

Schuylkill Valley SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Schuylkill Valley School District		114067503
Address 1		
929 Lakeshore Drive		
Address 2		
City	State	Zip Code
Leesport	PENNSYLVANIA	19533
Chief School Administrator		Chief School Administrator Email
Dr. Cathy L. Taschner		ctaschner@schuylkillvalley.org
Single Point of Contact Name		
Dr. Cathy L. Taschner		
Single Point of Contact Email		
ctaschner@schuylkillvalley.org		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Dr. Shannon O'Donnell	Administrator	Schuylkill Valley School District	sodonnell@schuylkillvalley.org
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LEA Profile

The Schuylkill Valley School District is located in northern Berks County, six miles north of Reading, in southeastern Pennsylvania. The district encompasses approximately 53 square miles of rural and suburban communities, including Bern, Centre, and Ontelaunee townships and the boroughs of Leesport and Centerport. Three buildings serve the district's over 2,000 students: Schuylkill Valley Elementary School (grades K-4), Schuylkill Valley Middle School (grades 5-8), and Schuylkill Valley High School (grades 9-12). Enrollment: 2,161 students

Staff: 15 administrative staff, 157 full-time professional staff, 61 full-time and 50 part-time support staff

Budget: \$47,551,026

Mission and Vision

Mission

The mission of the Schuylkill Valley School District is to prepare and inspire students who are innovators, communicators, civic & global contributors, critical thinkers and resilient achievers, by providing learning experiences grounded in emerging technology and aligned with the workforce of the future, to all students.

Vision

Inspiring Innovation, honoring tradition.

Educational Values

Students

We believe student engagement is highly predictive of student success.

Staff

We believe a learning and student centered staff who set and support high expectations is essential to student success.

Administration

We believe instructionally focused, data driven school leaders can positively impact student achievement.

Parents

We believe engaging parents as partners can positively impact student achievement.

Community

We believe community support and involvement is essential in understanding and preparing students for entry into an ever changing and global workforce.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts Growth	English Language Arts Performance Data demonstrates continued growth in achievement in grades K-8.
Math Growth	Mathematics Performance Data demonstrates continued growth in achievement from grades K-12
Career Standards Benchmarks	All student groups exceed the performance standards.
Graduation Rate	The four year graduation rate is 97.4% which is 10% above the State average.
Science	ES School Science Achievement Scores meet the 2033 school goals set forth by the Department of Education.

Challenges

Indicator	Comments/Notable Observations
English Language Arts	Achievement Scores in Grades K-12 do not yet meet the 2033 school goals set forth by the Department of Education
Math	Achievement Scores in Grades K-12 do not yet meet the 2033 school goals set forth by the Department of Education
Science	Achievement Scores in Middle School and High School in Grades 5-12 do not yet meet the 2033 school goals set forth by the Department of Education

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

Strengths

Indicator English Language Arts Grade Level(s) and/or Student Group(s) K-4	Comments/Notable Observations The economically disadvantaged and students with disabilities groups are exceeding the growth standard in ELA. The All student group is meeting the growth standard in ELA.
Indicator English Language Arts Grade Level(s) and/or Student Group(s) Middle School	Comments/Notable Observations The economically disadvantaged group is exceeding the growth standard in ELA. The students with disabilities group is meeting the growth standard, and the all student group is exceeding the growth standard in ELA.
Indicator Mathematics Grade Level(s) and/or Student Group(s) Middle School	Comments/Notable Observations The economically disadvantaged group is currently meeting the growth standard. The students with disabilities group is meeting the growth standard, and the all student group is meeting the growth standard in Mathematics.

Indicator Mathematics Grade Level(s) and/or Student Group(s) High School	Comments/Notable Observations The economically disadvantaged group is exceeding the growth standard in Math. The students with disabilities group is exceeding the growth standard, and the all student group is exceeding the growth standard in Math.
Indicator Mathematics Grade Level(s) and/or Student Group(s) K-4	Comments/Notable Observations The economically disadvantaged group is meeting the growth standard in Math. The students with disabilities group is meeting the growth standard, and the all student group is meeting the growth standard in Math.

