

Steering Committee

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|------------------------|---------------|---------------------------------|-------------------------|
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| | | | |
|------------------------|------------------|--|-------------------------------|
| Mr. Michael McGrory | Community Member | ServPro of Bucks County | mike@focussafetytraining.com |
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| Mr. Jeffrey Toner | Community Member | Jefferson Institute for Biomedical Engineering | geoffrey.toner@jefferson.edu |
| Ms. Melissa Perrine | Community Member | Penn Community Bank | melissa@penncommunitybank.com |
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| Mrs. Carolyn Sciarrino | Board Member | Board | csciarrino@penncridge.org |
| | | | |

LEA Profile

The Penridge area is approximately 30 miles north of Philadelphia in Bucks County, Southeast PA. The school encompasses about 95 square miles with a total population of nearly 48,000. Eight municipalities comprise the Penridge School District: the boroughs of Dublins, Perkasio, Sellersville and Silverdale, and the townships of Bedminster, East Rockhill, Hilltown and West Rockhill.

Mission and Vision

Mission

Pennridge School District strives to provide all students with a well-rounded educational experience where they acquire the 21st century skills necessary for a successful future.

Vision

Academic- Based on student achievement data, the Pennridge School District will adjust curriculum and emphasis, instructional strategies, and student supports to ensure that students meet or exceed required levels of proficiency. Growth- Based on community and student demographic trends, the Pennridge School District will develop and monitor plans to accommodate future student growth. Technology- The Pennridge School District will utilize a range of technologies to support instruction in all content areas, the information management of the district, and communications with the community. Special Population- Based on student needs and population trends, the Pennridge School District will continue the process of monitoring resources dedicated to programs that support students with special learning needs: special education students, gifted education students, and ELL students. The district will strive to offer all students access to the curriculum in the least restrictive environment appropriate to their individual needs.

Educational Values

Students

Every individual has worth and deserves dignity. All students must achieve fundamental/basic academic skills. All students should be able to communicate effectively. All students should be able to effectively integrate decision-making, problem-solving, and information analysis to become life-long learners. High expectations for staff and students promotes excellence.

Staff

It is the joint responsibility of staff, parents and community to provide an educational environment that will enable all individuals to realize their potential. High expectations for staff and students promote excellence. Every individual has worth and deserves dignity.

Administration

It is the joint responsibility of staff, parents and community to provide an educational environment that will enable all individuals to realize their potential. High expectations for staff and students promote excellence. Every individual has worth and deserves dignity.

Parents

It is the joint responsibility of staff, parents and community to provide an educational environment that will enable all individuals to realize their potential. High expectations for staff and students promote excellence. Every individual has worth and deserves dignity.

Community

It is the joint responsibility of staff, parents and community to provide an educational environment that will enable all individuals to realize their potential. High expectations for staff and students promote excellence. Every individual has worth and deserves dignity.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

| Indicator | Comments/Notable Observations |
|--|---|
| English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth (Pennridge HS) | The district has a relative strength in ELA based on PSSA and Keystone data: HS avg P/A= 76.7 MS avg P/A= 64.3 EL avg P/A= 68.2 |
| Science/Biology All Student Group Exceeds the Standard Demonstrating Growth (Pennridge HS) | District Strength HS avg P/A= 62.2 MS avg P/A= 78.7 EL avg P/A= 91.1 |
| English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth (All three Pennridge Middle Schools) | High School English Keystone increase over last two years. |
| Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth (Two of the three Pennridge Middle Schools) | Middle School Mathematics reached and exceeded district goal. |
| Science/Biology All Student Group Exceeds the Standard Demonstrating Growth (All three Pennridge Middle Schools) | 77.3% of all students taking a state exam in science were P/A. |
| English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target (4 of 6 Pennridge Elementary Schools are Meeting or Exceeding) | Elementary schools reached 68.2% P/A in ELA |
| Mathematics/Algebra All Student Group Meets Interim Goal/Improvement Target (All 6 of the Pennridge Elementary Schools are Meeting or Exceeding) | Middle School Algebra scores exceeded expectations. |

Challenges

| Indicator | Comments/Notable Observations |
|--|--|
| English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge HS) | Some small growth from prior cohort and well above the statewide average, but behind in relation to the 2033 goals. |
| Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge HS) | The decline from prior cohort is a result of non numeric proficiency of students who did not take the Keystone in 8th grade as a result of Covid exemptions. |
| Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge HS) | Growth from prior cohort and around the statewide average, but behind in relation to the 2033 goals. |
| Mathematics/Algebra All Student Group Did Not Meet the Standard Demonstrating Growth (Pennridge HS) | Some small growth from prior cohort and well above the statewide average, but behind in relation to the 2033 goals. |

| | |
|---|--|
| English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge Middle Schools) | Some small growth from prior cohort and well above the statewide average, but behind in relation to the 2033 goals. |
| Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge Middle Schools) | Some small growth from prior cohort and well above the statewide average, but behind in relation to the 2033 goals. |
| Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge Middle Schools) | Some small growth from prior cohort and well above the statewide average, but behind in relation to the 2033 goals. |
| English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target (3 of the Pennridge Elementary Schools) | Some small growth from prior cohort at these schools and well above the statewide average, but behind in relation to the 2033 goals. |

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

Strengths

| | |
|---|---|
| Indicator English Language Arts/Literature Grade Level(s) and/or Student Group(s) HS Hispanic subgroup (Pennridge HS) | Comments/Notable Observations Has shown growth over the past several years across cohorts. |
| Indicator English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth Grade Level(s) and/or Student Group(s) All reported subgroups (Pennridge HS) | Comments/Notable Observations All reported subgroups made academic growth amongst the cohort. |
| Indicator English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge Middle Schools) Grade Level(s) and/or Student Group(s) All reported subgroups | Comments/Notable Observations All reported subgroups made academic growth. |
| Indicator Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge Middle Schools) Grade Level(s) and/or Student Group(s) All reported subgroups | Comments/Notable Observations All reported subgroups made academic growth. |

Challenges

| | |
|------------------|--------------------------------------|
| Indicator | Comments/Notable Observations |
|------------------|--------------------------------------|

| | |
|---|---|
| English Language Arts/Literature and Mathematics/Algebra 1 (Pennridge HS) Grade Level(s) and/or Student Group(s) Economically Disadvantaged Subgroup | There has been a downward trend with this identified subgroup. |
| Indicator Middle School English Language Arts/ Algebra 1 Grade Level(s) and/or Student Group(s) All identified subgroups | Comments/Notable Observations All subgroups are trending in positive directions based on most recent statewide assessments. The continue to fall below the 2033 goals but there are positive trends regardless. |
| Indicator Elementary English Language Arts (3 Elementary Schools) Grade Level(s) and/or Student Group(s) Students with Disabilities | Comments/Notable Observations There are three schools who did not meet the interim goal/improvement target and while many identified subgroups made growth/progress towards those goals, students identified with disabilities were one subgroup who saw regression during the 22-23 testing. |

