 2		
City	State	Zip Code
Sarver	Pennsylvania	16055
Chief School Administrator		Chief School Administrator Email
Ian Magness		magness@freeport.k12.pa.us
Single Point of Contact Name		
Larry Robb		
Single Point of Contact Email		
robb@freeport.k12.pa.us		
Single Point of Contact Phone Number		
7242955141		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ian Magness	Administrator	Freeport Area School District	magness@freeport.k12.pa.us
Larry Robb	Administrator	Freeport Area School District	robb@freeport.k12.pa.us
Don Dell	Administrator	Freeport Area School District	dell@freeport.k12.pa.us
Mike Kleckner	Administrator	Freeport Area School District	kleckner@freeport.k12.pa.us
Tim Walters	Administrator	Freeport Area School District	walters@freeport.k12.pa.us
Jeff Lesko	Administrator	Freeport Area School District	lesko@freeport.k12.pa.us
Gary Risch	Board Member	Freeport Area School District	risch@freeport.k12.pa.us
Melanie Zembrzuski	Board Member	Freeport Area School District	zembrzuski@freeport.k12.pa.us
Robert Harris	Staff Member	Freeport Area Middle School	harris@freeport.k12.pa.us
Talan Conjack	Staff Member	Freeport Area High School	conjack@freeport.k12.pa.us
Alison Dorogi	Staff Member	Freeport Area School District	dorogi@freeport.k12.pa.us
Jodi Crytzer	Staff Member	Buffalo Elementary	crytzer@freeport.k12.pa.us
Miranda Veroni	Parent	Parent	
Sara Walker	Parent	Parent	
Brad Walker	Administrator	Freeport Area School District	bwalker@freeport.k12.pa.us
Autumn Palmiter	Community Member	Community Member	
Mario Lesko	Student	Freeport Area School District	
Heather Trettel	Other	ARIN Intermediate Unit	

LEA Profile

In 1969, the political divisions of Freeport, Buffalo and South Buffalo merged to form the Freeport Area School District. Located along the Allegheny River, at the mouth of Buffalo Creek, the Freeport Area School District is situated approximately 30 miles northeast of Pittsburgh; it is located in two counties: Freeport Borough and South Buffalo or in Armstrong County, while Buffalo Township is in Butler County. The area provides an exceptional area to raise a family because it is far enough away from the congestion of urban areas, yet the close proximity to major highways and the Pennsylvania Turnpike allow easy access to surrounding cultural activities, shopping malls and major universities.

Originally a "free port" for riverboat trade, the community grew around local industry such as Freeport Brick and Oberg Industries. Now, the region is largely a bedroom community for those that commute to other areas for employment. The growth of the North Point Industrial Park, in South Buffalo Township, provides promise for future expansion of local employment opportunities.

Students in the Freeport Area School District are involved in a variety of activities including interscholastic and youth league sports, school-sponsored and faith based community service projects, and co-curricular educational programs such as the Pennsylvania Junior Academy of Science. The school district's students are recognized annually for contributing countless hours and large amounts of money to local and regional charities.

Parents in the district have many opportunities to participate in school-based PTO, varsity booster clubs and various volunteer programs. Parents are also invited to grade level parent orientations early in year where they meet their child's teachers as well as district-wide open houses in each building. Parents are also invited to participate in parent advisory committees for Title I as well as district committees for Act 48 and Comprehensive Planning.

The district partners with the local YMCA and other day-care providers to provide before and after school day care for our elementary students whose parents choose to use these programs.

Freeport Area School District consists of four schools buildings and has a total enrollment of approximately 1,850 students. The education program of the district is based on a commitment to provide a quality education for all students. The programs of the Freeport Area School District are comprehensive and flexible enough to provide each student with the basic tools, understanding, and attitudes to enable him/her to function successfully in our society.

The Freeport Area School District has developed a Career Pathways program. The driving force behind the Career Pathways program is that every student personalizes his/her career and educational plan beyond high school. A career path is a broad spectrum of careers that share similar characteristics and for which employment requirements call for common interests, strengths, and competencies. Students receive career lessons throughout their academic career and complete a college and career portfolio containing a plan toward post-graduation goals. Also, the district has established a pre-apprenticeship program with Penn United Industries. Starting the 2021-22 school year, the Freeport SkillsUp program will be implemented to provide students with industry recognized credential certificates and credentials along with soft-skills certifications.

The Social-Emotional Learning and Mental Health Framework developed by the Freeport Area School District uses Multi-Tiered Systems of Support (MTSS). Tier 1 offers universal support for all students. Tier 1 is focused on Social-emotional competencies, collaborative teacher teams, and school-wide PBIS. Tier 2 offers targeted support to provide short-term interventions to remedy problems. Tier 3 offers intensive supports, which are individualized interventions to address specific needs. Tier 3 addresses mental health concerns. Each tier is an additional layer of support.

Starting in 2021, the district moved to a one-to-one device program. All students received a Chromebook as an instructional tool to facilitate learning.

The High School offers a progressive secondary program designed to meet the needs of all students. The curriculum is designed with honors, academic, and business/technology to meet the needs of the students. Students in grades 11 and 12 are eligible to attend Lenape Vocational-Technical School. The high school also offers many electives in foreign language, technology/business education, industrial technology, home and consumer science, music, art, and Television production. In the 2020-21 school year, Freeport Area High School was named a Blue Ribbon School.

South Buffalo and Buffalo Elementary schools are located outside of Freeport Borough in rural settings; they include grades Kindergarten through five. Additions and renovations have been completed at Buffalo and South Buffalo for approximately 20 years. These renovations were completed to meet the increasing student population growth within the district and to upgrade facilities to allow for better technology, safety and learning environments. All students participate in a full-day Kindergarten program.

Beginning the 2015-16 school year, the district completed the construction of a new Middle School for grades 6, 7, and 8. This provided the students and staff a state of the art facility to meet the needs of the 21st century.

Class sizes within the district are appropriate for students' developmental levels and monitored closely to provide optimal attention and response to student needs. Instruction occurs at students' developmental levels and opportunities for acceleration and enrichment are included in academic programming.

Freeport students participate in heterogeneous instructional programs at the elementary level. As the students enter 7th grade, they have an opportunity to take advanced courses in Math and English. The high school offers AP, Dual Enrollment, and honors courses. Enrichment/Gifted and special education classes are available to all students who qualify throughout the district. Overall, the students in the district score well above the state averages on the PSSA in math, reading, and writing and Keystone Exams.

