

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Elizabeth Forward School District		103023153
<b>Address 1</b>		
401 Rock Run Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Elizabeth	PA	15037
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mr. Keith M. Konyk		kkonyk@efsd.net
<b>Single Point of Contact Name</b>		
Dr. Mary Carole Perry		
<b>Single Point of Contact Email</b>		
mcperry@efsd.net		
<b>Single Point of Contact Phone Number</b>		
412-896-2375		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Keith Konyk	Administrator	Superintendent	kkonyk@efsd.net
Dr. Mary Carole Perry	Administrator	Assistant Superintendent	mcperry@efsd.net
Victoria Lojek	Administrator	Director of Digital Teaching and Learning	vlojek@efsd.net
Dr. Randal Sydeski	Administrator	Director of Personnel & Student Services	rsydeski@efsd.net
Kelli Garlow	Administrator	Assistant High School Principal	kgarlow@efsd.net
Keith Gephart	Administrator	Special Ed Director	kgephart@efsd.net
Dr. Trisha Martell	Administrator	Middle School Principal	tmartell@efsd.net
Dr. Brad Simala	Administrator	Elementary Principal	bsimala@efsd.net
Aliison Grimm	Staff Member	Elementary Principal	agrimm@efsd.net
Amy Vuick	Staff Member	Elementary Teacher	avuick@efsd.net
Dr. Laura Burns	Administrator	Elementary Principal	lburns@efsd.net
Al Reagan	Administrator	Business Office Manager	areagan@efsd.net
Bernice Francia	Staff Member	Elementary Teacher	bfrancia@efsd.net
Natalie Bowers	Staff Member	Middle School Counselor	nbowers@efsd.net
Kayla McCall	Staff Member	Speech Pathologist	kmccall@efsd.net
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Lauren Ondecko	Staff Member	STEM Teacher	londecko@efsd.net
Jennifer Spiegel	Staff Member	High School English Teacher	jspiegel@efsd.net
Teresa McCracken	Staff Member	Middle School English Teacher	tmccracken@efsd.net
Melissa Haney	Parent	Parent	
Megan Ferraro	Board Member	Board Member	mferraro@efsd.net
Janet Dykstra	Staff Member	High School Math Teacher	jdykstra@efsd.net
Rachael Egan	Staff Member	Middle School English Teacher	regan@efsd.net
Stephanie Didjunas	Parent	Parent	
Tara LaFisca	Parent	Parent	
Tiffany Tomkowitz	Parent	Parent	
Marina Engler	Parent	Parent	
Kim Lewis	Parent	Parent	
Leah Hemminger	Parent	Parent	
Julie Rice	Community Member	Rotary Member	
Eric Ash	Community Member	Business Member	



## LEA Profile

The Elizabeth Forward School District comprises the townships of Elizabeth, Forward, and the Borough of Elizabeth, encompassing a combined land of 43.3 square miles along the Monongahela River in the southeastern corner of Allegheny County. The school district is located approximately 15 miles southeast of Pittsburgh. The school district was formed in 1955 due to a merger with the schools in Elizabeth Borough, Elizabeth Township, and Forward Township. The Westmoreland County border lies to the east of the school district, and the Washington County border lies to the southwest. The district's population, based on 2020 data, is approximately 17,642. The student enrollment is about 2,507, declining from a high of 2,900 students in 2007. The School District is a third-class school district and operates under the school code as amended and supplemented. The School District is governed by a nine-member board of school directors comprised of residents. The Superintendent of Schools oversees the district operations. The budget for the 2023 school year was \$49,367,753. The total employment of the school district is comprised of approximately 300 administrative, professional/instructional, and classified support staff.

The district has embraced technology as a tool to assist in personalized learning.

## **Mission and Vision**

### **Mission**

The mission of the Elizabeth Forward School District is to empower students through technology, academics, and career awareness for success in a rapidly evolving world.

### **Vision**

The Vision of the Elizabeth Forward School District is to provide students with rigorous and engaging instruction, innovative technology, and comprehensive career awareness to unlock their full potential and succeed academically, socially, and emotionally.

## **Educational Values**

### **Students**

We believe in providing a high-quality education that empowers all students to reach their full potential. By prioritizing rigorous and engaging instruction tailored to individual needs, we can ensure that students are challenged and supported in their learning path. Strong leadership at all levels is crucial for setting a clear vision and creating a positive school culture that fosters collaboration and continuous improvement. Collaborative partnerships with families, community organizations, and stakeholders are essential for creating a supportive and inclusive learning environment. Effective use of data allows us to make informed decisions, personalize instruction, and provide targeted interventions to meet the unique needs of each student. Finally, we are committed to addressing disparities and creating a learning environment that values and celebrates differences. By embracing these principles, we strive to provide an education that prepares our students for success in an ever-changing world.