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.

| |
|--|
| English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth |
| Middle School Mathematics reached and exceeded district goal. |
| Hispanic sub-group has shown growth over the past several years across cohorts in ELA. |

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.

| |
|--|
| Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge Middle Schools) |
| English Language Arts/Literature and Mathematics/Algebra 1 in Economically Disadvantaged Subgroup. There has been a downward trend |

with this identified subgroup. (Penridge HS)

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|--------------------------|--|
| DIBELS | Kindergarten Core= 17% 1st Grade Core= 20% 2nd Grade Core= 24% 3rd Grade Core= 26% |
| Linkit! Benchmark Form A | Middle School School ELA overall 51% proficiency HS Eng. 86% overall proficiency |
| Linkit! Benchmark Form A | High School Eng. Proficiency 79% High School Literature proficiency 77% |

English Language Arts Summary

Strengths

| |
|---|
| Additional practice of TDAs embedded throughout the curriculum and assessments. Common assessments and ongoing data analysis with teachers. |
| Cohesive curriculum aligned to the Standards/Eligible Content. Common assessments and ongoing data analysis with teachers. |
| Instruction throughout grades K-1 conducted with fidelity to the program. |

Challenges

| |
|--|
| Addition of 2nd grade Foundations into curriculum and instruction. |
| Align TDAs into the Social Studies curriculum. |
| Analyzing author's purpose in all texts. |

Mathematics

| Data | Comments/Notable Observations |
|---------------------|-------------------------------------|
| Linkit Benchmark A | Middle Schools avg. 44% proficiency |
| Linkit! Benchmark A | HS Alg. 1 23% above Basic 77% Basic |

Mathematics Summary

Strengths

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|---|
| Small group instruction throughout all middle school classrooms. |
| Data coach working individually with Alg. 1 teachers on data analysis tied to instructional practice. |

Challenges

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|---|
| Students in 7th and/or 8th grade who take Alg. 1 are not instructed in the eligible content for PSSAs. Moving Alg. 1 to 8th grade only. |
|---|

Giving more time in middle school to develop algebraic thinking so the students taking Alg. 1 in high school will be better prepared for the course.

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|----------------------------|--|
| CDT Grade 5 Fall Benchmark | 21% above level 50% at level 29% below level |

Science, Technology, and Engineering Education Summary

Strengths

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|--|
| Introduction to new STEELS Standards for K-5 teachers. |
| New Middle School Science resource fully aligned to STEELS Standards. Year-long PD for secondary science teachers in 2023-24 |

Challenges

| |
|---|
| Full implementation of new middle school science program- Year 1 (2024-25). |
| Full alignment of HS science courses to STEELS Standards. |
| Full alignment of elementary school science to STEELS Standards. |

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|----------------------------|--|
| Career Standards Benchmark | All Pennridge schools, with the exception of one met or exceeded the Performance standard. |

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

Strengths

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

| |
|---|
| Our College and Career Pathways have significantly impacted student readiness for decision-making after high school. |
| Adding a full-time College and Career Pathways Coordinator |
| Numerous opportunities for internships and job shadowing in the community businesses. |
| Block Schedule at the HS allows for more flexibility for students to participate in a College and Career Pathway and Internships. |

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.

| |
|--|
| PSD Internal opportunities for students at the Technical School students, as well as traditional students. |
| Doesn't start early enough |
| Lack of transportation |
| Change name from Internships to Mentorships |

Equity Considerations

English Learners

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

| Data | Comments/Notable Observations |
|----------------------------------|---------------------------------------|
| PSSA ELA Proficient/Advanced | ELA G3-G5- ELL 18% ELA G6-G8- ELL 21% |
| PSSA Math Proficient/Advanced | Math G3-G5- ELL28% Math G6-G8- ELL 9% |
| Science PSSA Proficient/Advanced | Science G4-57% Science G8- 53% |

Students with Disabilities

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

| Data | Comments/Notable Observations |
|----------------------------------|---------------------------------|
| PSSA ELA Proficient/Advanced | ELA G3-G5- 38% ELA G6-G8- 28% |
| PSSA Math Proficient/Advanced | Math G3-G5- 41% Math G6-G8- 13% |
| PSSA Science Proficient/Advanced | Science G4-77% Science G8- 45% |

Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|----------------------------------|---------------------------------|
| PSSA ELA Proficient/Advanced | ELA G3-G5- 51% ELA G6-G8- 54% |
| PSSA Math Proficient/Advanced | Math G3-G5- 48% Math G6-G8- 26% |
| PSSA Science Proficient/Advanced | Science G4-82% Science G8- 73% |

Student Groups by Race/Ethnicity

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

| Student Groups | Comments/Notable Observations |
|----------------|---|
| Hispanic | ELA G3-G5- 34% ELA G6-G8- 43% Math G3-G5- 36% Math G6-G8- 26% Science G4- 58% Science G8- 42% |

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.

| |
|---|
| Additional ELL teachers added to staff. |
| Instructional Coaches to support students with disabilities and ELL students. |
| ELD Coordinator oversees all ELD programming and provides Professional Development. |
| Outstanding special education supervisors |
| A continuum of services provided to students with disabilities. |

Challenges

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

| |
|---|
| ELL students were centralized in one school. This year, to correct it, the district sent students who scored a 3 or above on the WIDA back to their neighborhood schools. |
| A disproportionate number of students in special education received replacement curriculum and instruction. |
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Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

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

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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|---|-------------|
| 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 | Exemplary |

Organize and Allocate Resources and Services Strategically and Equitably

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

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.

-Develop and sustain teacher expertise in Structured Literacy by providing professional learning through the Bucks County Intermediate Unit course with ongoing coaching and support. (Provide exemplary modeling with the highest quality teacher videos).

The district's fiscal "health" is exemplary with a debt-free status.

Professional development model with Assistant Superintendent, Curriculum Supervisors and Instructional Coaches.

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.