Challenges

Indicator English Language Arts Grade Level(s) and/or Student Group(s) K-12	Comments/Notable Observations The Elementary, Middle and High School do not yet meet the 2033 Achievement Goals for English Language Arts but are trending upward.
Indicator Mathematics Grade Level(s) and/or Student Group(s) K-12	Comments/Notable Observations The Elementary, Middle and High School do not yet meet the 2033 Achievement Goals for Math but are trending upward. At the Elementary School 16.7% of students with disabilities met the achievement goal for math, at the High School 10.5% met the achievement goal for math, and at the Middle School only 6.5% of students with disabilities met the achievement goal for math.
Indicator Science Grade Level(s) and/or Student Group(s) Grades 5-12	Comments/Notable Observations The Middle and High School do not yet meet the 2033 Achievement Goals for Science. The high school is trending upward, while the Middle School is on a downward trend.

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 Performance Data demonstrates continued growth in achievement in grades K-8.
Mathematics Performance Data demonstrates continued growth in achievement from grades K-12
ES School Science Achievement Scores meet the 2033 school goals set forth by the Department of Education.

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.

Achievement Scores in Grades K-12 do not yet meet the 2033 school goals set forth by the Department of Education
Achievement Scores in Grades K-12 do not yet meet the 2033 school goals set forth by the Department of Education
Achievement Scores in Middle School and High School in Grades 5-12 do not yet meet the 2033 school goals set forth by the Department of Education

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IRLA	Students are showing growth in reading in ES, and HS
Foundations	Students are showing growth in foundational reading skills

English Language Arts Summary

Strengths

The District has completed a full re-write of the ELA curriculum K-10 and is completing grades 11 and 12 curriculum. The process provided an opportunity for all ELA staff to participate and provide input.
Students with disabilities have access to scaffolding and support in ELA instructional materials and resources K-12
Student Reading Engagement has improved K-12

Challenges

Increased content focused, job embedded, sustained professional learning that uses models of effective practices, focuses on the use of emerging technology in the delivery of the PA Core Academic Standards and District approved curriculum and provides coaching and expert support is needed District Wide.
A system of standard assessments, formative and summative, are needed to effectively evaluate student achievement, success and so that instruction can be tailored to specific learning needs.

Mathematics

Data	Comments/Notable Observations
IReady	This is used in the Elementary but is not aligned to the Curriculum
CDT	Middle School 8th grade Math uses the CDT, HS Algebra classes also use the CDT.

Mathematics Summary

Strengths

The Mathematics curriculum committee comprised of K-12 Mathematics teachers is currently reviewing standards, and updating the Math curriculum K-12.
Performance data in Mathematics demonstrates growth at the HS level.
The MS and HS have secondary certified (7-12) mathematics teachers on staff.
A physical structure for instructional support and the insertion of MTSS is in place and will be able to be used.

Challenges

The current design of secondary schools is not aligned with the future or work and job skills of the future. A study, inspection and redesign of the High School Structure that is aligned with the future of work and the skills that have been identified in the District's portrait of a graduate, is needed to ensure the success of
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all students.
Students do not all have access to grade level math instruction, with the appropriate scaffolding and supports.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Teacher Created Data	There is no common benchmark.
CDT	The High School uses the CDT in some classes.

Science, Technology, and Engineering Education Summary

Strengths

Science curriculum committee K-12 has been meeting and is writing curriculum and aligning it to the new STEELS standards.
Additional Science programming and time has been added at the ES. In addition to instruction in the core, the MS has unified arts classes dedicated to science instruction.
HS has expanded programming to include Agricultural Science Programming
Science achievement at the ES is exceeding the state average performance goals.

Challenges

Expanded High School and Middle School programming that focus on Science, Technology and Engineering are needed.
Increased content focused, job embedded, sustained professional learning that uses models of effective practices, focuses on the use of emerging technology that will be used in the future of work is needed for all staff.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello	Students K-12 use Xello for Career Readiness.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
NOCTI	Expansion of the Agricultural Program would provide additional opportunities for HS students in Science and

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

RACC

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment

Uploaded Files

FINAL RACC Dual Enrollment 2022 23 SIGNED 6.27.2022.pdf

Partnering Institution

Delaware Valley University

Agreement Type

Dual Credit

Program/Course Area

Agricultural Science

Uploaded Files

Schuylkill Valley School Disitric additional CASE courses 08 15 2024 v3 - signed.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.