### **Staff**

We believe in creating a supportive and thriving educational environment for faculty and staff. By prioritizing continuous professional development, we ensure teachers have the knowledge and skills to deliver high-quality instruction. Collaborative learning communities foster a culture of growth and learning, allowing teachers to share ideas and learn from one another. Supportive leadership provides guidance, resources, and mentorship to empower teachers and create a positive work environment. Granting teachers autonomy and decision-making power enhances their effectiveness and job satisfaction. Providing teachers with adequate resources, materials, and technology to support their instructional practices. Finally, prioritizing teachers' well-being recognizes the profession's demands and supports their overall effectiveness in the classroom. By embracing these principles, we create an environment where teachers can thrive and, in turn, provide the best possible education for our students.

### **Administration**

We believe having visionary administrators with a sense of purpose and direction who can articulate a clear vision and inspire others is vital to our student's success. Collaborative decision-making ensures that all stakeholders have a voice and are actively involved in shaping the goals and direction of the District. Effective communication builds trust, fosters understanding, and creates a positive school culture. Providing supportive professional development for administrators enables them to continually enhance their leadership skills and stay

informed of best practices. Data-informed decision-making ensures that decisions are based on evidence and targeted towards areas of improvement. Cultivating a positive school culture promotes a safe, inclusive, and supportive environment for all stakeholders. Effective resource allocation ensures that resources are distributed equitably and aligned with the identified needs of the District. By embracing these principles, we can foster effective leadership that supports the success and well-being of all students and stakeholders in our schools and districts.

## **Parents**

We believe fostering strong partnerships between parents and the District improves student outcomes. Actively involving parents in their child's education creates a sense of shared responsibility and reinforces the importance of collaboration between home and school. Effective communication and collaboration ensure that parents are well-informed about their child's progress, school policies, and opportunities for involvement. Parent education and empowerment opportunities equip parents with the knowledge and skills to support their children's learning and advocate for their needs. Creating inclusive and welcoming environments that value and respect the diversity of families fosters a sense of belonging and ensures that all voices are heard and valued. Facilitating the establishment of parent support networks allows parents to connect, share experiences, and support one another. Providing accessible information and resources, including translated materials and technology platforms, helps overcome barriers and promotes equal access for all parents. Finally, recognizing and respecting cultural diversity enriches the educational experience and creates a more equitable learning environment. By embracing these principles, we can cultivate strong partnerships with parents and create a supportive educational community that benefits all students.

## **Community**

We believe in collaboration, community involvement, and addressing community needs in education. By building strong collaborations and partnerships with community organizations and stakeholders, we can leverage additional resources and support for students and families. Actively involving community members in decision-making processes and seeking their input fosters a sense of ownership and shared responsibility for the success of the educational system. Establishing effective communication channels with the community builds trust, transparency, and support for the District's mission and vision. Recognizing and addressing the unique needs and challenges of the community ensures that programs and services are tailored to meet those needs. Providing access to educational resources, facilities, and services to the broader community contributes to community members' overall development and well-being. Collaborating with community organizations and stakeholders to support community development initiatives enhances the overall quality of life for our community members. Finally, embracing and respecting the community's diversity creates an inclusive environment that values and respects cultural, linguistic, and socioeconomic differences, promoting equity and a sense of belonging for all community members. By embracing these

principles, we can create a strong partnership between the District and the community, ultimately enhancing all students' educational experience and outcomes.

**Other (Optional)**

Our Four Pillars: 1. Academic Engagement: We will create a culture of academic engagement that empowers students to actively pursue knowledge, fosters a love of learning, and promotes the development of critical thinking skills. 2. Data-Informed Decisions: We will analyze student performance data to help identify areas that need improvement, monitor student progress, and evaluate program effectiveness. 3. Transformative Technology: We will provide students with technology that will personalize their academic learning and develop the digital literacy and problem-solving skills they need to be successful. 4. Career Awareness: We will create career exploration and preparation avenues to help students identify their strengths, skills, and interests aligned with potential career opportunities.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark (2021-2022 School Year) Source- Future Ready Index	95.7% performed the career standard benchmark at the MS & HS and 100% at the elementary schools, which is higher than the state average of 88.3%
Mathematics/Algebra Achievement (2021-2022 School Year) Source- Future Ready Index	All student group scores are increasing for proficiency/advanced Mathematics/Algebra Achievement in all grade levels
English Language Arts/Literature (2021-2022 School Year) Source- Future Ready Index	Students scored 62.8% (Mt. Vernon Elem), 62.6% (William Penn Elem), 81.6% (Central Elem), 65.1% (MS), and 77.8% (HS) on the English Language Arts/Literature, which is higher than the state average of 54.1%