Academic Planning with personalized advising

Increase AP offerings Expand Dual Enrollment Opportunities

Recognize and celebrate diversity Implement Restorative Practices institute wellness programs; establish peer support programs

Increase expectations for critical thinking and problem-solving Digital Literacy- innovative and responsible use of technology

Maintain secure facilities ongoing training and practice in safety protocols Utilization Study

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 |
|---|---------------------------------|
| English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth | False |
| Middle School Mathematics reached and exceeded district goal. | False |
| Hispanic sub-group has shown growth over the past several years across cohorts in ELA. | False |
| Additional practice of TDAs embedded throughout the curriculum and assessments. Common assessments and ongoing data analysis with teachers. | False |
| Cohesive curriculum aligned to the Standards/Eligible Content. Common assessments and ongoing data analysis with teachers. | False |
| Small group instruction throughout all middle school classrooms. | False |
| Instruction throughout grades K-1 conducted with fidelity to the program. | False |
| Data coach working individually with Alg. 1 teachers on data analysis tied to instructional practice. | False |
| Introduction to new STEELS Standards for K-5 teachers. | False |
| -Develop and sustain teacher expertise in Structured Literacy by providing professional learning through the Bucks County Intermediate Unit course with ongoing coaching and support. (Provide exemplary modeling with the highest quality teacher videos). | False |
| New Middle School Science resource fully aligned to STEELS Standards. Year-long PD for secondary science teachers in 2023-24 | False |
| Our College and Career Pathways have significantly impacted student readiness for decision-making after high school. | True |
| Adding a full-time College and Career Pathways Coordinator | False |
| Numerous opportunities for internships and job shadowing in the community businesses. | True |
| Block Schedule at the HS allows for more flexibility for students to participate in a College and Career Pathway and Internships. | False |
| Additional ELL teachers added to staff. | False |
| Instructional Coaches to support students with disabilities and ELL students. | False |
| ELD Coordinator oversees all ELD programming and provides Professional Development. | False |
| Outstanding special education supervisors | False |

| | |
|---|-------|
| A continuum of services provided to students with disabilities. | False |
| The district's fiscal "health" is exemplary with a debt-free status. | False |
| Professional development model with Assistant Superintendent, Curriculum Supervisors and Instructional Coaches. | 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 |
|--|---------------------------------|
| Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target (Pennridge Middle Schools) | False |
| English Language Arts/Literature and Mathematics/Algebra 1 in Economically Disadvantaged Subgroup. There has been a downward trend with this identified subgroup. (Pennridge HS) | False |
| Addition of 2nd grade Foundations into curriculum and instruction. | False |
| Align TDAs into the Social Studies curriculum. | False |
| Analyzing author's purpose in all texts. | False |
| Students in 7th and/or 8th grade who take Alg. 1 are not instructed in the eligible content for PSSAs. Moving Alg. 1 to 8th grade only. | False |
| Giving more time in middle school to develop algebraic thinking so the students taking Alg. 1 in high school will be better prepared for the course. | False |
| Full implementation of new middle school science program- Year 1 (2024-25). | False |
| Full alignment of HS science courses to STEELS Standards. | False |
| Full alignment of elementary school science to STEELS Standards. | False |
| PSD Internal opportunities for students at the Technical School students, as well as traditional students. | False |
| Doesn't start early enough | False |
| Lack of transportation | False |
| Change name from Internships to Mentorships | False |
| ELL students were centralized in one school. This year, to correct it, the district sent students who scored a 3 or above on the WIDA back to their neighborhood schools. | False |
| A disproportionate number of students in special education received replacement curriculum and instruction. | True |
| Academic Planning with personalized advising | True |
| Increase AP offerings Expand Dual Enrollment Opportunities | True |
| Recognize and celebrate diversity Implement Restorative Practices institute wellness programs; establish peer | True |

| | |
|--|------|
| support programs | |
| Increase expectations for critical thinking and problem-solving Digital Literacy- innovative and responsible use of technology | True |
| Maintain secure facilities ongoing training and practice in safety protocols Utilization Study | 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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|--|--------------------|
| A disproportionate number of students in special education received replacement curriculum and instruction. | The curriculum and special education supervisors do not have enough time to collaborate and special education teachers miss a good deal of professional development due to requirements to attend special education meetings. | False |
| Academic Planning with personalized advising | Provide individual guidance to students to help them develop and achieve their academic and career goals. | True |
| Increase AP offerings Expand Dual Enrollment Opportunities | Expand offering of Advanced Placement courses to provide students with opportunities to earn college credit while still in high school. Expand offerings of dual enrollment programs to allow students to take college courses while in high school. | False |
| Recognize and celebrate diversity Implement Restorative Practices institute wellness programs; establish peer support programs | Strengthen a positive and safe school environment by increasing access to mental health resources and support systems, maintaining robust safety protocols, and expanding our positive behavior support programs. These efforts would aim to cultivate a nurturing atmosphere where every student feels valued, respected, and empowered to pursue their educational goals and future aspirations. | True |
| Increase expectations for critical thinking and problem-solving Digital Literacy- innovative and responsible use of technology | Embed critical thinking, problem-solving, effective communication, and digital literacy into our curriculum. We would like to foster an environment that encourages teamwork and lifelong learning, equipping all students to thrive in higher education and future careers in an ever-evolving world. | True |
| Maintain secure facilities ongoing training and practice in safety protocols Utilization Study | | False |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|--|-------------------|
| Our College and Career Pathways have significantly impacted student readiness for decision-making after high school. | |
| Numerous opportunities for internships and job shadowing in the community businesses. | |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|--|
| | If we strengthen our College and Career Pathways program by enhancing partnerships with local businesses for more diverse internships and job shadowing opportunities, and by expanding access to advanced coursework and real-world projects, then we will ensure every student is not only academically prepared but also equipped with the critical skills and experiences needed to succeed in the future workforce. |
| | If we strengthen our commitment to a positive and safe school environment, expanding mental health resources and support systems, maintaining rigorous safety protocols, and promoting positive behavior support, then we will create a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. |
| | If we strengthen our teaching and learning practices by further integrating critical thinking, problem-solving, effective communication, and digital literacy into our curriculum, and by fostering an environment that encourages teamwork and lifelong learning, then we will ensure that all students are well-prepared to meet the demands of higher education and future careers, equipped with the skills necessary to thrive in a rapidly evolving world. |

Goal Setting

Priority: If we strengthen our College and Career Pathways program by enhancing partnerships with local businesses for more diverse internships and job shadowing opportunities, and by expanding access to advanced coursework and real-world projects, then we will ensure every student is not only academically prepared but also equipped with the critical skills and experiences needed to succeed in the future workforce.

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| Outcome Category | | |
| Post-secondary transition to school, military, or work | | |
| Measurable Goal Statement (Smart Goal) | | |
| By the end of the 2027-2028 school year, we will have expanded our College and Career Pathways program by establishing new partnerships with local businesses for internships and job shadowing, increasing our advanced coursework offerings, and developing additional real-world projects to equip every student for success in the workforce | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Future Ready College and Career Pathways | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| By the end of the 2025-2026 school year, we will continue to expand our College and Career Pathways program by establishing new partnerships with local businesses for internships and job shadowing, increasing our advanced coursework offerings, and developing additional real-world projects to equip every student for success in the workforce | By the end of the 2026-2027 school year, we will continue to expand our College and Career Pathways program by establishing new partnerships with local businesses for internships and job shadowing, increasing our advanced coursework offerings, and developing additional real-world projects to equip every student for success in the workforce | By the end of the 2027-2028 school year, we will have expanded our College and Career Pathways program by establishing new partnerships with local businesses for internships and job shadowing, increasing our advanced coursework offerings, and developing additional real-world projects to equip every student for success in the workforce |

Priority: If we strengthen our commitment to a positive and safe school environment, expanding mental health resources and support systems, maintaining rigorous safety protocols, and promoting positive behavior support, then we will create a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations.