There are currently 142 classroom teachers and 10 administrators in the district. Through district professional development and tuition reimbursement programs, the teachers have established an innovative, progressive instructional approach. Use of instructional technology is encouraged and supported in all classrooms. The district has an instructional technology coordinator for professional development and coaching.

Mission and Vision

Mission

The mission of the FASD is to serve as a “learning community dedicated to the success of all.”

Vision

The FASD envisions a learning environment... “ That prepares students to embrace technological advancements of the 21st century; “ Develops students who are able to problem-solve thoughtfully; “ Promotes expressive communication through the application of reading, writing, listening, research, speaking, and presentation skills. “ That establishes a strong work ethic among the district’s students; “ That develops citizens that make positive contributions to society; “ That establishes a love for learning and a recognition that learning is a life-long effort; “ That promotes wellness.

Educational Values

Students

Maintain high expectations of themselves and positive attitudes toward the learning process. Make connections between the classroom and life. Be good citizens of the school and society at large.

Staff

Care about children and are dedicated to the mastery of their field of education for success in teaching their students. Effective teaching is the most essential factor in student learning.

Administration

Effective leadership supports learning and optimal performance for all students. Provide a safe, secure, and positive environment will be conducive for teaching and learning.

Parents

Desiring the best for their children, parents, as the primary teachers and positive role models, cooperate with the school district to support, encourage, guide, nurture, and empower children through the learning and education process.

Community

A united community supports learning by providing financial support, setting community goals, communicating and working together, and ensuring opportunities for achievement and success for every student.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elementary overall PSSA proficiency level in ELA, Math, and Science exceed state averages.	Overall proficiency exceeds state and intermediate averages. Below Basic students is approximately 3%.
Middle School PSSA overall proficiency level in ELA, Math, and Science and Middle School growth in ELA and Math.	The Middle School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The Middle School is making meaningful progress for the 2030 statewide goal in each tested subject area. All student groups exceeds the standard demonstrating growth in ELA and Math.
High School overall Keystone proficiency level in Algebra 1, Literature, and Biology	The High School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The High School is making meaningful progress or have already met the 2030 statewide goal in each tested subject area. All subjects have shown significant growth.
Attendance and College and Career measures	All buildings have met the Attendance and College and Career Standard.
High School 4-year and 5-year Graduation Cohort	The High School has a 100% 4-year and 5-year Graduation and has already met the statewide 2030 goal.

Challenges

Indicator	Comments/Notable Observations
Elementary overall growth level (PVAAS) in Math.	Both elementary schools have not met the overall growth standard in math.
High School and middle school chronically absent rate.	The high school and middle school have not met the state benchmark.

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

Strengths

Indicator High School Future Ready Index Grade Level(s) and/or Student Group(s) All Keystone Exams and Grade Levels	Comments/Notable Observations The high school Keystone Exams showed to exceed interim benchmarks in all subjects.
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Challenges

Indicator Proficiency or Advanced on PA State Assessments Grade Level(s) and/or Student Group(s) Special Education	Comments/Notable Observations All buildings are not meeting the interim goal for all subject areas.
Indicator Proficiency or Advanced on ELA Assessments Grade Level(s) and/or Student Group(s) Grade 3 All Students	Comments/Notable Observations Grade 3 ELA dropped 13% from 2022-23. Most notable at Buffalo Elementary.

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.

Both Buffalo and South Buffalo have significantly exceeded the state averages in proficient and advanced in all tested subject areas. Each building is making meaningful progress or have already met the 2030 statewide goal in each tested subject area.
The Middle School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The Middle School is making meaningful progress for the 2030 statewide goal in each tested subject area. All student groups exceeds the standard demonstrating growth in all tested subject areas.
The High School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The High School is making meaningful progress or have already met the 2030 statewide goal in each tested subject area.
The High School has a 99.3% 4-year Graduation and has already met the statewide 2030 goal.

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.

The elementary has not met the overall growth standard in all PSSA tested subject areas.
Third grade ELA results decreased.
High school and middle school chronically absent

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Elementary ELA PSSA	Elementary proficient and advanced percentages far exceed state averages and have already met or close to meet the statewide 2030 goals. Growth scores have not met the statewide average at South Buffalo Elementary. Growth scores have exceeded the statewide average and the statewide 2030 goal at Buffalo Elementary.
Middle School ELA PSSA	Middle school proficient and advanced percentages far exceed state averages and are close to meet the statewide 2030 goals. The academic growth is at 100% and far exceeds the statewide average and statewide 2030 goal,
High School Literature Keystone Exam	High school proficient and advanced percentages far exceed state averages and are have already met the statewide 2030 goals. The academic growth far exceeds the statewide average and statewide 2030 goal.
Elementary NWEA MAP Assessment	Overall, NWEA Map Assessments demonstrate steady achievement and growth in all grade levels.
Middle School ELA Benchmark Assessment	Overall, Benchmark Assessments demonstrate steady achievement and growth in all grade levels.
High School Study Island ELA Benchmark Assessment	Overall, Benchmark Assessments demonstrate steady achievement and growth in all grade levels.

English Language Arts Summary

Strengths

The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.
The districts overall ELA/Literature state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms. environment with a focus on trauma-informed classroom strategies for all students.
The district has implemented fully K- 12 the MTSS framework. Grade level teams meet once every 6 days to address student's academic and social-emotional needs. Tier 3 services include 2 full-time LPC.

Challenges

Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups.
Third grade ELA at Buffalo Elementary did not meet the expected proficiency for the 2024 PSSA.

Mathematics

Data	Comments/Notable Observations
Elementary Math PSSA	Elementary proficient and advanced percentages far exceed state averages and are making steady progress to meet the statewide 2030 goals.

Middle School Math PSSA and Keystone	Middle school proficient and advanced percentages far exceed state averages and are making steady progress to meet the statewide 2030 goals. The academic growth is at 100% and far exceeds the statewide average and statewide 2030 goal,
High School Algebra 1 Keystone Exam	High school proficient and advanced percentages far exceed state averages and are have already met the statewide 2030 goals. The academic growth did not meet the statewide average but are making progress to meet the statewide 2030 goal.
Elementary NWEA Math Assessment	Overall, NWEA Map Assessments demonstrate steady achievement but growth is not demonstrated in all grade levels.
Middle School Study Island Math Benchmark Assessment	Overall, Study Island Benchmark Assessments demonstrate steady achievement and growth in all grade levels.
High School Study Island Math Benchmark Assessment	Overall, Study Island Benchmark Assessments demonstrate steady achievement and growth in all grade levels.