#### Challenges

Indicator	Comments/Notable Observations
Middle School Math Achievement (2021-2022 Math PSSA) Source - Future Ready PA Index	Only 1.3 % above the statewide average, none of the student groups met statewide goal/interim target.
Attendance - While all buildings except Elizabeth Forward High School had Regular Attendance Rates higher than the statewide average,	Economically Disadvantaged Student Groups have an attendance rate that averages 11.96% below the each buildings regular attendance rate. Students with Disabilities Student Group have an attendance rate that averages 7.02% below the each buildings regular attendance rate.

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

#### Strengths

Indicator	Comments/Notable Observations
Middle School (2021-2022 School Year) Source- Future Ready Index <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities	Students with Disabilities had 78% growth in Science/Biology, which is higher than the state average for all students of 75.1%

<b>Indicator</b> Mathematics/Algebra Growth at the MS (2021-2022 School Year) Source- Future Ready Index <b>Grade Level(s) and/or Student Group(s)</b> 6-8	<b>Comments/Notable Observations</b> 83.8% of MS students achieved Math/Algebra growth, which is higher than the state average of 75.3%
<b>Indicator</b> Science/Biology Proficient or Advanced (2021-2022 School Year) Source- Future Ready Index <b>Grade Level(s) and/or Student Group(s)</b> K-5	<b>Comments/Notable Observations</b> 95% (Central Elem), 87.5% (Mt. Vernon Elem), 81.8% (William Penn Elem), which is higher than the state average of 54.4%

### Challenges

<b>Indicator</b> Middle School Math Achievement (2021-2022 Math PSSA) Source - Future Ready PA Index <b>Grade Level(s) and/or Student Group(s)</b> Grades 6-8	<b>Comments/Notable Observations</b> Only 1.3 % above the statewide average, none of the student groups met the statewide goal/interim target for Middle School math.
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>

### 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.

95.7% performed the career standard benchmark at the MS & HS and 100% at the elementary schools, which is higher than the state average of 88.3%
All student group scores are increasing for proficiency/advanced Mathematics/Algebra Achievement in all grade levels
Students scored 62.8% (Mt. Vernon Elem), 62.6% (William Penn Elem), 81.6% (Central Elem), 65.1% (MS), and 77.8% (HS) on the English Language Arts/Literature., which is higher than the state average of 54.1%

## Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Economically Disadvantaged Student Groups have an attendance rate that averages 11.96% below the each buildings regular attendance rate. Students with Disabilities Student Group have an attendance rate that averages 7.02% below the each buildings regular attendance rate.

Only 1.3 % above the statewide average, none of the student groups met the statewide goal/interim target for Middle School math.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
<p>ELEMENTARY: SCHOOL YEAR 21-22 ELA PSSA's Proficient or Advanced 81.6% (Central Elem) 62.6% (William Penn Elem) 62.8% (Mt. Vernon Elem)                      ELA PVAAS Growth indicated that Central Elementary is above the statewide growth score of 79.0/75.0 Mt. Vernon Elementary is above the statewide growth score of 100.0/75.0 William Penn Elementary is slightly below the statewide growth score of 72.0/75.0</p>	<p>Although William Penn Elementary shows a slight decline in ELA, Central Elementary and Mt. Vernon Elementary are increasing; however, all three buildings are performing above the State Average in ELA.</p>
<p>MIDDLE SCHOOL: SCHOOL YEAR 21-22 ELA PSSA Proficient or Advanced 65.1% ELA PVAAS Growth indicated that MS is below the statewide growth score of 50.0/75.0</p>	<p>All student groups increased performance but did not meet the Standard of Demonstrating Growth.</p>
<p>HIGH SCHOOL: SCHOOL YEAR 21-22 ELA PSSA Proficient or Advanced 78.8% ELA PVAAS Growth indicated that HS is below the statewide growth score of 58.0/75.0</p>	<p>Special education and economically disadvantaged students met or increased the Interim Target. All student groups did not meet the Standard of Demonstrating Growth.</p>

### English Language Arts Summary

#### Strengths

Mt. Vernon Elementary: All student groups exceed the Standard Demonstrating Growth in ELA.
High School: 77.8% of students are proficient or advanced in the ELA Keystones.
Mt. Vernon, Central, and William Penn: All student groups met the Standard Demonstrating Growth in ELA.
Middle School: All student groups increased in Performance from the Previous Year in ELA.