While the District has always adhered to the Career Readiness Standards, the use of Xello Software has been helpful in accurately tracking student achievement of those standards.
The addition of Agricultural Programming has created additional opportunities for instruction in Science and has engaged a larger number of students in science, while also engaging community partners.
The District has multiple dual credit articulation agreements that provide for increased opportunities for High School Students.

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.

Students need access to increased opportunities in Science, Technology and Engineering at the Elementary and Middle School that prepare students for career pathway coursework at the High School.
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The current Middle School structure and design does not prepare for the high school pathway experience.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA	Percent ELG is 27% above the State Average

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	The growth for white cohort in math at the MS level is currently not meeting standards and is trending downward. The ES white cohort is not meeting the standard for growth in math, but is trending upward.
Hispanic	At the High School the Hispanic cohort is meeting the standard, but not exceeding as is the whole group. The middle school Hispanic cohort is exceeding growth in math.

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.

Middle School Hispanic Cohort is exceeding the standard for growth.
High School Hispanic Cohort is meeting the standard for growth.
Percent ELG is 27% above the State Average

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.

The Middle School White Cohort is not meeting the standard for growth in math and is trending downward.
The Elementary School White Cohort for math is not meeting the standard for growth but is trending upward.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Students need access to grade level material in ELA and Math, along with additional and scaffolded instruction to ensure all learners meet PA Core Standards.
Title 1 Program	The curriculum has been updated and targeted instruction in foundation skills aligned to the Science of Reading are now included in the curriculum.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	Staff will continue to benefit from continued professional learning and access to the latest and emerging technologies.
English Language Development Programs	NA

Strengths

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

The K-12 English Language Arts Curriculum Revision is in the first year of implementation and has already increased reading motivation at various levels K-12. Assessments show student growth at various levels.

The K-12 English Language Arts Curriculum materials now provide access for students with disabilities and English Language Learners so that all students can access grade level material.

Challenges

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

Increased content focused, job embedded, sustained professional learning that uses models of effective practices, focuses on the use of emerging technology in the delivery of the PA Core Academic Standards and District approved curriculum and provides coaching and expert support is needed District Wide.

A Sense of belonging does not exist for all members of the Panther Learning Community. Each student and staff member must commit to helping every other Panther feel as though they are a valued member of the community.

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	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
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	Exemplary

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	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.

The use of K-12 Curriculum Committees has created a system for the development of effective, standards-aligned curriculum and assessments.
The curriculum being written and implemented in ELA, Math and Science and includes evidence-based instructional practices to ensure all students have access

to rigorous, standards-aligned instruction
The District has continued to build the capacity of central office and building level administrators as instructional leaders so that they are effectively able to monitor, supervise, and support high quality teaching and learning
The District continues to allocate financial resources to support student growth and achievement by: increasing staffing, providing professional learning, purchasing instructional materials and by continuing to address needed updates to facilities.
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

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.

Current professional learning structures at the Middle and High School do not allow for job embedded, content focused, coaching and expert support in all areas of the curriculum.
There is no common language of classroom practice that exists in all subjects K-12
There is no fully developed Multi-tiered System of Supports K-12 in Mathematics.