Mathematics Summary

Strengths

The districts overall Math state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms.
The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.
The district has implemented fully K- 12 the MTSS framework. Grade level teams meet once every 6 days to address student's academic and social-emotional needs. Tier 3 services include 2 full-time LPC.

Challenges

Academic growth has been a challenge at Buffalo and South Buffalo Elementary. Continued emphasis on data-informed instruction with targeted interventions will address the concern.
Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups. Added time for teachers to collaborate and plan for the needs of students through the MTSS process. Additional in-school supports will be added at the secondary level.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Grade 4 Science PSSA	Elementary proficient and advanced percentages far exceed state averages and are making steady progress to meet the statewide 2030 goals. Growth scores have not met the statewide average at Buffalo or South Buffalo Elementary.
Grade 8 Science PSSA	Middle school proficient and advanced percentages far exceed state averages and are making steady progress to meet the statewide 2030 goals. The academic growth did not meet the statewide average and statewide 2030 goal,
High School Biology Keystone Exam	High School proficient and advanced percentages far exceed state averages and are making steady progress to meet the statewide 2030 goals. The academic growth far exceeds the statewide average and statewide 2030 goal,

Science, Technology, and Engineering Education Summary

Strengths

The districts overall Science state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms.

Elementary Science uses the FOSS program emphasizing hands-on collaborative science lessons.

The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.

The district has implemented fully K- 12 the MTSS framework. Grade level teams meet once every 6 days to address student's academic and social-emotional needs. Tier 3 services include 2 full-time LPC.

Challenges

Implementation of the new STEELS standards for the 2025 school year.

Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups.

Related Academics

Career Readiness

Data	Comments/Notable Observations
High School College Standards Benchmark	Percent of students meeting the Career Standards Benchmark exceeds state average and has already met the statewide 2030 goal.
Industry-Based Learning	Industry -based learning is above the state average and has met the 2030 performance standard.
Four and Five Year Graduation Cohort	Far exceed the state average and has surpassed the statewide 2030 goal.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
PAYS Survey	The most recent PAYS survey indicates that students have risks in the area of mental health.

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

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

Articulation Agreements

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

Partnering Institution

Seton Hill Univeristy

Agreement Type

Dual Credit

Program/Course Area

College in High School

Uploaded Files

Freeport Area HS - CHS Three-Year Agreement 2024-2027 - Fully Executed.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.

The district offers a robust college and career curriculum for all student including classroom career lessons K - 12, internships, job shadowing, teachers in the workplace, career days, financial literacy workshops, and career classes required at the middle school and high school level.
The district has redesigned the high school schedule to ensure alignment in the areas of Family Consumer Science, Technical Education, Health, Financial Literacy, and Career Readiness.
The district had developed a robust MTSS process addressing students' academic, social/emotional, and mental health needs.

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.

The district will continue to address the risks of students experiencing social and emotional problems. A greater emphasis on climate and culture programming will be addressed.
The district will continue to use the MTSS process, the SAP process, and outside resources to address students experiencing mental health risks.
The District provides students and teachers technological resources; however, teachers and students will continue to need training to integrate technology and 21st century skills throughout the curriculum and instructional practices. This includes equipping students with skills focused on social media and the emerging tool of artificial intelligence and how it impacts both teaching, learning and ethics.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Elementary Math and ELA PSSA	This subgroup has not met the interim proficiency goals in math and ELA at both Buffalo Elementary and South Buffalo Elementary.
Middle School Math and ELA PSSA	This subgroup has not met the interim proficiency goals in math and ELA. This subgroup has met growth goals.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Elementary Math and ELA PSSA	This subgroup has not met interim proficiency goals in math and ELA at Buffalo Elementary. This subgroup has met the interim proficiency goals in ELA but not math at South Buffalo Elementary.
Middle School Math and ELA PSSA	This subgroup has met the interim proficiency goals in math but not in ELA.
High School Keystone	This subgroup has met interim proficiency and growth goals in math, literature and science.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.
The district continues to focus on the quality of instruction students receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms. environment with a focus on trauma-informed classroom strategies for all students.
The district has establish a co-teaching model in all core academic areas at the secondary level.

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.

Added time for special education teachers to collaborate and plan for the needs of students through the MTSS process.
Provide professional development in the area of the Structured Literacy at the elementary level.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

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

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Instructionally, the district continues to focus on the model called Four Lenses of Learning. The four lenses consist of the human, social, language, and meaning lenses. This model provides teacher a robust but relatable framework to plan instruction that aligns with the Danielson Framework.

The district has developed the MTSS framework that address both the academic and social-emotional/behavioral needs of students. edInsight houses all student assessment data, grades, attendance, and behavior. Grade level meetings K - 12 happen on a regular basis.

Professional develop has been on-going with respect to trauma-informed classrooms and schools.

District administrators have a goal focused evaluation system that focuses on data and the needs of their buildings or department. This system emphasizes continuous improvement with accountability to results.

Professional development gives teachers voice and choice. Professional learning teams have been established and are self-directed by teachers.

Challenges

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

The district believes that the research-based systems are in place. The continued goal is to build upon successes and to improve on a yearly basis.

The district has identified Artificial Intelligence as an emerging need.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Both Buffalo and South Buffalo have significantly exceeded the state averages in proficient and advanced in all tested subject areas. Each building is making meaningful progress or have already met the 2030 statewide goal in each tested subject area.	True
The Middle School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The Middle School is making meaningful progress for the 2030 statewide goal in each tested subject area. All student groups exceeds the standard demonstrating growth in all tested subject areas.	True
The High School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The High School is making meaningful progress or have already met the 2030 statewide goal in each tested subject area.	True
The High School has a 99.3% 4-year Graduation and has already met the statewide 2030 goal.	True
The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.	False
The districts overall ELA/Literature state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms. environment with a focus on trauma-informed classroom strategies for all students.	True
The district has implemented fully K- 12 the MTSS framework. Grade level teams meet once every 6 days to address student's academic and social-emotional needs. Tier 3 services include 2 full-time LPC.	False
The districts overall Science state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms.	False
Elementary Science uses the FOSS program emphasizing hands-on collaborative science lessons.	False
The districts overall Math state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms.	False
The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.	False
The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.	False
The district continues to focus on the quality of instruction students receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms. environment with a focus on trauma-informed classroom strategies for all students.	False