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| Outcome Category |
| School climate and culture |
| Measurable Goal Statement (Smart Goal) |
| By the end of the 2027-2028 school year, we will deepen our commitment to a positive and safe school environment by expanding mental health resources and support systems, upholding rigorous safety protocols, enhancing our positive behavior support programs, creating a |

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| nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Culture, Climate, and Safety | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| By the end of the 2025-2026 school year, we will have continued to deepen our commitment to a positive and safe school environment by expanding mental health resources and support systems, upholding rigorous safety protocols, and enhancing our positive behavior support programs, creating a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. | By the end of the 2026-2027 school year, we will have continued to deepen our commitment to a positive and safe school environment by expanding mental health resources and support systems, upholding rigorous safety protocols, enhancing our positive behavior support programs, creating a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. | By the end of the 2027-2028 school year, we will deepen our commitment to a positive and safe school environment by expanding mental health resources and support systems, upholding rigorous safety protocols, enhancing our positive behavior support programs, creating a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. |

Priority: If we strengthen our teaching and learning practices by further integrating critical thinking, problem-solving, effective communication, and digital literacy into our curriculum, and by fostering an environment that encourages teamwork and lifelong learning, then we will ensure that all students are well-prepared to meet the demands of higher education and future careers, equipped with the skills necessary to thrive in a rapidly evolving world.

| | | |
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| Outcome Category | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | |
| Measurable Goal Statement (Smart Goal) | | |
| By the end of the 2027-2028 school year, we will enhance our teaching and learning strategies by fully integrating critical thinking, problem-solving, effective communication, and digital literacy into our curriculum, and by promoting an environment that supports teamwork and lifelong learning, ensuring all students are prepared to excel in higher education and future careers in a rapidly changing world." | | |
| Measurable Goal Nickname (35 Character Max) | | |
| Teaching and Learning Outcomes | | |
| Target Year 1 | Target Year 2 | Target Year 3 |
| By the end of the 2025-2026 school year, we will have continued to enhance our teaching and learning strategies by fully integrating critical thinking, problem-solving, effective | By the end of the 2026-2027 school year, we will have continued to enhance our teaching and learning strategies by fully integrating critical thinking, problem-solving, effective | By the end of the 2027-2028 school year, we will enhance our teaching and learning strategies by fully integrating critical thinking, problem-solving, effective communication, |

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| communication, and digital literacy into our curriculum, and by promoting an environment that supports teamwork and lifelong learning, ensuring all students are prepared to excel in higher education and future careers in a rapidly changing world." | communication, and digital literacy into our curriculum, and by promoting an environment that supports teamwork and lifelong learning, ensuring all students are prepared to excel in higher education and future careers in a rapidly changing world." | and digital literacy into our curriculum, and by promoting an environment that supports teamwork and lifelong learning, ensuring all students are prepared to excel in higher education and future careers in a rapidly changing world." |
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Action Plan

Measurable Goals

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| Future Ready College and Career Pathways | Culture, Climate, and Safety |
| Teaching and Learning Outcomes | |

Action Plan For: Career Pathways and Exploration

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| Measurable Goals: |
| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will have expanded our College and Career Pathways program by establishing new partnerships with local businesses for internships and job shadowing, increasing our advanced coursework offerings, and developing additional real-world projects to equip every student for success in the workforce |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| Provide students with opportunities to access career pathways that align with student interest at PHS | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| College and Career Pathway Coordinator, High School Principal | Revised program of studies, communication with Students, parents, and community at large. | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Provide students with opportunities to gain practical experience in their chosen fields through internships with local businesses and organizations. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| College and Career Pathway Coordinator; High School Principal | Access to internships in the community. | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Provide students opportunities to observe professionals in their workplaces to gain insights into various career paths and to discover day-to-day experiences of professionals. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| College and Career Pathway Coordinator, High School Principal | Access to businesses willing to allow students to job shadow | No | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|--|
| <p>We should see students actively engaged in internships and job shadowing experiences, gaining first-hand exposure to various career fields. This practical experience bridges the gap between classroom learning and real-world application, enabling students to make informed decisions about their future pathways. Key Outputs: Increased Access to Career Opportunities: Every high school student will have the opportunity to participate in at least one internship or job shadowing experience before graduation. Middle school students will participate in at least two career exploration activities per year aligned with career clusters. Expanded Business Partnerships: A minimum of 20 new partnerships with local businesses will be established by the 2027-2028 school year. Businesses will be provided with a clear participation framework, reducing entry barriers. Improved Equity in Participation: 100% of internship and job shadowing opportunities will include transportation options for students in need. Increased participation in career pathways among underrepresented student populations, measured annually. Stronger Elementary-to-High School Career Connections: Career artifacts from elementary students will be integrated into middle and high school career planning portfolios, creating a seamless K-12 pathway. Elementary field trips will include exposure to STEAM careers, and career clusters. Outcomes with Metrics: Career Preparedness: 90% of students will report increased confidence in their career readiness through end-of-year surveys. Participation Rates: Achieve a 20% year-over-year increase in student participation in internships and job shadowing experiences. Partnership Growth: Partner with at least 5 new businesses or organizations each year and seek to retain them. Equity: Ensure at least 95% of students who express interest in internships or job shadowing are matched with opportunities, regardless of transportation needs.</p> | <p>People: College and Career Pathway Coordinator, High School Principal Frequency: Annually Method: Presentation at Curriculum Committee Meetings</p> |

Action Plan For: Academic Planning

| Measurable Goals: |
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| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will have expanded our College and Career Pathways program by establishing new partnerships with local businesses for internships and job shadowing, increasing our advanced coursework offerings, and developing |

additional real-world projects to equip every student for success in the workforce

| Action Step | | Anticipated Start/Completion Date | |
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| Strengthen opportunities for individualized guidance to students to help them develop and achieve their academic and career goals. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Science Supervisor, Director for Teaching and Learning | School Counselors provided time and schedules. | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Expand offerings of Advanced Placement courses to provide students with opportunities to earn college credit while still in high school | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Teaching and Learning, High School Principal, Curriculum Supervisors, School Counselors. | Updated curriculum aligned to AP offerings, resources aligned to AP | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Expand offerings of dual enrollment programs to allow students to take college courses while still in high school. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Teaching and Learning, High School Principal, Curriculum Supervisors, School Counselors. | Updated curriculum aligned to Dual Enrollment offerings, and resources aligned to dual enrollment courses. | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Expand access and programming for non-technical PHS school students to Career and Technical Education programs and resources to provide students with hands-on training in various technical fields. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com |