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 Performance Data demonstrates continued growth in achievement in grades K-8.	False
Mathematics Performance Data demonstrates continued growth in achievement from grades K-12	False
ES School Science Achievement Scores meet the 2033 school goals set forth by the Department of Education.	False
ES School Science Achievement Scores meet the 2033 school goals set forth by the Department of Education.	False
The District has completed a full re-write of the ELA curriculum K-10 and is completing grades 11 and 12 curriculum. The process provided an opportunity for all ELA staff to participate and provide input.	True
The Mathematics curriculum committee comprised of K-12 Mathematics teachers is currently reviewing standards, and updating the Math curriculum K-12.	True
Performance data in Mathematics demonstrates growth at the HS level.	False
Science curriculum committee K-12 has been meeting and is writing curriculum and aligning it to the new STEELS standards.	True
The District has continued to build the capacity of central office and building level administrators as instructional leaders so that they are effectively able to monitor, supervise, and support high quality teaching and learning	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
The MS and HS have secondary certified (7-12) mathematics teachers on staff.	False
Additional Science programming and time has been added at the ES. In addition to instruction in the core, the MS has unified arts classes dedicated to science instruction.	False
While the District has always adhered to the Career Readiness Standards, the use of Xello Software has been helpful in accurately tracking student achievement of those standards.	False
The addition of Agricultural Programming has created additional opportunities for instruction in Science and has engaged a larger number of students in science, while also engaging community partners.	False
Middle School Hispanic Cohort is exceeding the standard for growth.	False
High School Hispanic Cohort is meeting the standard for growth.	False
HS has expanded programming to include Agricultural Science Programming	False
The District has multiple dual credit articulation agreements that provide for increased opportunities for High School Students.	False
The use of K-12 Curriculum Committees has created a system for the development of effective, standards-aligned curriculum and assessments.	False
The curriculum being written and implemented in ELA, Math and Science and includes evidence-based instructional practices to ensure all students have access to rigorous, standards-aligned instruction	False
The District continues to allocate financial resources to support student growth and achievement by: increasing staffing,	False

providing professional learning, purchasing instructional materials and by continuing to address needed updates to facilities.	
Students with disabilities have access to scaffolding and support in ELA instructional materials and resources K-12	False
A physical structure for instructional support and the insertion of MTSS is in place and will be able to be used.	False
Student Reading Engagement has improved K-12	False
Percent ELG is 27% above the State Average	False
The K-12 English Language Arts Curriculum Revision is in the first year of implementation and has already increased reading motivation at various levels K-12. Assessments show student growth at various levels.	False
The K-12 English Language Arts Curriculum materials now provide access for students with disabilities and English Language Learners so that all students can access grade level material.	False
Science achievement at the ES is exceeding the state average performance goals.	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
Achievement Scores in Grades K-12 do not yet meet the 2033 school goals set forth by the Department of Education	False
Achievement Scores in Grades K-12 do not yet meet the 2033 school goals set forth by the Department of Education	False
Achievement Scores in Middle School and High School in Grades 5-12 do not yet meet the 2033 school goals set forth by the Department of Education	False
Increased content focused, job embedded, sustained professional learning that uses models of effective practices, focuses on the use of emerging technology in the delivery of the PA Core Academic Standards and District approved curriculum and provides coaching and expert support is needed District Wide.	False
A system of standard assessments, formative and summative, are needed to effectively evaluate student achievement, success and so that instruction can be tailored to specific learning needs.	True
The current design of secondary schools is not aligned with the future or work and job skills of the future. A study, inspection and redesign of the High School Structure that is aligned with the future of work and the skills that have been identified in the District's portrait of a graduate, is needed to ensure the success of all students.	True
Students do not all have access to grade level math instruction, with the appropriate scaffolding and supports.	False
Expanded High School and Middle School programming that focus on Science, Technology and Engineering are needed.	False
Students need access to increased opportunities in Science, Technology and Engineering at the Elementary and Middle School that prepare students for career pathway coursework at the High School.	False
The current Middle School structure and design does not prepare for the high school pathway experience.	False
The Middle School White Cohort is not meeting the standard for growth in math and is trending downward.	False
The Elementary School White Cohort for math is not meeting the standard for growth but is trending upward.	False
Current professional learning structures at the Middle and High School do not allow for job embedded, content focused,	False