The district offers a robust college and career curriculum for all student including classroom career lessons K - 12, internships, job shadowing, teachers in the workplace, career days, financial literacy workshops, and career classes required at the middle school and high school level.	False
Instructionally, the district continues to focus on the model called Four Lenses of Learning. The four lenses consist of the human, social, language, and meaning lenses. This model provides teacher a robust but relatable framework to plan instruction that aligns with the Danielson Framework.	True
The district has developed the MTSS framework that address both the academic and social-emotional/behavioral needs of students. edInsight houses all student assessment data, grades, attendance, and behavior. Grade level meetings K - 12 happen on a regular basis.	True
Professional develop has been on-going with respect to trauma-informed classrooms and schools.	True
District administrators have a goal focused evaluation system that focuses on data and the needs of their buildings or department. This system emphasizes continuous improvement with accountability to results.	True
The district utilizes data teams that meet on a regular basis to analyze both state and local assessments to inform instruction and curricular decision.	False
The district has implemented fully K- 12 the MTSS framework. Grade level teams meet once every 6 days to address student's academic and social-emotional needs. Tier 3 services include 2 full-time LPC.	False
The district has implemented fully K- 12 the MTSS framework. Grade level teams meet once every 6 days to address student's academic and social-emotional needs. Tier 3 services include 2 full-time LPC.	False
The district has establish a co-teaching model in all core academic areas at the secondary level.	False
The district has redesigned the high school schedule to ensure alignment in the areas of Family Consumer Science, Technical Education, Health, Financial Literacy, and Career Readiness.	False
The district had developed a robust MTSS process addressing students academic, social/emotional, and mental health needs.	False
Professional development gives teachers voice and choice. Professional learning teams have been established and are self-directed by teachers.	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
The elementary has not met the overall growth standard in all PSSA tested subject areas.	True
Third grade ELA results decreased.	True
High school and middle school chronically absent	False
Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups.	False
Third grade ELA at Buffalo Elementary did not meet the expected proficiency for the 2024 PSSA.	False

Academic growth has been a challenge at Buffalo and South Buffalo Elementary. Continued emphasis on data-informed instruction with targeted interventions will address the concern.	False
Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups. Added time for teachers to collaborate and plan for the needs of students through the MTSS process. Additional in-school supports will be added at the secondary level.	False
The district will continue to address the risks of students experiencing social and emotional problems. A greater emphasis on climate and culture programming will be addressed.	True
The district believes that the research-based systems are in place. The continued goal is to build upon successes and to improve on a yearly basis.	False
Implementation of the new STEELS standards for the 2025 school year.	True
Continued attention is needed to address the needs of our special education and economically disadvantaged subgroups.	False
Added time for special education teachers to collaborate and plan for the needs of students through the MTSS process.	False
Provide professional development in the area of the Structured Literacy at the elementary level.	True
The district will continue to use the MTSS process, the SAP process, and outside resources to address students experiencing mental health risks.	False
The District provides students and teachers technological resources; however, teachers and students will continue to need training to integrate technology and 21st century skills throughout the curriculum and instructional practices. This includes equipping students with skills focused on social media and the emerging tool of artificial intelligence and how it impacts both teaching, learning and ethics.	False
The district has identified Artificial Intelligence as an emerging need.	True

Most Notable Observations/Patterns

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

Students social-emotional needs and academic needs are interconnected and both must be addressed for students to be successful. Historically Low Performing students remain as a challenge and continued efforts need to be made through MTSS, data analysis, and research-based instructional practices and intervention.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The elementary has not met the overall growth standard in all PSSA tested subject areas.	Within the root cause analysis, curriculum concerns were identified in the level of math rigor.	True
Third grade ELA results decreased.	Third grade ELA achievement results were lower for the 2024 testing year then previous years.	False
The district will continue to address the risks of students experiencing social and emotional problems. A greater emphasis on climate and culture programming will be addressed.	The district recognizes the social and emotional needs of students and resources and systems need to be in place to meet these needs.	True
Implementation of the new STEELS standards for the 2025 school year.		False
Provide professional development in the area of the Structured Literacy at the elementary level.		True
The district has identified Artificial Intelligence as an emerging need.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The districts overall ELA/Literature state assessment scores have been very strong. This is attributed to the quality of instruction student receive. Emphasis have been placed on differentiating instruction, providing targeted interventions, and positive classrooms. environment with a focus on trauma-informed classroom strategies for all students.	
Instructionally, the district continues to focus on the model called Four Lenses of Learning. The four lenses consist of the human, social, language, and meaning lenses. This model provides teacher a robust but relatable framework to plan instruction that aligns with the Danielson Framework.	This strength indicates that the district is focused on continuous improvement the area of instruction.
The district has developed the MTSS framework that address both the academic and social-emotional/behavioral needs of students. edInsight houses all student assessment data, grades, attendance, and behavior. Grade level meetings K - 12 happen on a regular basis.	This strength is the system needed to meet the challenges to ensure equity across all student subgroups and student needs.
Professional develop has been on-going with respect to trauma-informed classrooms and schools.	This strength demonstrates the district's mission of meeting the needs of all students and recognizing those risks that can impact achievement.
District administrators have a goal focused evaluation system that focuses on data and the needs of their buildings or department. This system emphasizes continuous improvement with accountability to results.	This strength demonstrates that the district is results oriented and committed to continuous improvement.

Both Buffalo and South Buffalo have significantly exceeded the state averages in proficient and advanced in all tested subject areas. Each building is making meaningful progress or have already met the 2030 statewide goal in each tested subject area.	This strength reinforces that instructionally the district has a strong foundation to meet the challenges indicated within the subgroups.
The Middle School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The Middle School is making meaningful progress for the 2030 statewide goal in each tested subject area. All student groups exceeds the standard demonstrating growth in all tested subject areas.	
The High School has significantly exceeded the state averages in proficient and advanced in all tested subject areas. The High School is making meaningful progress or have already met the 2030 statewide goal in each tested subject area.	This strength reinforces that instructionally the district has a strong foundation to meet the challenges indicated within the subgroups and academic growth.
The High School has a 99.3% 4-year Graduation and has already met the statewide 2030 goal.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will increase student academic growth for all students by ensuring a rigorous standards-aligned curriculum for all elementary in the area of math. The effective utilization of administrative and teacher teams will be used to continuously determine need, set growth goals, implement best-practice strategies, monitor progress, and evaluate effectiveness. An emphasis will be placed on elementary math and third grade ELA.
	The district will strengthen protocols and communication between tier 2 and tier 3 services. Also, be strategic in interventions in tier 2 and strengthen programming in tier 1 through PBIS, classroom lessons, and building-wide initiatives.
	The district will fully embraces the implementation of the Science of Reading.
	The school district aims to effectively integrate artificial intelligence (AI) technologies into its educational framework to support student learning, teacher instructional practices, and community engagement, while emphasizing ethical standards, data privacy and the preservation of human intelligence.