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| | | | Step? |
| Director of Teaching and Learning, High School Principal | Engage in discussions with UBCTS | No | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| <p>The expectation is that students will demonstrate increased confidence and clarity in their academic and career choices, supported by personalized advising and expanded course options. This empowers students to take ownership of their learning journey and pursue pathways aligned with their aspirations. Key Outputs: Personalized Academic Guidance: All students will have an annual advising session to plan their academic and career pathways, ensuring equitable access to guidance and support. Increased Advanced Coursework: Expanded AP course offerings and dual enrollment opportunities will allow students to earn college credit, reducing future college costs and accelerating post-secondary pathways. Enhanced CTE Participation: New pathways to CTE programs will engage more students in technical education and equip them with the skills they need to succeed in technical fields. Outcomes with Metrics: Student Success: After establishing a baseline, 10% improvement of students reporting satisfaction with their academic and career advising each year. An increase of 25% of students earning college credits through AP or dual enrollment as measured by the class of 2028. Program Participation: 25% growth in AP course enrollment by 2028. 10% increase in non-traditional students accessing CTE programs.</p> | <p>People: Director of Teaching and Learning, High School Principal Frequency: Annually Method: Curriculum Committee Meetings</p> |

Action Plan For: Student Experiences

| Measurable Goals: |
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| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will have expanded our College and Career Pathways program by establishing new partnerships with local businesses for internships and job shadowing, increasing our advanced coursework offerings, and developing additional real-world projects to equip every student for success in the workforce |

| Action Step | Anticipated Start/Completion |
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| | | Date | |
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| Encourage students to participate in competitions that challenge them to showcase their talents and skills. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals, Curriculum Supervisors, and Teachers | Access to student competitions | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Promote student involvement in community service projects that benefit the local community. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Principals, School Counselors, Director of Communications. | Opportunities for students to participate in Community Service. | No | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|--|
| <p>We should observe students actively participating in hands-on projects, competitions, and community service initiatives, showcasing their skills and contributing to their community. These experiences foster a sense of purpose, develop essential soft skills, and prepare students for the challenges and opportunities of the future. Key Outputs: Expanded Competition Participation: A curated list of competitions will be made available annually across academic, creative, and technical disciplines. A dedicated support system for competition preparation will be established, led by teachers and staff. Enhanced Community Service Engagement: Students will encouraged to participate in community service initiatives across the district. Schools will develop partnerships with local organizations or nonprofits to support service projects. Outcomes with Metrics: Increased Engagement: After establishing baseline participation rates, seek to increase student participation by 10% each school year. Community Impact: Documented contributions to the community through measurable outcomes, such as volunteer hours logged or specific projects completed (e.g., parks cleaned, meals served). Increased recognition of student contributions, with annual reporting of competition wins and community service achievements.</p> | <p>People: Students and appropriate faculty Frequency: Intermittent Method: Various communications, including presentations at board meetings, curriculum meetings, faculty meetings, and newsletters.</p> |

Action Plan For: STEELS Implementation

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| <p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will enhance our teaching and learning strategies by fully integrating critical thinking, problem-solving, effective communication, and digital literacy into our curriculum, and by promoting an environment that supports teamwork and lifelong learning, ensuring all students are prepared to excel in higher education and future careers in a rapidly changing world." |
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| Action Step | | Anticipated Start/Completion Date | |
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| Implement the new STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards K-12 into the curriculum with focus on environmental literacy and leveraging opportunities to engage in MWEE (Meaningful Watershed Educational Experience) at each grade span. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Science Supervisor, Director for Teaching and Learning. | STEELS aligned curriculum, STEELS aligned resources. | Yes | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
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| The implementation of STEELS standards across K-12 will transform science education by integrating environmental literacy, critical thinking, digital literacy, and problem-solving into everyday instruction. Students will gain hands-on, real-world experiences that enhance their understanding of complex scientific concepts and prepare them to tackle global challenges. Key Outputs: Curriculum Alignment: Fully revised K-12 science curriculum aligned to STEELS standards by 2028. Integrated MWEE opportunities at every grade span. Teacher Training and Resources: All science teachers will receive ongoing professional development on STEELS-aligned instruction. Accessible STEELS resources are available to all educators districtwide. Student Engagement: At least 80% of students will | People: Science Supervisor, Director of Teaching and Learning. Frequency: Weekly supervisor meetings; updates when necessary Method: weekly supervisor meetings. |

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| <p>participate in a MWEE activity annually, fostering environmental stewardship and teamwork. Increased student proficiency in critical thinking, digital literacy, and problem-solving, measured through assessments and project-based learning outcomes. Improved Academic Performance: 85% of students meet or exceed proficiency on science benchmarks aligned to STEELS standards by 2028. Increased Teacher Competency: 95% of science teachers report increased confidence in delivering STEELS-aligned lessons through annual surveys.</p> | |
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Action Plan For: Critical Thinking, Problem Solving, and Authentic Assessment

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| Measurable Goals: |
| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will enhance our teaching and learning strategies by fully integrating critical thinking, problem-solving, effective communication, and digital literacy into our curriculum, and by promoting an environment that supports teamwork and lifelong learning, ensuring all students are prepared to excel in higher education and future careers in a rapidly changing world." |

| Action Step | | Anticipated Start/Completion Date | |
|--|---|--|------------------|
| Provide students intentional opportunities to solve authentic problems, that require them to gather, evaluate, and interpret information. Increased focus on Collaboration, discussion, and presentation skills. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Teaching and Learning, Curriculum Supervisors and Coordinators, Principals, Teachers | Curriculum (ATLAS); assessments | No | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
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| Students will actively collaborate on projects, deliver effective presentations, and engage in thoughtful classroom discussions, fostering essential communication and teamwork skills needed for the modern workplace. Through these experiences, they will develop the ability to critically analyze information, evaluate evidence, and craft creative solutions to complex problems—key competencies for success in higher | People: Director for Teaching and Learning, Curriculum Supervisors and Coordinators, Principals, Teachers Frequency: Walkthroughs, curriculum analysis Method: Walkthroughs and intermittent curriculum analysis |