#### Challenges

Middle School: All student groups did not meet the Standard Demonstrating Growth.
Middle School: All student groups did not meet the Interim Goal/Improvement Target.
High School: All student groups did not meet the Standard Demonstrating Growth.
William Penn and Mt. Vernon Elementary: All student groups did not meet the Interim Goal/Improvement Target.

## Mathematics

Data	Comments/Notable Observations
ELEMENTARY: SCHOOL YEAR 21-22 MATH PSSA's Proficient or Advanced 62.4% (Central Elem) 57.7% (William Penn Elem) 50% (Mt. Vernon Elem) MATH PVAAS Growth indicated that Central Elementary is below the statewide growth score of 50.0/75.3 Mt. Vernon Elementary met the statewide growth score of 72.0/75.3 William Penn Elementary is greater than the statewide growth score of 82.0/75.3	Mt. Vernon and William Penn Elementary's All Student Group exceeds the Math PSSA Standard Demonstrating Growth.
MIDDLE SCHOOL: SCHOOL YEAR 21-22 MATH PSSA Proficient or Advanced 37% MATH PVAAS Growth indicated that The MS is above the statewide average growth score of 83.8/75.3	Middle School Economically Disadvantaged students decreased in Math PSSA performance from the previous year.
HIGH SCHOOL: SCHOOL YEAR 21-22 KEYSTONE ALGEBRA Proficient or Advanced 87.5% KEYSTONE PVAAS Growth indicated that The HS is above the statewide average growth score of 99.0/75.3	High School All Student Group met the 2030 statewide goal for proficient/advanced on the Algebra Keystones.

## Mathematics Summary

### Strengths

Mt. Vernon and William Penn Elementary: All-student group exceeds the standard, demonstrating growth in PVAAS Math Scores.
High School: All-student group met the 2030 statewide goal for proficient/advanced on the Algebra Keystones.
High School: All-student group exceeds the standard, demonstrating growth in the Math Keystones.
Middle School: All student group exceeds the standard, demonstrating growth in Math PVAAS scores.

### Challenges

Middle School: Did not meet the Interim Goal/Improvement Target for the Math PSSAs.
Mt. Vernon Elementary: Did not meet the Interim Goal/Improvement Target for Math PSSAs.
Central Elementary: Did not meet the PVAAS Standard Demonstrating Growth in Math PSSA's.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
ELEMENTARY: SCHOOL YEAR 21-22 SCIENCE PSSA's Proficient or Advanced 95.0% (Central Elem) 81.8% (William Penn Elem) 87.5% (Mt. Vernon Elem) SCIENCE PVAAS Growth indicated that Central Elementary is below the statewide growth score of 58.0/75.1 Mt. Vernon Elementary met the statewide growth score of 80.0/75.1 William Penn Elementary met the statewide growth score of 70.0/75.1	All Elementary Schools either met or exceeded the PSSA Science Statewide Average.

MIDDLE SCHOOL: SCHOOL YEAR 21-22 SCIENCE PSSA Proficient or Advanced 55.6% SCIENCE PVAAS Growth indicated that The MS is below the statewide average growth score of 62.0/75.1	Students with Disabilities met or exceeded the Interim Target.
HIGH SCHOOL: SCHOOL YEAR 21-22 KEYSTONE BIOLOGY Proficient or Advanced 54%	All Student Groups increased in Performance from the Previous Year.

**Science, Technology, and Engineering Education Summary**

**Strengths**

Science teachers across the district are participating in several trainings offered by the Allegheny Intermediate Unit and other local partners (e.g., Science Center and Children Museum) to understand the new Science Standards and how to shift their teaching and pedagogy. This will allow them to continue to focus on the standards being tested to ensure our students understand the content.
Our District has vested in advanced technology, including iPads, that have AR capability to enhance the learning experiences of our students.
Our District has partnerships with local universities and community organizations that help provide resources and training opportunities for our faculty and students.
We have several apps for students with special needs that assist with reading aloud, simplify complex texts, or provide alternative explanations.