coaching and expert support in all areas of the curriculum.	
There is no common language of classroom practice that exists in all subjects K-12	False
There is no fully developed Multi-tiered System of Supports K-12 in Mathematics.	False
Increased content focused, job embedded, sustained professional learning that uses models of effective practices, focuses on the use of emerging technology that will be used in the future of work is needed for all staff.	True
A Sense of belonging does not exist for all members of the Panther Learning Community. Each student and staff member must commit to helping every other Panther feel as though they are a valued member of the community.	True
Increased content focused, job embedded, sustained professional learning that uses models of effective practices, focuses on the use of emerging technology in the delivery of the PA Core Academic Standards and District approved curriculum and provides coaching and expert support is needed District Wide.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
A system of standard assessments, formative and summative, are needed to effectively evaluate student achievement, success and so that instruction can be tailored to specific learning needs.		True
The current design of secondary schools is not aligned with the future of work and job skills of the future. A study, inspection and redesign of the High School Structure that is aligned with the future of work and the skills that have been identified in the District's portrait of a graduate, is needed to ensure the success of all students.		True
Increased content focused, job embedded, sustained professional learning that uses models of effective practices, focuses on the use of emerging technology that will be used in the future of work is needed for all staff.		True
A Sense of belonging does not exist for all members of the Panther Learning Community. Each student and staff member must commit to helping every other Panther feel as though they are a valued member of the community.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The District has completed a full re-write of the ELA curriculum K-10 and is completing grades 11 and 12 curriculum. The process provided an opportunity for all ELA staff to participate and provide input.	
The Mathematics curriculum committee comprised of K-12 Mathematics teachers is currently reviewing standards, and updating the Math curriculum K-12.	
Science curriculum committee K-12 has been meeting and is writing curriculum and aligning it to the new STEELS standards.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The District will create a system of standard assessments, formative and summative, that will be administered to students in English Language Arts, Math and Science. The assessments will serve as a data point to evaluate student achievement and provide a roadmap so that instruction can be tailored to specific learning needs.
	The District will create a steering committee that will review, study and inspect the current design of secondary school, the future of work, and job skills of the future. The steering committee will make recommendations for structural changes and that are aligned to the District's portrait of a graduate.
	The District will create a professional learning plan that outlines increased content focused, job embedded, sustained professional learning that uses models of effective practices and focuses on the use of emerging technology that will be used in the future of work.
	The District will create a steering committee of administrators, teachers, and support staff who will make recommendations for the development of a belonging blueprint for the District.

Goal Setting

Priority: The District will create a system of standard assessments, formative and summative, that will be administered to students in English Language Arts, Math and Science. The assessments will serve as a data point to evaluate student achievement and provide a roadmap so that instruction can be tailored to specific learning needs.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The District will create a system of benchmark assessments that will be administered to students in English Language Arts, Math and Science. The assessments will serve as a data point to evaluate student achievement and provide a roadmap so that instruction can be tailored to specific learning needs of students.		
Measurable Goal Nickname (35 Character Max)		
System of Assessments		
Target Year 1	Target Year 2	Target Year 3
The District will create 4 benchmark assessments in English Language Arts for the various grade levels.	The District will create 4 benchmark assessments in Mathematics for the various grade levels .	The District will create a system of benchmark assessments that will be administered to students in English Language Arts, Math and Science. The assessments will serve as a data point to evaluate student achievement and provide a roadmap so that instruction can be tailored to specific learning needs of students.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The District will develop a schedule that provides release time for content area teachers to score and discuss benchmark assessments in English Language Arts, Math and Science.		
Measurable Goal Nickname (35 Character Max)		
Assessment Scoring		
Target Year 1	Target Year 2	Target Year 3
The District will develop a schedule of release time that allows ELA teachers to score and discuss benchmarks.	The District will develop a schedule of release time that allows Math teachers to score and discuss benchmarks.	The District will develop a schedule that provides release time for content area teachers to score and discuss benchmark assessments in English Language Arts, Math and Science.

Priority: The District will create a steering committee that will review, study and inspect the current design of secondary school, the future of work, and job skills of the future. The steering committee will make recommendations for structural changes and that are aligned to the District's portrait of a graduate.