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| <p>education and future careers that demand adaptability and problem-solving. Key Outputs Authentic Problem-Solving Opportunities: At least one authentic problem-solving project or activity per semester in all core subject areas by 2028. Clear alignment of projects to curriculum standards, ensuring relevance and rigor. Enhanced Collaboration and Presentation Skills: Structured opportunities for group collaboration included in at least 75% of units. Rubric-based assessments of student presentation and communication skills to track growth over time. Professional Development and Support: All teachers receive training in authentic assessment design and implementation. Access to resources and examples of successful problem-based learning activities. Outcomes with Metrics: Student Skill Development: 90% of students demonstrate problem-solving and critical thinking improvement as measured by project-based rubrics. 85% of students report increased confidence in their ability to collaborate and present ideas effectively through end-of-year surveys. Teacher Growth: As indicated in professional development feedback, 95% of teachers feel equipped to design and assess authentic problem-solving activities. Impact on College and Career Readiness: Increased student engagement and success in problem-solving tasks, evidenced by higher scores on authentic assessments. Positive feedback from external audiences (e.g., community members or partners) involved in student presentations or project evaluations.</p> | |
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Action Plan For: Digital Literacy and Artificial Intelligence Integration

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| <p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will enhance our teaching and learning strategies by fully integrating critical thinking, problem-solving, effective communication, and digital literacy into our curriculum, and by promoting an environment that supports teamwork and lifelong learning, ensuring all students are prepared to excel in higher education and future careers in a rapidly changing world." |
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| Action Step | Anticipated |
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| | | Start/Completion Date | |
| Integrate technology into the curriculum to enhance teaching and learning and preparing students for the digital age with special attention to Artificial Intelligence. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Technology, Director of Teaching and Learning, Curriculum Supervisors and Coordinators, Principals, Teachers | Curriculum (ATLAS); assessments, lesson plans | Yes | No |

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| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| <p>The anticipated outcome is that students will demonstrate proficiency in using technology for learning, research, and communication. Digital literacy is a fundamental skill in today's world, enabling students to navigate the digital landscape effectively and responsibly. Key Outputs: Integrated Curriculum and Resources: Revised curriculum incorporating digital literacy and AI concepts across grade levels and disciplines. Pre-designed lesson plans, rubrics, and assessments focusing on technology and AI use. Professional Development: All teachers will be trained to effectively use and teach digital tools and AI concepts by 2028. Continuous support and resource updates for educators through professional learning communities. Student Engagement: At least one interdisciplinary project per year requires students to use AI tools or digital platforms for problem-solving and collaboration. Structured discussions and activities addressing AI ethics and digital citizenship. Outcomes with Metrics: Student Proficiency: 90% of students demonstrate proficiency in digital literacy and responsible AI use as measured by project-based assessments and digital citizenship evaluations. 75% of students report confidence in using AI and technology tools for learning and communication by 2028. Teacher Preparedness: 95% of teachers report feeling confident integrating AI and digital literacy into their instruction, as measured by annual surveys. Equitable Access: 100% of students have access to devices and digital resources needed to participate fully in technology-enhanced learning activities.</p> | <p>People: Director of Technology, Director of Teaching and Learning Frequency: Intermittent Method: Walkthroughs, Lesson Plans, Supervisory Process</p> |

Action Plan For: School Based Getting Results Plans

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| <p>Measurable Goals:</p> <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will enhance our teaching and learning strategies by fully integrating critical thinking, problem-solving, effective communication, and digital literacy into our curriculum, and by promoting an environment that supports teamwork and lifelong learning, ensuring all students are prepared to excel in higher education and future careers in a rapidly changing world." |
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| Action Step | | Anticipated Start/Completion Date | |
|---|------------------------------------|-----------------------------------|------------|
| Develop school-based action plans addressing key academic deficits and capitalizing on enrichment opportunities across all disciplines. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Principals | Templates | No | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|--|
| <p>Each school will have targeted action plans in place to address specific academic needs and leverage enrichment opportunities. This individualized approach ensures that every student receives the support and challenges they need to succeed. Key Outputs: Targeted Action Plans: Each school will have a completed, actionable plan addressing academic deficits and enrichment opportunities by the end of the 2025-2026 school year. Improved Collaboration: School teams, led by principals, will actively collaborate to develop and execute the plans, fostering a shared responsibility for student success. Data Utilization: All plans will be informed by student performance data, ensuring a focused and evidence-based approach. Equity and Enrichment: Tailored strategies for supporting diverse learners and expanding enrichment will be embedded into every action plan. Outcomes with Metrics: Academic Growth: 85% of schools meet or exceed their identified academic improvement targets by 2028. Measurable reduction in key academic deficits, tracked through districtwide assessments. Student Engagement: Increase in the percentage of students participating in enrichment opportunities, with a target of 20% growth by 2028. Equitable Data All schools address the needs of diverse learners in their plans, with measurable improvements in</p> | <p>People: Director of Teaching and Learning, Assistant to the Superintendent. Frequency: Tri-annually Method: presented to faculty and Superintendent; Central Administration</p> |

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| achievement and engagement for historically underserved groups. Districtwide Collaboration: 100% of schools participate in sharing best practices and successes through biannual meetings or reports. | |
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Action Plan For: Caring School Community

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| Measurable Goals: |
| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will deepen our commitment to a positive and safe school environment by expanding mental health resources and support systems, upholding rigorous safety protocols, enhancing our positive behavior support programs, creating a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. |

| Action Step | | Anticipated Start/Completion Date | |
|--|--|--|------------------|
| Recognize and celebrate the diverse backgrounds and cultures of all students. Students, teachers, staff, and building principals will develop opportunities to celebrate the uniqueness of their individual schools and communities. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Pupil Services, Principals | N/A | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Create a welcoming and caring environment where all students feel valued and respected. Students, teachers, staff, and building principals will develop opportunities based on identified needs. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Pupil Services | Considerations of implementing Unified Physical Education, work with students and administrators at each building to determine needs and next steps. | Yes | No |

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| Anticipated Output | Monitoring/Evaluation (People, Frequency, and |
|---------------------------|--|

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| <p>We should witness school and classroom cultures that celebrate their uniqueness, and foster a sense of belonging for all students. This creates a safe and supportive environment where every student feels valued and empowered to learn.</p> <p>Professional Development: Annual trauma-informed care training was completed by 100% of the staff. Student Engagement: Increased student participation in celebrations of the people and unique culture of each individual school. Regular student presentations at faculty and board meetings to highlight progress.</p> <p>Outcomes with Metrics: Positive School Climate: 90% of students report feeling valued and included in annual school climate surveys by 2028. Reduction in disciplinary incidents related to cultural or social misunderstandings. Staff Preparedness: 95% of staff report confidence in implementing trauma-informed care and fostering a welcoming environment. Community Involvement: Increased family and community participation in celebrations and events, measured through event attendance records.</p> | <p>Method)</p> <p>People: Principals Frequency: ongoing Method: report out through various channels, including newsletters, faculty meetings, and other communication methods.</p> |
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Action Plan For: Mental Health and Well-Being