Goal Setting

Priority: The district will increase student academic growth for all students by ensuring a rigorous standards-aligned curriculum for all elementary in the area of math. The effective utilization of administrative and teacher teams will be used to continuously determine need, set growth goals, implement best-practice strategies, monitor progress, and evaluate effectiveness. An emphasis will be placed on elementary math and third grade ELA.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
The District will focus on enhancing developmentally appropriate pre-writing and early writing skills in the primary grades, emphasizing the articulation of key ideas and details in both oral and written forms. Progress will be tracked through writing samples and oral presentations, with teachers using rubrics to assess clarity and organization. Student progress will be monitored through periodic writing assessments and classroom observations.		
Measurable Goal Nickname (35 Character Max)		
Early Writing Skills		
Target Year 1	Target Year 2	Target Year 3
Ensure developmentally appropriate writing instruction is being implemented to fidelity.	Re-evaluate and make adjustments as needed.	The District will focus on enhancing developmentally appropriate pre-writing and early writing skills in the primary grades, emphasizing the articulation of key ideas and details in both oral and written forms. Progress will be tracked through writing samples and oral presentations, with teachers using rubrics to assess clarity and organization. Student progress will be monitored through periodic writing assessments and classroom observations.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
The District will prioritize reading accuracy by using Acadience Oral Reading Fluency scores to guide the implementation of the UFLI phonics curriculum, focusing on explicit decoding strategies to improve fluency and accuracy in early readers. Acadience data will be reviewed regularly to monitor improvements in fluency and accuracy. Teachers will assess decoding skills through daily phonics activities, and the impact will be evaluated based on student progress in fluency assessments and decoding tasks.		
Measurable Goal Nickname (35 Character Max)		
Oral Reading Fluency and Accuracy		
Target Year 1	Target Year 2	Target Year 3
Train teachers on UFLI.	Evaluate practices and consistency of program. Make instructional changes as needed.	The District will prioritize reading accuracy by using Acadience Oral Reading Fluency scores to guide the implementation of the UFLI phonics curriculum, focusing on explicit decoding strategies to improve fluency and accuracy in early readers. Acadience data will be reviewed regularly to monitor improvements in

		fluency and accuracy. Teachers will assess decoding skills through daily phonics activities, and the impact will be evaluated based on student progress in fluency assessments and decoding tasks.
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Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The District will address the underachievement of elementary students with proficient and advanced scores, particularly in fractions, operations, and algebraic thinking, by planning differentiated lessons during Flex time as part of the MTSS process. Student progress will be tracked through regular formative assessments and performance data on targeted math standards. Teachers will analyze the effectiveness of differentiated lessons through student achievement data and provide ongoing feedback to adjust instructional strategies.		
Measurable Goal Nickname (35 Character Max)		
Elementary Mathematics Growth		
Target Year 1	Target Year 2	Target Year 3
Analyze assessment data (state and local). Provide time for teachers to plan instruction.	Re-evaluate efforts and make adjustments as needed.	The District will address the underachievement of elementary students with proficient and advanced scores, particularly in fractions, operations, and algebraic thinking, by planning differentiated lessons during Flex time as part of the MTSS process. Student progress will be tracked through regular formative assessments and performance data on targeted math standards. Teachers will analyze the effectiveness of differentiated lessons through student achievement data and provide ongoing feedback to adjust instructional strategies.

Priority: The district will strengthen protocols and communication between tier 2 and tier 3 services. Also, be strategic in interventions in tier 2 and strengthen programming in tier 1 through PBIS, classroom lessons, and building-wide initiatives.

Outcome Category		
Wellness		
Measurable Goal Statement (Smart Goal)		
To ensure that students get the appropriate resources to thrive both academically and emotionally, the District will continue to enhance mental health awareness and intervention services through the utilization of a multi-tiered system of support (MTSS). LPCs will provide monthly reports to administration on student progress, including progress towards individualized goals, observed behavioral changes, and emotional improvements.		
Measurable Goal Nickname (35 Character Max)		
Tier 2 and Tier 3		
Target Year 1	Target Year 2	Target Year 3
Regularly review and refine the system for tracking student progress through therapy sessions and outcomes. Continuously evaluate the effectiveness of the tracking process, using data to identify areas for improvement and ensure the system remains	Improve communication and collaboration among Tier 2 MTSS Teams and Tier 3 SAP Teams by conducting student case reviews to discuss data, evaluate past interventions,	To ensure that students get the appropriate resources to thrive both academically and emotionally, the District will continue to enhance mental health awareness and intervention services through the utilization of a multi-tiered system of support (MTSS). LPCs will provide

responsive to the evolving needs of students and the therapy program.	and identify patterns that may be affecting the student's performance or behavior.	monthly reports to administration on student progress, including progress towards individualized goals, observed behavioral changes, and emotional improvements.
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Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Foster a positive and supportive school climate across K-12 by promoting student well-being, emotional development, and positive behavior through targeted initiatives like PBIS, personal growth programs, student leadership opportunities, and school-wide positive theme activities. These efforts will create an environment where students feel engaged, respected, and motivated to succeed academically and personally. Data on student behavior will be collected and reviewed regularly. Feedback from teachers, students, and administrators will track perceptions of school climate, and a decrease in disciplinary referrals and tier 2 referrals will indicate success		
Measurable Goal Nickname (35 Character Max)		
Climate and Culture		
Target Year 1	Target Year 2	Target Year 3
Continue school counseling services into Tier 1 of the MTSS framework by delivering lessons focused on essential skills like emotional regulation, conflict resolution, effective communication, and building healthy relationships for all students.	Enhance Positive Behavioral Interventions and Supports (PBIS) across the school, focusing on communicating clear behavior expectations to create a consistent, positive school climate. Establish and enhance student leadership initiatives such as student councils, ambassador programs, or advisory groups, providing opportunities for students to take ownership of school culture and contribute to decision-making.	Foster a positive and supportive school climate across K-12 by promoting student well-being, emotional development, and positive behavior through targeted initiatives like PBIS, personal growth programs, student leadership opportunities, and school-wide positive theme activities. These efforts will create an environment where students feel engaged, respected, and motivated to succeed academically and personally. Data on student behavior will be collected and reviewed regularly. Feedback from teachers, students, and administrators will track perceptions of school climate, and a decrease in disciplinary referrals and tier 2 referrals will indicate success

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Organize monthly school-wide activities based on positive themes like kindness, gratitude, and teamwork to foster a collaborative, supportive environment. Participation rates and feedback from students and staff will be tracked. Behavioral, disciplinary and tier 2 referral data will be reviewed to assess the impact of these initiatives on school climate.		