Outcome Category
Rigorous Courses of Study Section

Measurable Goal Statement (Smart Goal)		
The District will create a steering committee that will review, study and inspect the current design of secondary schools, the future of work and job skills of the future. The steering committee will make recommendations for structural changes and that are aligned to the District's portrait of a graduate.		
Measurable Goal Nickname (35 Character Max)		
School Design Planning		
Target Year 1	Target Year 2	Target Year 3
The Steering committee with research, study and inspect the current design of high schools and will make recommendations for implementation improved design.	The steering committee will implement recommendations or a portion of the recommendations.	The District will create a steering committee that will review, study and inspect the current design of secondary schools, the future of work and job skills of the future. The steering committee will make recommendations for structural changes and that are aligned to the District's portrait of a graduate.

Priority: The District will create a professional learning plan that outlines increased content focused, job embedded, sustained professional learning that uses models of effective practices and focuses on the use of emerging technology that will be used in the future of work.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
The District will create a professional learning plan that outlines increased content focused, job embedded, sustained professional learning that uses models of effective practices and focuses on the use of emerging technology that will be used in the future of work.		
Measurable Goal Nickname (35 Character Max)		
Professional Learning Emerging Technology		
Target Year 1	Target Year 2	Target Year 3
The Professional learning committee will meet and research models of effective practices.	The professional learning committee will review professional learning opportunities related to the curriculum committee cycle.	The District will create a professional learning plan that outlines increased content focused, job embedded, sustained professional learning that uses models of effective practices and focuses on the use of emerging technology that will be used in the future of work.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
The District will create a schedule that allows teachers in the Teacher Leadership Academy, who have received an endorsement in instructional coaching, to participate in coaching opportunities within their building.		
Measurable Goal Nickname (35 Character Max)		
Teacher Leadership Academy Coaching		
Target Year 1	Target Year 2	Target Year 3
The Director of Curriculum and Learning will work in collaboration	The Director of Curriculum and	The District will create a schedule that allows

with the ES building leaders and instructional coaching endorsement holders, to develop a schedule that allows for opportunities to coach. Those involved will also develop a means for evaluating the effectiveness of the coaching.	Learning will work with the ES to expand coaching opportunities within the building.	teachers in the Teacher Leadership Academy, who have received an endorsement in instructional coaching, to participate in coaching opportunities within their building.
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Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
The District will work with a University Partner to expand the Teacher Leadership Academy to one of the two Secondary Schools in the District.		
Measurable Goal Nickname (35 Character Max)		
Teacher Leadership Academy Secondary		
Target Year 1	Target Year 2	Target Year 3
The District will meet with a University Partner to develop a Teacher Leadership Academy at either the MS or HS that will result in an instructional coaching endorsement.	Teachers will participate in the program with the goal of obtaining their instructional coaching endorsement.	The District will work with a University Partner to expand the Teacher Leadership Academy to one of the two Secondary Schools in the District.

Priority: The District will create create a steering committee of administrators, teachers, and support staff who will make recommendations for the development of a belonging blueprint for the District.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
The District will create a steering committee of administrators, teachers and support staff who will research and make recommendations for the development of a belonging blueprint for the District.		
Measurable Goal Nickname (35 Character Max)		
Belonging Blueprint		
Target Year 1	Target Year 2	Target Year 3
The District will create the steering committee and the committee will meet monthly to develop the blueprint and the committee may recommend pilot strategies in the first year.	The District will continue to implement the blue print and will measure the outcomes of strategies being implemented.	The District will create a steering committee of administrators, teachers and support staff who will research and make recommendations for the development of a belonging blueprint for the District.

Action Plan

Measurable Goals

System of Assessments	Assessment Scoring
School Design Planning	Professional Learning Emerging Technology
Teacher Leadership Academy Coaching	Teacher Leadership Academy Secondary
Belonging Blueprint	

Action Plan For: Check For Understanding

Measurable Goals:
<ul style="list-style-type: none"> The District will create a system of benchmark assessments that will be administered to students in English Language Arts, Math and Science. The assessments will serve as a data point to evaluate student achievement and provide a roadmap so that instruction can be tailored to specific learning needs of students.