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| <p>Measurable Goals:</p> |
| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will deepen our commitment to a positive and safe school environment by expanding mental health resources and support systems, upholding rigorous safety protocols, enhancing our positive behavior support programs, creating a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. |

| Action Step | Anticipated Start/Completion Date | | |
|---|------------------------------------|------------|-----------|
| Utilize state grant funds to identify and address community mental health priorities for our schools. | 2025-07-01 | 2028-06-30 | |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Pupil Services | N/A | No | No |
| Action Step | Anticipated Start/Completion Date | | |
| Provide more accessible and comprehensive counseling services to support student mental health and | 2025-07-01 | 2028-06-30 | |

| | | | |
|--|--|--|------------------|
| well-being. | | | |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Pupil Services | Chapter 339 Plan | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Implement wellness programs that promote healthy habits and stress management. techniques. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Pupil Services | Determined by building and level; needs assessment | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Establish peer support programs to foster a sense of community and provide additional support for students | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals and Student Leaders | N/A | No | No |

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|--|--|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| <p>The Mental Health and Wellness initiative prioritizes leveraging community input, strengthening school-based counseling, and promoting wellness and peer support programs. These efforts will address diverse student needs, reduce stigma around mental health, and create a culture of well-being across the district. Key Outputs: Community Needs Addressed: Needs assessments are conducted in all schools, with grant funds allocated to top priorities. Clear alignment between mental health initiatives and community expectations. Expanded Services and Programs: Updated Chapter 339 plan reflecting increased counseling accessibility. New wellness and peer support programs implemented districtwide. Student and Family Engagement: Increased participation in counseling, wellness programs, and peer supports. Improved community perception of the district's mental health and wellness efforts. Outcomes with Metrics: Improved Mental Health Access: Increase in students utilizing counseling services, with 90% reporting satisfaction through surveys by 2028. Enhanced Well-Being: 80% of students self-report improved stress management and well-being by 2028. Community Impact: In annual reports, positive feedback from families and</p> | <p>People: Director of Pupil Services, Building Principals, Student Leaders Frequency: Ongoing Method: Various, including communications, faculty meetings, etc.</p> |

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| community stakeholders on mental health initiatives. Peer Support Engagement: 75% of students are aware of and engaged with peer support programs by 2028. | |
|--|--|

Action Plan For: Safe and Secure Schools

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| Measurable Goals: |
| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will deepen our commitment to a positive and safe school environment by expanding mental health resources and support systems, upholding rigorous safety protocols, enhancing our positive behavior support programs, creating a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. |

| Action Step | | Anticipated Start/Completion Date | |
|---|------------------------------------|-----------------------------------|------------|
| Expand and Implement comprehensive safety measures to protect students and staff from harm inside the buildings and on school property. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Security; Assistant to the Superintendent, Building Principals | To be determined | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Expand and conduct regular drills to prepare students and staff for emergencies. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Security; Assistant to the Superintendent, Building Principals | N/A | No | No |
| Action Step | | Anticipated Start/Completion Date | |
| Maintain secure facilities to prevent unauthorized access and ensure the safety of all occupants. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Director of Security; Assistant to the Superintendent, | As determined | No | No |

| | | | |
|---------------------|--|--|--|
| Building Principals | | | |
|---------------------|--|--|--|

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|--|
| <p>The Safe and Secure Schools initiative prioritizes the safety of students and staff by implementing updated safety measures, conducting regular emergency drills, and maintaining secure facilities. These efforts will create an environment where everyone feels protected and supported, allowing them to focus on teaching and learning. Key Outputs: Comprehensive Safety Protocols: Districtwide safety policy will be updated and fully implemented by 2026. Collaboration with law enforcement and emergency services to align with community safety standards. Preparedness Through Drills: Emergency drills are conducted regularly with documented evaluations and feedback. Increased staff and student confidence in responding to emergencies, measured through post-drill surveys. Facility Security: Secure entry systems and surveillance technology operational in all buildings. Ongoing inspections and maintenance of all security equipment. Outcomes with Metrics: Improved Safety Perception: 90% of students and staff report feeling safe in annual climate and safety surveys by 2028. Emergency Preparedness: 100% of schools meet state-mandated requirements for emergency drills. Post-drill evaluations indicate a 95% confidence rate among staff in emergency procedures by 2028. Facility Security: Annual security audits show 100% compliance with updated facility safety standards.</p> | <p>People: Director of Security, Assistant to the Superintendent, Building Principals Frequency: Monthly, Annually Method: Mandated reporting, updates K-12 Council Committees</p> |

Action Plan For: Strengthen and Expand Positive Behavior Interventions and Supports (PBIS)

| Measurable Goals: |
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| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will deepen our commitment to a positive and safe school environment by expanding mental health resources and support systems, upholding rigorous safety protocols, enhancing our positive behavior support programs, creating a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. |

| Action Step | | Anticipated Start/Completion Date | |
|--|---|-----------------------------------|------------|
| Recognize and reward positive student behavior to reinforce desired actions and attitudes. | | 2025-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Building Principals | Individualized Positive Behavior Interventions and Supports Plans | No | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|--|
| <p>We should observe a positive and respectful school climate in which positive behaviors are recognized and rewarded and conflicts are addressed through restorative practices. This fosters a sense of community and encourages students to take responsibility for their actions and contribute positively to the school environment. Key Outputs: Enhanced PBIS Frameworks: Individualized PBIS plans are developed and implemented in all schools. Systems for recognizing and rewarding positive behaviors operational districtwide. Conflict Resolution through Restorative Practices: Restorative practices are included as a key component of behavior management, with trained staff facilitating their use. Improved School Climate: Measurable improvements in student behavior and conflict resolution outcomes through surveys and disciplinary data. Outcomes with Metrics: Positive School Climate: 90% of students and staff report an improved sense of respect and community in annual school climate surveys by 2028. Behavioral Improvements: Reduction in disciplinary referrals by at least 20% annually through the use of PBIS and restorative practices. Student Engagement in PBIS: 75% of students report feeling recognized and valued for their positive contributions through PBIS initiatives.</p> | <p>People: Building Principals Frequency: Ongoing Method: K-12 Council</p> |

Action Plan For: Utilization Study Results

| Measurable Goals: |
|--|
| <ul style="list-style-type: none"> By the end of the 2027-2028 school year, we will deepen our commitment to a positive and safe school environment by expanding mental health resources and support systems, upholding rigorous safety protocols, enhancing our positive behavior support programs, creating a nurturing atmosphere where every student feels valued, respected, and empowered to focus on their educational and future aspirations. |

| Action Step | Anticipated Start/Completion Date |
|-------------|-----------------------------------|
|-------------|-----------------------------------|