Measurable Goal Nickname (35 Character Max)		
School-wide Themes		
Target Year 1	Target Year 2	Target Year 3
Develop monthly themes based on student data and input from staff and students.	Evaluate effectiveness and adjust based on data.	Organize monthly school-wide activities based on positive themes like kindness, gratitude, and teamwork to foster a collaborative, supportive environment. Participation rates and feedback from students and staff will be tracked. Behavioral, disciplinary and tier 2 referral data will be reviewed to assess the impact of these initiatives on school climate.

Priority: The district will fully embraces the implementation of the Science of Reading.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
Through the use of the Literacy Coach, provide teachers with professional development during the summer and throughout the school year to build teacher knowledge and capacity of the Science of Reading and Structured Literacy and equip them with skills to implement in their classrooms. Teacher participation will be tracked, and pre- and post-assessments will measure knowledge gains. Classroom observations and instructional walk-throughs will monitor the application of strategies and effectiveness in practice.		
Measurable Goal Nickname (35 Character Max)		
Structured Literacy Professional Development		
Target Year 1	Target Year 2	Target Year 3
Teachers will gain a deeper understanding of the Science of Reading and Structured Literacy, leading to improved literacy instruction and student reading outcomes.	Teachers will gain a deeper understanding of the Science of Reading and Structured Literacy, leading to improved literacy instruction and student reading outcomes.	Through the use of the Literacy Coach, provide teachers with professional development during the summer and throughout the school year to build teacher knowledge and capacity of the Science of Reading and Structured Literacy and equip them with skills to implement in their classrooms. Teacher participation will be tracked, and pre- and post-assessments will measure knowledge gains. Classroom observations and instructional walk-throughs will monitor the application of strategies and effectiveness in practice.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
The Literacy Coach will facilitate coaching cycles, which includes preplanning, modeling, co-teaching, and observation and feedback with every K-2 teacher. Progress will be assessed through feedback from teachers and the Literacy Coach, along with student performance data in literacy. Regular reflections and follow-up observations will gauge the effectiveness of the coaching cycles.		
Measurable Goal Nickname (35 Character Max)		
Science of Reading Coaching		
Target Year 1	Target Year 2	Target Year 3

The Literacy Coach will facilitate coaching cycles, which includes preplanning, modeling, co-teaching, and observation and feedback with every K-2 teacher.	The Literacy Coach will facilitate coaching cycles, which includes preplanning, modeling, co-teaching, and observation and feedback with every K-2 teacher.	The Literacy Coach will facilitate coaching cycles, which includes preplanning, modeling, co-teaching, and observation and feedback with every K-2 teacher. Progress will be assessed through feedback from teachers and the Literacy Coach, along with student performance data in literacy. Regular reflections and follow-up observations will gauge the effectiveness of the coaching cycles.
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Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
The Literacy Coach and building principals will coordinate with K-5 teachers to analyze the alignment of the Wonders curriculum and Structured Literacy practices as well as ensure consistent implementation across classrooms. Regular curriculum reviews and classroom walkthroughs will be conducted by the principals. Teacher feedback and student assessment data will be analyzed to ensure alignment and identify areas for further support.		
Measurable Goal Nickname (35 Character Max)		
Reading Curriculum Alignment		
Target Year 1	Target Year 2	Target Year 3
There will be improved consistency in curriculum delivery, with the Wonders curriculum effectively supporting Structured Literacy practices across all K-5 classrooms.	There will be improved consistency in curriculum delivery, with the Wonders curriculum effectively supporting Structured Literacy practices across all K-5 classrooms.	The Literacy Coach and building principals will coordinate with K-5 teachers to analyze the alignment of the Wonders curriculum and Structured Literacy practices as well as ensure consistent implementation across classrooms. Regular curriculum reviews and classroom walkthroughs will be conducted by the principals. Teacher feedback and student assessment data will be analyzed to ensure alignment and identify areas for further support.

Priority: The school district aims to effectively integrate artificial intelligence (AI) technologies into its educational framework to support student learning, teacher instructional practices, and community engagement, while emphasizing ethical standards, data privacy and the preservation of human intelligence.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
Develop a clear position for AI integration that aligns with the district’s educational vision, ensuring that AI supports, rather than replaces, human-centered learning and teaching. Establish a transparent, ongoing communication strategy for parents, ensuring they understand how AI is being used in their child's learning environment and its benefits. Through stakeholder feedback the district will evaluate the effectiveness of the Hub and training in an ongoing manner.		
Measurable Goal Nickname (35 Character Max)		
Artificial Intelligence Position		

Target Year 1	Target Year 2	Target Year 3
The district position for AI integration guides all efforts regarding the creation of an AI information Hub and various stakeholder trainings.	Re-evaluate efforts and adjust as needed.	Develop a clear position for AI integration that aligns with the district’s educational vision, ensuring that AI supports, rather than replaces, human-centered learning and teaching. Establish a transparent, ongoing communication strategy for parents, ensuring they understand how AI is being used in their child's learning environment and its benefits. Through stakeholder feedback the district will evaluate the effectiveness of the Hub and training in an ongoing manner.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
Provide professional learning opportunities for staff on AI practices, literacy, tools, and limitations. This PD will be provided on an on-going basis. Through stakeholder feedback the district will evaluate the effectiveness of the AI integrations throughout the professional learning model.		
Measurable Goal Nickname (35 Character Max)		
Artificial Intelligence Professional Development		
Target Year 1	Target Year 2	Target Year 3
The creation of an AI professional learning series and integration into Professional Learning Teams, will include best practices and a variety of vetted AI tools.	Re-evaluate efforts and adjust as needed.	Provide professional learning opportunities for staff on AI practices, literacy, tools, and limitations. This PD will be provided on an on-going basis. Through stakeholder feedback the district will evaluate the effectiveness of the AI integrations throughout the professional learning model.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
Develop, establish and measure AI competencies for grade spans with a focus on learning about AI within computer science, digital citizenship, media literacy, and data literacy — all while prioritizing human connection. Through stakeholder feedback the district will evaluate the quality of the established competencies and curriculum.		
Measurable Goal Nickname (35 Character Max)		
Artificial Intelligence Competencies		
Target Year 1	Target Year 2	Target Year 3
AI grade-span competencies and a curriculum will be developed with a continued focus on human connections.	Re-evaluate efforts and adjust as needed.	Develop, establish and measure AI competencies for grade spans with a focus on learning about AI within computer science, digital citizenship, media literacy, and data literacy — all while prioritizing human connection. Through stakeholder feedback the district will evaluate the quality of the established competencies and curriculum.