**Challenges**

Our elementary and secondary teachers will need to participate in meaningful professional development on the new Science Standards to ensure they address the standards for state testing.
Our elementary STEM teachers have focused more on technology tools rather than the art of Engineering and Design. The District will need to ensure they have the skills to move toward a more STEM focus to help with the integration of the new science standards and practices into the classroom.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Pa Career Ready Index - High School Percentage Career Standards Benchmark: 100% Statewide Average 88.3% Statewide Goals 2030 98%	The school exceeds the statewide average for Career Readiness.
Pa Career Ready Index - Middle School Percentage Career Standards Benchmark: 95.7% Statewide Average 88.3% Statewide Goals 2030 98%	The school exceeds the statewide average for Career Readiness.
Pa Career Ready Index - William Penn Percentage Career Standards Benchmark: 100% Statewide Average 88.3% Statewide Goals 2030 98%	The school exceeds the statewide average for Career Readiness. The district is implementing a new career framework to ensure all elementary students better understand future career opportunities based on their strengths.
Pa Career Ready Index - Central Percentage Career Standards Benchmark: 100% Statewide Average 88.3% Statewide Goals 2030 98%	The school exceeds the statewide average for Career Readiness. The district is implementing a new career framework to ensure all elementary students better understand future career opportunities based on their strengths.
Pa Career Ready Index - Mt. Vernon Percentage Career Standards Benchmark: 100% Statewide Average 88.3% Statewide Goals 2030 98%	The school exceeds the statewide average for Career Readiness. The district is implementing a new career framework to ensure all elementary students better understand future career opportunities based on their strengths.

### 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**

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

**Partnering Institution**

Seton Hill University

**Agreement Type**

Dual Credit

**Program/Course Area**

Math, English Science

**Uploaded Files**

Elizabeth Forward SD 2023-2024 CHS School Agreement\_296b8397.pdf

**Partnering Institution**

La Roche University

**Agreement Type**

Dual Credit

**Program/Course Area**

US History Foundation of a Republic

**Uploaded Files**

Concurrent Enrollment Agreement Elizabeth Forward & LRU 2023-2024.pdf



## Summary

### Strengths

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

The District has provided students with authentic, real-world experiences, mentorships, internships, and exposure to various career pathways to most students.

The District has built solid collaborations and partnerships with local businesses, industry professionals, higher education institutions, and community organizations that have greatly enhanced career awareness efforts.

The District has developed a career guidance program starting in kindergarten that significantly addressed career awareness challenges. This includes providing students with age-appropriate career exploration activities, access to career assessments, and guidance on setting academic and career goals.

### 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.

Investing in ongoing professional development for our educators is essential to enhance their skills and knowledge in delivering high-quality instruction. Providing training on how to integrate technology effectively will help improve lesson design and increase engagement. Ensuring teachers use data to make instructional decisions will ensure all students access the needed materials and support. Designing and implementing a career awareness framework will help guide our students throughout their educational experience and ensure they can thrive beyond high school. By providing relevant and targeted professional development opportunities, we can ensure that our teachers are equipped with the latest instructional strategies and best practices to support our student's academic and career growth.

Addressing equity and access challenges is crucial to ensure that all students have equal opportunities to benefit from our mission and vision. This includes providing equitable access to high-quality academic programs, career exploration opportunities, and technology resources for students from diverse backgrounds. By actively removing barriers, we can create an environment where students can thrive and reach their full potential.

Ensuring adequate resources, including funding, technology infrastructure, and personnel, is crucial to supporting strong academics, career awareness, and technology integration. By addressing resource gaps and allocating resources strategically, we can provide our students with the necessary tools and opportunities to excel academically and explore various career pathways.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
Keystone/PSSA ELA	High School English Keystones - 26.9% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target. Did not decrease.) Middle School ELA Advanced/Proficient - 14.3% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target - Decrease in Performance from Previous Year.) Central Elementary ELA Advanced/Proficient - 39.1% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target - Decrease in Performance from Previous Year.) Mt. Vernon Elementary ELA Advanced/Proficient - 11.8% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target - Decrease in Performance from the Previous Year.) William Penn Elementary ELA Advanced/Proficient - 27.3% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target - Increase in Performance from the Previous Year.)
Attendance	All the Elementary Schools in the District Met or Exceeded the Interim Target but Decreased in Performance from the Previous Year. High School and Middle School did Not Meet or Exceed the Interim Target, and they Decreased in Performance from the Previous Year.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Keystone/PSSA ELA	High School English keystones - 57.4% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target. Did not decrease.) Middle School - 48.6% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target - Decrease in Performance from Previous Year.) HS ELA Advanced/Proficient - 57.4% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target. Did not decrease. Central Elementary ELA Advanced/Proficient - 65.5% Prof/Adv on State Assessment (Met Statewide Goal/Interim Target - Decrease in Performance from Previous Year.) Mt. Vernon Elementary ELA Advanced/Proficient - 57.7% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target - Increase in Performance from the Previous Year.) William Penn Elementary ELA Advanced/Proficient - 48.6% Prof/Adv on State Assessment (Not Meeting Statewide Goal/Interim Target - Decrease in Performance from the Previous Year.)
Attendance	Every school in the district is Not Meeting Statewide Goal/Interim Target and Decreased in Performance from the Previous Year