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|--|---|--|------------------|
| Analyze the results of the utilization study to identify areas for improvement and inform future planning. | | 2025-07-01 | 2026-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Assistant Superintendent | To Be Determined | No | Yes |
| Action Step | | Anticipated Start/Completion Date | |
| Develop recommendations based on the study results and seek approval for Implementation. | | 2026-07-01 | 2028-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Assistant Superintendent | To Be Determined | No | No |

| | |
|---|---|
| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| <p>The district will have a clear understanding of the effectiveness of its programs and initiatives, informed by the utilization study results. This data-driven approach enables continuous improvement and ensures that resources are allocated strategically to maximize student success. Key Outputs: Comprehensive Analysis: A detailed report of utilization study findings, highlighting strengths, gaps, and opportunities. Inclusion of stakeholder feedback to ensure recommendations reflect diverse perspectives. Actionable Recommendations: A set of prioritized, board-approved recommendations based on utilization study results. An implementation plan with clear timelines and accountability measures. Resource Optimization: Improved alignment of resources with district goals and student needs. Outcomes with Metrics: Improved Resource Allocation: 100% of recommendations aligned with identified gaps and district priorities by 2028. Increased Program Effectiveness: Annual reviews show measurable improvement in program outcomes in areas addressed by the study. Stakeholder Satisfaction: 85% of stakeholders report satisfaction with the utilization study process and its impact, measured through surveys by 2028.</p> | <p>People: Assistant Superintendent Frequency: Ongoing Method: Activities Committee and Future Board Meetings</p> |

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|--|---|
| STEELS Implementation | Implement the new STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards K-12 into the curriculum with focus on environmental literacy and leveraging opportunities to engage in MWEE (Meaningful Watershed Educational Experience) at each grade span. |
| Digital Literacy and Artificial Intelligence Integration | Integrate technology into the curriculum to enhance teaching and learning and preparing students for the digital age with special attention to Artificial Intelligence. |
| Caring School Community | Create a welcoming and caring environment where all students feel valued and respected. Students, teachers, staff, and building principals will develop opportunities based on identified needs. |

Trauma Informed Teaching and Learning

| | | |
|--|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Create a welcoming and caring environment where all students feel valued and respected. Students, teachers, staff, and building principals will develop opportunities based on identified needs. | | |
| Audience | | |
| All K-12 Educators | | |
| Topics to be Included | | |
| Educators will understand that trauma can significantly impact a student’s ability to learn, regulate emotions, and build relationships, often manifesting as challenging behaviors. A trauma-informed approach shifts the focus from "What's wrong with this student?" to "What happened to this student?" and emphasizes creating a safe, supportive environment that fosters trust and connection. By implementing strategies such as predictable routines, relationship-building, and emotional regulation techniques, educators can help all students—especially those impacted by trauma—feel secure and ready to learn. | | |
| Evidence of Learning | | |
| Educators will provide feedback on professional learning sessions via a post-participation survey that will include checks for understanding. Building principals will look for evidence of application via instructional walkthroughs and classroom observation. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Director of Teaching and Learning | 2025-08-20 | 2026-06-30 |

Learning Format

| Type of Activities | Frequency |
|--|--|
| Inservice day | Professional learning will occur once; follow up during faculty meetings and individual feedback from observation. |
| Observation and Practice Framework Met in this Plan | |

- 1e: Designing Coherent Instruction
- 3c: Engaging Students in Learning
- 1a: Demonstrating Knowledge of Content and Pedagogy

This Step Meets the Requirements of State Required Trainings

At Least 1-hour of Trauma-informed Care Training for All Staff

STEELS Implementation Professional Learning

Action Step

- Implement the new STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards K-12 into the curriculum with focus on environmental literacy and leveraging opportunities to engage in MWEE (Meaningful Watershed Educational Experience) at each grade span.

Audience

K-8 Teachers of Science, specific teachers 9-12 who teach Biology, Environmental Literacy Topics

Topics to be Included

Educators implementing the PA STEELS Standards will recognize that these standards emphasize an integrated, three-dimensional approach to science education, where students engage in scientific inquiry, engineering design, and real-world problem-solving. Rather than memorizing isolated facts, students construct knowledge through hands-on investigations, data analysis, and collaborative learning experiences that reflect the practices of scientists and engineers. By designing instruction that encourages curiosity, critical thinking, and application of scientific concepts across disciplines, educators can create meaningful learning experiences that prepare students for the demands of the modern world.

Evidence of Learning

Implementation via lesson planning, revised assessment design as well as observation and feedback.

Lead Person/Position

Curriculum Supervisor, Building Principals, Director of Teaching and Learning

Anticipated Start

2025-08-20

Anticipated Completion

2028-06-30

Learning Format

Type of Activities

Workshop(s)

Frequency

As needed, but at least during 2025-2026 school year during non-instructional days

Observation and Practice Framework Met in this Plan

- 1d: Demonstrating Knowledge of Resources
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes

- 3b: Using Questioning and Discussion Techniques
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Artificial Intelligence for Teaching and Learning

Action Step

- Integrate technology into the curriculum to enhance teaching and learning and preparing students for the digital age with special attention to Artificial Intelligence.

Audience

K-12 Educators, Administrators, Paraprofessionals

Topics to be Included

Focus on digital literacy and skills necessary to integrate A.I. into classrooms and personal learning. Ethical usage, best practices, and safety will all be a part of the professional learning.

Evidence of Learning

Surveys, consistent application of curriculum and practices through lesson planning and classroom observation.

Lead Person/Position

Director of Technology, Director of Teaching and Learning

Anticipated Start

2025-07-01

Anticipated Completion

2028-06-30

Learning Format

| Type of Activities | Frequency |
|--|--|
| Inservice day | This topic will be highlighted on professional learning days throughout the plan's length. |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources | |
| This Step Meets the Requirements of State Required Trainings | |
| Common Ground: Culturally Relevant Sustaining Education | |

Communications Activities

| Academic Planning Opportunities for Learners | | | | | |
|---|---------------------------------------|--|--|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Expand offerings of Advanced Placement courses to provide students with opportunities to earn college credit while still in high school Expand offerings of dual enrollment programs to allow students to take college courses while still in high school. | Secondary Students and their Families | Access to Advanced Placement Courses, Dual Credit Opportunities, and CTE opportunities | HS Principal | 01/01/2026 | 06/30/2028 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Email | | | During course selection | | |
| Presentation | | | During Back to School Nights and other opportunities with students and families. | | |
| Posting on district website | | | When adjustments or additions are made available. | | |

Utilization Study Results and Next Steps

| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|--|-----------------------|---|-----------------------|---------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> Analyze the results of the utilization study to identify areas for improvement and inform future planning. | All Community members | When the utilization study is conducted, results will be shared with the board of directors and then the public at large. The goal will be to collect feedback and update the community on decisions and timelines. | Superintendent | 07/01/2025 | 06/30/2028 |

Communications

| Type of Communication | Frequency |
|-----------------------------|--------------|
| Email | As needed |
| Newsletter | As developed |
| Posting on district website | As needed |

Approvals & Signatures

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

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