Action Step		Anticipated Start/Completion Date	
Research, Develop and Create Benchmark Assessments For ELA		2025-08-24	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Funding for Teacher participation, potential 3rd party support for warehousing assessments.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Research, Develop and Create Benchmark Assessments For Math & Science		2026-08-24	2028-06-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Funding for Teacher participation, potential 3rd party support for warehousing assessments.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Benchmarks Developed for ELA, Math and Science	Monthly or Bi-Monthly In Person Meetings

Action Plan For: School ReDesign

Measurable Goals:
<ul style="list-style-type: none"> The District will create a steering committee that will review, study and inspect the current design of secondary schools, the future of work and job skills of the future. The steering committee will make recommendations for structural changes and that are aligned to the District's portrait of a graduate.

Action Step	Anticipated
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		Start/Completion Date	
The District will create a high school redesign team comprised of administrators, teachers, university leaders and industry leaders that will consider the future of work and the future design of high schools.		2025-08-24	2026-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. Rexrode	Funding for participants on the committee, release time for high school and work site visits	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Following their research, school visits and industry visits, the High School Redesign Team will create a list of recommendations for consideration in the high school redesign and the implications they have for the middle school programming.		2025-08-24	2026-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. Rexrode	Funding for participation in meetings, reading materials, technology research & design	Yes	Yes
Action Step		Anticipated Start/Completion Date	
The High School Redesign Committee will provide a list of recommended technology focused professional learning needs and will share those with the professional learning committee for consideration and implementation		2025-08-24	2026-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. Rexrode	Funding for teacher participation	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The Committee will produce a series of recommendations on the future design of high schools, a series of recommendations for professional learning, and any recommendations on the impact of middle school programming	Monthly Committee Meetings

Action Plan For: Chart the Learning Process

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
The District will convene the K-12 Math Curriculum Committee will begin implementation of the new math strategies and math curriculum.		2025-08-24	2026-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. Rexrode	Funds for Teacher Participation & Materials	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The District will implement new K-12 math curriculum and will include job embedded, content focused, ongoing professional learning/coaching for teachers during the implementation phase.	Attendance at Job embedded professional learning, math teachers, administrators.

Action Plan For: Positive School Environment where All Members Feel Welcomed, Supported, and Safe

Measurable Goals:
<ul style="list-style-type: none"> The District will create a steering committee of administrators, teachers and support staff who will research and make recommendations for the development of a belonging blueprint for the District.

Action Step		Anticipated Start/Completion Date	
The District will create a steering team comprised of employees from each employee group to develop and administer a blueprint for belonging.		2025-08-24	2026-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Human Resources	Funds for release time for discussions, funds for supporting the plan.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The District will develop and implement a blueprint for belonging that seeks to ensure that employees and students feel like they belong to the Panther Learning Community from their first day and every day as a Panther.	Monthly Meeting with Steering Committee

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Check For Understanding	Research, Develop and Create Benchmark Assessments For ELA
Check For Understanding	Research, Develop and Create Benchmark Assessments For Math & Science
School ReDesign	The District will create a high school redesign team comprised of administrators, teachers, university leaders and industry leaders that will consider the future of work and the future design of high schools.
School ReDesign	Following their research, school visits and industry visits, the High School Redesign Team will create a list of recommendations for consideration in the high school redesign and the implications they have for the middle school programming.
School ReDesign	The High School Redesign Committee will provide a list of recommended technology focused professional learning needs and will share those with the professional learning committee for consideration and implementation
Chart the Learning Process	The District will convene the K-12 Math Curriculum Committee will begin implementation of the new math strategies and math curriculum.

Professional Learning on Assessments and Assessment Design

Action Step		
<ul style="list-style-type: none"> Research, Develop and Create Benchmark Assessments For ELA 		
Audience		
Professional Staff		
Topics to be Included		
Assessment, Assessment Creation, Assessment Design		
Evidence of Learning		
Teachers will use the information to develop benchmark assessments aligned to the new ELA Curriculum and PA Core Standards.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mrs. Rexrode	2025-08-24	2026-08-24

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Professional Learning on Assessment and Assessment Design Math & Science

Action Step		
<ul style="list-style-type: none"> Research, Develop and Create Benchmark Assessments For Math & Science 		
Audience		
Professional Staff		
Topics to be Included		
Assessment, Assessment Creation, Assessment Design		
Evidence of Learning		
Teachers will use the information to develop benchmark assessments aligned to the new ELA Curriculum and PA Core Standards.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum & Learning	2026-08-24	2028-08-24