### Student Groups by Race/Ethnicity

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

### Summary

#### Strengths

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

**Data-Driven Instruction:** Utilizing data to inform instruction is a powerful tool for improving ELA test scores. By regularly analyzing student performance data, teachers can identify areas of weakness and tailor their instruction to meet the specific needs of each student. This targeted approach can help students improve their reading comprehension, writing skills, and language proficiency.

**Personalizing Learning:** Recognizing that students have diverse learning needs and abilities, implementing personalized instructional strategies can significantly impact ELA test scores. Teachers can engage students more effectively by providing personalized learning opportunities and adapting teaching methods to accommodate different learning styles and support their growth in reading, writing, and

critical thinking skills.

**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.

Engaging parents and the broader community in academic initiatives and data-informed decision-making could significantly impact student engagement and success. Establish effective communication channels, involve parents in discussions about student progress, and provide resources for parents to support their child's learning at home.
Improving the collection and analysis of relevant data is crucial for making informed decisions and promoting academic engagement. This includes ensuring accurate and comprehensive data collection systems, implementing effective data management practices, and providing professional development for our teachers on data analysis techniques.

## Designated Schools

### Elizabeth Forward SHS

Priority Challenge	Comments and Notable Observations
Attendance SED subgroup = Score is 65.1 and needs to be increased according to the ATSI calculation.	
English Growth = Scored 58, the state average of 75	
Our Lowest Quintile students are showing low growth, according to PVAAS.	
Attendance continues to affect Academic Achievement for S.ED. subgroup	Attendance since remote instruction began due to a fire. This decreased the overall attendance rate significantly.

Systemic LEA Challenges
Improving attendance rates for subgroups, e.g., Special Education and Economically Disadvantaged.
Improving academic performance on state testing for subgroups, e.g., Special Education and Economically Disadvantaged,

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Special Education staff will continue to receive professional development on goal writing and attendance plans.
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	The district will be implementing the World of Work immersive career exploration framework K-8.
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	Emerging

### 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	Exemplary

### Implement Data-Driven Human Capital Strategies

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

### Organize and Allocate Resources and Services Strategically and Equitably

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

## Summary

### Strengths

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

The veteran administrators have developed a system to effectively monitor, supervise, and support high-quality teaching and learning. Professional development decisions are aligned with district pillars developed in conjunction with the comprehensive planning process.

**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.

While the district has included stakeholders within the school system efficiently, the district needs to increase efforts to include stakeholders from outside of the school system, including parents, business owners, and community members.



## 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
95.7% performed the career standard benchmark at the MS & HS and 100% at the elementary schools, which is higher than the state average of 88.3%	True
95.7% performed the career standard benchmark at the MS & HS and 100% at the elementary schools, which is higher than the state average of 88.3%	True
All student group scores are increasing for proficiency/advanced Mathematics/Algebra Achievement in all grade levels	True
Mt. Vernon Elementary: All student groups exceed the Standard Demonstrating Growth in ELA.	False
High School: 77.8% of students are proficient or advanced in the ELA keystones.	False
Mt. Vernon, Central, and William Penn: All student groups met the Standard Demonstrating Growth in ELA.	False
Students scored 62.8% (Mt. Vernon Elem), 62.6% (William Penn Elem), 81.6% (Central Elem), 65.1% (MS), and 77.8% (HS) on the English Language Arts/Literature., which is higher than the state average of 54.1%	True
All student group scores are increasing for proficiency/advanced Mathematics/Algebra Achievement in all grade levels	False
Students scored 62.8% (Mt. Vernon Elem), 62.6% (William Penn Elem), 81.6% (Central Elem), 65.1% (MS), and 77.8% (HS) on the English Language Arts/Literature., which is higher than the state average of 54.1%	False
Middle School: All student groups increased in Performance from the Previous Year in ELA.	False
Mt. Vernon and William Penn Elementary: All-student group exceeds the standard, demonstrating growth in PVAAS Math Scores.	False
High School: All-student group met the 2030 statewide goal for proficient/advanced on the Algebra Keystones.	False
High School: All-student group exceeds the standard, demonstrating growth in the Math Keystones.	False
Middle School: All student group exceeds the standard, demonstrating growth in Math PVAAS scores.	False
Science teachers across the district are participating in several trainings offered by the Allegheny Intermediate Unit and other local partners (e.g., Science Center and Children Museum) to understand the new Science Standards and how to shift their teaching and pedagogy. This will allow them to continue to focus on the standards being tested to ensure our students understand the content.	False
Our District has vested in advanced technology, including iPads, that have AR capability to enhance the learning	False