Action Plan

Measurable Goals

Early Writing Skills	Oral Reading Fluency and Accuracy
Elementary Mathematics Growth	Tier 2 and Tier 3
Climate and Culture	School-wide Themes
Structured Literacy Professional Development	Science of Reading Coaching
Reading Curriculum Alignment	Artificial Intelligence Position
Artificial Intelligence Professional Development	Artificial Intelligence Competencies

Action Plan For: Collaboration, Integration, Modeling, Feedback

<p>Measurable Goals:</p> <ul style="list-style-type: none"> The District will focus on enhancing developmentally appropriate pre-writing and early writing skills in the primary grades, emphasizing the articulation of key ideas and details in both oral and written forms. Progress will be tracked through writing samples and oral presentations, with teachers using rubrics to assess clarity and organization. Student progress will be monitored through periodic writing assessments and classroom observations. Through the use of the Literacy Coach, provide teachers with professional development during the summer and throughout the school year to build teacher knowledge and capacity of the Science of Reading and Structured Literacy and equip them with skills to implement in their classrooms. Teacher participation will be tracked, and pre- and post-assessments will measure knowledge gains. Classroom observations and instructional walk-throughs will monitor the application of strategies and effectiveness in practice. The Literacy Coach will facilitate coaching cycles, which includes preplanning, modeling, co-teaching, and observation and feedback with every K-2 teacher. Progress will be assessed through feedback from teachers and the Literacy Coach, along with student performance data in literacy. Regular reflections and follow-up observations will gauge the effectiveness of the coaching cycles. The Literacy Coach and building principals will coordinate with K-5 teachers to analyze the alignment of the Wonders curriculum and Structured Literacy practices as well as ensure consistent implementation across classrooms. Regular curriculum reviews and classroom walkthroughs will be conducted by the principals. Teacher feedback and student assessment data will be analyzed to ensure alignment and identify areas for further support. The District will prioritize reading accuracy by using Acadience Oral Reading Fluency scores to guide the implementation of the UFLI phonics curriculum, focusing on explicit decoding strategies to improve fluency and accuracy in early readers. Acadience data will be reviewed regularly to monitor improvements in fluency and accuracy. Teachers will assess decoding skills through daily phonics activities, and the impact will be evaluated based on student progress in fluency assessments and decoding tasks.

Action Step		Anticipated Start/Completion Date	
Organize monthly collaborative planning sessions where K-3 teachers co-create lessons that focus on writing skills and oral fluency activities, ensuring consistent feedback and modeling throughout.		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals and Teachers	Time for collaboration	No	No

Action Step		Anticipated Start/Completion Date	
Conduct a series of curriculum sessions for K-3 educators to align the curriculum with structured literacy principles, ensuring consistent implementation across all grade levels.		2025-07-01	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal, Teachers, and Literacy Coach	Time for collaboration	No	No
Action Step		Anticipated Start/Completion Date	
Provide teachers with professional development during the summer and throughout the school year to build teacher knowledge and capacity of Structured Literacy.		2025-07-01	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals and Literacy Coach	Professional development time and summer pay for teachers.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will gain a deeper understanding of the Science of Reading and Structured Literacy, leading to improved curriculum and literacy instruction and student reading outcomes.	Teacher participation will be tracked, and pre- and post-assessments will measure knowledge gains. Classroom observations and instructional walk-throughs will monitor the application of strategies and effectiveness in practice. Teacher feedback and student assessment data will be analyzed to ensure alignment and identify areas for further support.

Action Plan For: Data-Driven Decision Making, MTSS Process, Targeted PD

Measurable Goals:
<ul style="list-style-type: none"> Foster a positive and supportive school climate across K-12 by promoting student well-being, emotional development, and positive behavior through targeted initiatives like PBIS, personal growth programs, student leadership opportunities, and school-wide positive theme activities. These efforts will create an environment where students feel engaged, respected, and motivated to succeed academically and personally. Data on student behavior will be collected and reviewed regularly. Feedback from teachers, students, and administrators will track perceptions of school climate, and a decrease in disciplinary referrals and tier 2 referrals will indicate success Organize monthly school-wide activities based on positive themes like kindness, gratitude, and teamwork to foster a collaborative, supportive environment. Participation rates and feedback from students and staff will be tracked. Behavioral, disciplinary and tier 2 referral data will be reviewed to assess the impact of these initiatives on school climate. To ensure that students get the appropriate resources to thrive both academically and emotionally, the District will continue to enhance mental health awareness and intervention services through the utilization of a multi-tiered system of support (MTSS). LPCs will provide monthly reports to administration on student progress, including progress towards individualized goals, observed behavioral changes, and emotional improvements.

Action Step		Anticipated Start/Completion Date	
Refine the system for tracking student progress through therapy sessions and outcomes.		2025-06-02	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, Program Director	Time for collaboration	No	No
Action Step		Anticipated Start/Completion Date	
Improve communication and collaboration among Tier 2 MTSS Teams and Tier 3 SAP Teams by conducting student case reviews to discuss data, evaluate past interventions, and identify patterns that may be affecting the student's performance or behavior.		2025-07-01	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Time for collaboration	No	No
Action Step		Anticipated Start/Completion Date	
MTSS and SAP team members will be equipped with the skills and knowledge to effectively respond to students' mental health needs by receiving Mental Health First Aid (MHFA) training.		2025-06-02	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Program Director	MHFA Trainer, professional development money	Yes	No
Action Step		Anticipated Start/Completion Date	
Enhance Positive Behavioral Interventions and Supports (PBIS) across the school, focusing on communicating clear behavior expectations to create a consistent, positive school climate.		2025-07-01	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal, School Counselor	Time for collaboration	No	No
Action Step		Anticipated Start/Completion Date	
Develop an awareness campaign led by the Secondary Student Ambassadors to educate the broader student body about Tier 2 and Tier 3 services, highlighting the importance of seeking help and the resources available.		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, School Counselor, LPC	Time for collaboration	No	No
Action Step		Anticipated Start/Completion Date	
Establish and enhance student leadership initiatives such as focus groups, student councils, ambassador programs, or advisory groups, providing opportunities for students to take ownership of school culture and contribute to decision-making.		2025-09-01	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Time for collaboration and costs of materials	No	No

Action Step		Anticipated Start/Completion Date	
Continue school counseling services into Tier 1 of the MTSS framework by delivering lessons focused on essential skills like emotional regulation, conflict resolution, effective communication, and building healthy relationships for all students.		2025-09-01	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals, School Counselors	Time for collaboration and costs of materials	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved emotional and mental health, increased academic engagement and performance, and enhanced social and behavioral skills.	Student Progress (Monthly): Track academic, behavioral, and emotional progress to assess intervention effectiveness. Stakeholder Input (Quarterly): Collect feedback from parents and teachers on observable student progress.