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

School Redesign Research Team

Action Step		
<ul style="list-style-type: none"> The District will create a high school redesign team comprised of administrators, teachers, university leaders and industry leaders that will consider the future of work and the future design of high schools. 		
Audience		
School Redesign Team		
Topics to be Included		
Future of Work, Latest and Emerging Technology, High Schools and Schools of the Future, Job embedded Technology Coaching		
Evidence of Learning		
The Team will put together a white paper that outlines the summary of the research in various industries, the technology needed in schools, teacher and adult technology coaching		
Lead Person/Position	Anticipated Start	Anticipated Completion
Chief Education and Operations Officer	2025-08-24	2026-08-24

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings
Indicator 14 Pennsylvania Post School Outcomes Training

School Design Team Recommendations Report

Action Step		
<ul style="list-style-type: none"> Following their research, school visits and industry visits, the High School Redesign Team will create a list of recommendations for consideration in the high school redesign and the implications they have for the middle school programming. 		
Audience		
ALL Staff		
Topics to be Included		
Finding of school redesign team, implications for all staff, professional learning needs in emerging technology, recommendations for creating the high school and schools of the future.		
Evidence of Learning		
Shared understanding of next steps, development of schedules that include job embedded professional learning focused on the use of the latest and most emerging technology.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Chief Academic and Operations Officer	2025-08-24	2026-08-24

Learning Format

Type of Activities	Frequency
Inservice day	1 session for each school
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Redesign & Professional Learning Committee

Action Step	
<ul style="list-style-type: none"> The High School Redesign Committee will provide a list of recommended technology focused professional learning needs and will share those with the professional learning committee for consideration and implementation 	
Audience	
Professional Learning Committee	
Topics to be Included	
Findings of the Redesign Committee, professional learning plan development that focuses on technology and job embedded learning.	
Evidence of Learning	

Professional learning plan that includes job embedded coaching and is focused on school redesign and emerging technology use for all staff.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum & Learning	2026-08-24	2027-08-24

Learning Format

Type of Activities	Frequency
Workshop(s)	Bi Monthly Meeting
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

K-12 Math Curriculum Committee Implementation

Action Step		
<ul style="list-style-type: none"> The District will convene the K-12 Math Curriculum Committee will begin implementation of the new math strategies and math curriculum. 		
Audience		
Math Teachers & Paraprofessionals		
Topics to be Included		
Implementation of New Math Curriculum		
Evidence of Learning		
Implementation of New Materials and Strategies into Classroom Practices		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum & Learning	2025-08-24	2026-08-24

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Research Develop and Create ELA Benchmark Assessments					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Professional Staff	Information on Meetings, Strategy for Development of Assessments, Purpose and Timeline	Mrs. Rexrode	08/24/2025	08/24/2026
Communications					
Type of Communication			Frequency		
Email			Monthly or Bi-Monthly		

Research and Develop Benchmark Assessments for Math & Science

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Math and Science Teachers	Assessment Meetings, Design and Administration	Director of Curriculum	08/24/2026	08/24/2028

Communications

Type of Communication	Frequency
Email	Monthly

School Redesign					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School Redesign Steering Committee	Purpose of the committee, meeting times, follow up correspondence on meetings and outcomes.	Superintendent	08/24/2025	08/24/2026
Communications					
Type of Communication			Frequency		
Email			Monthly		

School Redesign Recommendations

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Staff	Recommendations for consideration of high school redesign and middle school implications for programming.	Digital Media and Communications Specialist	08/24/2026	08/24/2027

Communications

Type of Communication	Frequency
Email	quarterly

Cart the Learning Process

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Math Teachers	Curriculum Implementation & coaching	Director of Curriculum & Learning	08/24/2025	08/24/2026

Communications

Type of Communication	Frequency
Other	Quarterly or Semi Annual Meeting

Blueprint for Belonging

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Staff	Meeting Schedule, meeting outcomes, special events	Director of Human Resources	08/24/2025	08/24/2026

Communications

Type of Communication	Frequency
Email	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date