experiences of our students.	
Our District has partnerships with local universities and community organizations that help provide resources and training opportunities for our faculty and students.	False
The veteran administrators have developed a system to effectively monitor, supervise, and support high-quality teaching and learning.	False
Professional development decisions are aligned with district pillars developed in conjunction with the comprehensive planning process.	False
The District has provided students with authentic, real-world experiences, mentorships, internships, and exposure to various career pathways to most students.	False
The District has built solid collaborations and partnerships with local businesses, industry professionals, higher education institutions, and community organizations that have greatly enhanced career awareness efforts.	False
The District has developed a career guidance program starting in kindergarten that significantly addressed career awareness challenges. This includes providing students with age-appropriate career exploration activities, access to career assessments, and guidance on setting academic and career goals.	False
Data-Driven Instruction: Utilizing data to inform instruction is a powerful tool for improving ELA test scores. By regularly analyzing student performance data, teachers can identify areas of weakness and tailor their instruction to meet the specific needs of each student. This targeted approach can help students improve their reading comprehension, writing skills, and language proficiency.	False
Personalizing Learning: Recognizing that students have diverse learning needs and abilities, implementing personalized instructional strategies can significantly impact ELA test scores. Teachers can engage students more effectively by providing personalized learning opportunities and adapting teaching methods to accommodate different learning styles and support their growth in reading, writing, and critical thinking skills.	False
We have several apps for students with special needs that assist with reading aloud, simplify complex texts, or provide alternative explanations.	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
Economically Disadvantaged Student Groups have an attendance rate that averages 11.96% below the each buildings regular attendance rate. Students with Disabilities Student Group have an attendance rate that averages 7.02% below the each buildings regular attendance rate.	False

Only 1.3 % above the statewide average, none of the student groups met the statewide goal/interim target for Middle School math.	False
Middle School: All student groups did not meet the Standard Demonstrating Growth.	False
Middle School: All student groups did not meet the Interim Goal/Improvement Target.	False
High School: All student groups did not meet the Standard Demonstrating Growth.	False
William Penn and Mt. Vernon Elementary: All student groups did not meet the Interim Goal/Improvement Target.	False
Middle School: Did not meet the Interim Goal/Improvement Target for the Math PSSAs.	False
Mt. Vernon Elementary: Did not meet the Interim Goal/Improvement Target for Math PSSAs.	False
Central Elementary: Did not meet the PVAAS Standard Demonstrating Growth in Math PSSA's.	False
Investing in ongoing professional development for our educators is essential to enhance their skills and knowledge in delivering high-quality instruction. Providing training on how to integrate technology effectively will help improve lesson design and increase engagement. Ensuring teachers use data to make instructional decisions will ensure all students access the needed materials and support. Designing and implementing a career awareness framework will help guide our students throughout their educational experience and ensure they can thrive beyond high school. By providing relevant and targeted professional development opportunities, we can ensure that our teachers are equipped with the latest instructional strategies and best practices to support our student's academic and career growth.	False
Addressing equity and access challenges is crucial to ensure that all students have equal opportunities to benefit from our mission and vision. This includes providing equitable access to high-quality academic programs, career exploration opportunities, and technology resources for students from diverse backgrounds. By actively removing barriers, we can create an environment where students can thrive and reach their full potential.	False
Ensuring adequate resources, including funding, technology infrastructure, and personnel, is crucial to supporting strong academics, career awareness, and technology integration. By addressing resource gaps and allocating resources strategically, we can provide our students with the necessary tools and opportunities to excel academically and explore various career pathways.	False
Our elementary and secondary teachers will need to participate in meaningful professional development on the new Science Standards to ensure they address the standards for state testing.	False
Our elementary STEM teachers have focused more on technology tools rather than the art of Engineering and Design. The District will need to ensure they have the skills to move toward a more STEM focus to help with the integration of the new science standards and practices into the classroom.	False
While the district has included stakeholders within the school system efficiently, the district needs to increase efforts to include stakeholders from outside of the school system, including parents, business owners, and community members.	False