Action Plan For: Collaboration, Targeted PD

Measurable Goals:
<ul style="list-style-type: none"> Develop, establish and measure AI competencies for grade spans with a focus on learning about AI within computer science, digital citizenship, media literacy, and data literacy — all while prioritizing human connection. Through stakeholder feedback the district will evaluate the quality of the established competencies and curriculum. Provide professional learning opportunities for staff on AI practices, literacy, tools, and limitations. This PD will be provided on an on-going basis. Through stakeholder feedback the district will evaluate the effectiveness of the AI integrations throughout the professional learning model. Develop a clear position for AI integration that aligns with the district’s educational vision, ensuring that AI supports, rather than replaces, human-centered learning and teaching. Establish a transparent, ongoing communication strategy for parents, ensuring they understand how AI is being used in their child's learning environment and its benefits. Through stakeholder feedback the district will evaluate the effectiveness of the Hub and training in an ongoing manner.

Action Step		Anticipated Start/Completion Date	
Develop a clear position for AI integration that aligns with the district’s educational vision, ensuring that AI supports, rather than replaces, human-centered learning and teaching.		2025-03-03	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent	Time for collaboration	No	Yes
Action Step		Anticipated Start/Completion Date	
Provide professional learning opportunities for staff on AI practices, literacy, tools, and limitations.		2025-08-25	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Instructional Technology Coordinator	Professional development time, cost of tools	Yes	No
Action Step		Anticipated Start/Completion Date	
Establish metrics and evaluate emerging AI tools for use in classrooms that ensure both stakeholder privacy and a continued focus on human connection.		2025-06-02	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Technology Coordinator	Professional development time, cost of tool	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop, establish and measure AI competencies for grade spans with a focus on learning about AI within computer science, digital citizenship, media literacy, and data literacy — all while prioritizing human connection.		2025-03-03	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Program Director, Instructional Technology Coordinator	Collaboration time and cost of curriculum	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The district position for AI integration guides all efforts regarding the creation of an AI information Hub and various stakeholder trainings.	Through stakeholder feedback the district will evaluate the effectiveness of the Hub and training in an ongoing manner.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Collaboration, Integration, Modeling, Feedback	Provide teachers with professional development during the summer and throughout the school year to build teacher knowledge and capacity of Structured Literacy.
Data-Driven Decision Making, MTSS Process, Targeted PD	MTSS and SAP team members will be equipped with the skills and knowledge to effectively respond to students' mental health needs by receiving Mental Health First Aid (MHFA) training.
Collaboration, Targeted PD	Provide professional learning opportunities for staff on AI practices, literacy, tools, and limitations.

Structured Literacy

Action Step		
<ul style="list-style-type: none"> Provide teachers with professional development during the summer and throughout the school year to build teacher knowledge and capacity of Structured Literacy. 		
Audience		
All K - 5 teachers, reading specialists, special education teachers, and ESL teachers.		
Topics to be Included		
Foundations of Structured Literacy Differentiating Instruction for Diverse Learners Effective Phonemic Awareness and Phonics Instruction Fluency Development Techniques Vocabulary and Comprehension Strategies Assessment and Progress Monitoring in Structured Literacy		
Evidence of Learning		
Teachers will gain a deeper understanding of the Science of Reading and Structured Literacy, leading to improved literacy instruction and student reading outcomes.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Literacy Coach	2025-07-01	2028-05-31

Learning Format

Type of Activities	Frequency
Workshop(s)	Summer Workshops and multiple professional development times
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Artificial Intelligence

Action Step
<ul style="list-style-type: none"> Provide professional learning opportunities for staff on AI practices, literacy, tools, and limitations.
Audience

All K - 12 teachers and administrators		
Topics to be Included		
Artificial Intelligence Best Practices Use of AI Tools Ethics Limitations		
Evidence of Learning		
Teachers will demonstrate their understanding of artificial intelligence in education by applying AI tools in lesson planning and evaluating their effectiveness in instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Technology Coordinator	2025-08-25	2028-05-31

Learning Format

Type of Activities	Frequency
Inservice day	Multiple opportunities throughout each school year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Mental Health First Aid

Action Step		
<ul style="list-style-type: none"> MTSS and SAP team members will be equipped with the skills and knowledge to effectively respond to students' mental health needs by receiving Mental Health First Aid (MHFA) training. 		
Audience		
All SAP team and MTSS team members		
Topics to be Included		
Introduction to Mental Health and Mental Illness Recognizing Signs and Symptoms of Mental Health Issues Understanding Common Mental Health Disorders (Anxiety, Depression, etc.) How to Provide Initial Support and Intervention De-escalation Techniques for Crisis Situations Effective Communication Strategies for Supporting Students Identifying Risk of Suicide and Self-Harm Cultural Competency in Mental Health Support Referral Processes and Connecting Students with Resources Stigma Reduction and Promoting Mental Health Awareness Self-Care and Stress Management for Educators Creating a Supportive and Inclusive Classroom Environment Collaborating with Families and Mental Health Professionals Legal and Ethical Considerations in Mental Health Support Building Resilience and Promoting Positive Mental Health in Students		
Evidence of Learning		
Teachers and administrators will demonstrate their ability to recognize mental health concerns, apply appropriate de-escalation strategies, and effectively refer students to support services through role-playing scenarios and case studies.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Program Director	2025-06-02	2025-08-29

Learning Format

Type of Activities	Frequency
Workshop(s)	Summer as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

AI Position					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Develop a clear position for AI integration that aligns with the district's educational vision, ensuring that AI supports, rather than replaces, human-centered learning and teaching. 	All Stakeholders in the district.	The website will be the depository for all things AI.	Superintendent	07/01/2025	05/31/2028
Communications					
Type of Communication			Frequency		
Posting on district website			The website will serve as the means to communicate to parents, community, and staff on an on-going fashion for the topic of AI.		
Letter			Initial introduction to the district's AI position.		

AI					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All teachers	All recommended AI Tools	Instructional Technology Coordinator	08/25/2025	05/31/2028
Communications					
Type of Communication			Frequency		
Other			The district will continually communicate with staff on AI tools and effective use.		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date