Engaging parents and the broader community in academic initiatives and data-informed decision-making could significantly impact student engagement and success. Establish effective communication channels, involve parents in discussions about student progress, and provide resources for parents to support their child's learning at home.	False
Improving the collection and analysis of relevant data is crucial for making informed decisions and promoting academic engagement. This includes ensuring accurate and comprehensive data collection systems, implementing effective data management practices, and providing professional development for our teachers on data analysis techniques.	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
		False
		False
		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>95.7% performed the career standard benchmark at the MS &amp; HS and 100% at the elementary schools, which is higher than the state average of 88.3%</p>	<p><b>Real-world Relevance:</b> A strong career standard ensures the curriculum is tied to real-world applications. Understanding the real-world implications can be a powerful motivator for students, especially those who might not see the immediate relevance of traditional academic subjects. <b>Skill-Based Learning:</b> Higher career standards often focus on skills rather than rote knowledge. Skill-based learning can be particularly beneficial for special education students who might struggle with traditional academic content but excel in hands-on, practical scenarios. <b>Equity and Access:</b> Raising the standard ensures that all students have access to high-quality career and technical education regardless of their socioeconomic or special needs status. This can level the playing field and provide disadvantaged students with opportunities they might not otherwise have. <b>Engagement and Motivation:</b> For many students, especially those who might struggle with traditional academic subjects, career-focused courses can be a source of motivation. They can see a direct link between their learning and potential future employment, making education more engaging and relevant. <b>Personalized Learning Pathways:</b> Higher career standards often come with a broader range of course offerings, allowing students, including those in special education, to choose pathways tailored to their interests and strengths. <b>Support Services:</b> With a raised standard, schools might be more inclined to offer support services like counseling, internships, and mentorship opportunities. Such services can be invaluable for economically disadvantaged and special education students, providing additional support and guidance. <b>Collaboration Opportunities:</b> Career-focused education often emphasizes teamwork and collaboration.</p>

	<p>Such collaborative experiences can help special education students develop social skills and allow economically disadvantaged students to build networks that might be beneficial in the future. <b>Future Preparedness:</b> By meeting a high career standard, schools ensure that students are better prepared for post-secondary education or direct entry into the workforce. For economically disadvantaged students, this can mean a quicker transition to earning a livelihood, and for special education students, this can mean a smoother transition to a supportive work environment. <b>Increased Funding and Resources:</b> Elevating the state's career standard often draws more funding toward career and technical education programs. This additional funding can be used to provide resources, tools, and technology that can be especially beneficial for special education students who might benefit from adaptive technologies or specialized equipment. <b>Building Confidence:</b> Mastery of career-related skills can significantly boost the self-esteem of special education and economically disadvantaged students. With increased confidence, these students may feel more empowered to tackle academic challenges, leading to overall improved performance. While raising the state average career standard can have numerous benefits, it's crucial to implement it with sensitivity to the unique needs of each subgroup. Tailored approaches, continual feedback, and an emphasis on inclusivity will ensure all students benefit from elevated standards. Regenerate</p>
<p>All student group scores are increasing for proficiency/advanced Mathematics/Algebra Achievement in all grade levels</p>	<p><b>Shared Best Practices:</b> Dissect the methods, teaching strategies, and interventions that contributed to the increased proficiency in Mathematics/Algebra for all students. Adapt and implement these successful strategies specifically for economically disadvantaged groups and those with poor attendance. <b>Mentorship Programs:</b> Utilize high-achieving students as mentors for their peers in the identified subgroups. Peer-to-peer learning can boost confidence, create a sense of belonging, and provide additional academic support. <b>Targeted Intervention:</b> Use data analytics to pinpoint where economically disadvantaged students or those with poor attendance struggle the most. Implement tailored intervention programs in those areas, borrowing from the successful methods identified in the broader student population. <b>Engaging Curriculum:</b> Ensure that the curriculum is not only challenging but also engaging and relevant to the real world. This can be a motivator for attendance and academic dedication, especially for students who may not see</p>

	<p>the immediate relevance of their education. Professional Development: Train educators on the specific challenges faced by economically disadvantaged students and those with poor attendance. Equip teachers with tools and strategies to engage and support these students, leveraging the broader success in Mathematics/Algebra achievement. Attendance Incentives: Highlight the connection between regular attendance and success in Mathematics/Algebra. Use positive reinforcement strategies to motivate students to attend regularly. Consider rewards, recognition, or other incentives for improved attendance, especially for target groups. Community and Parent Engagement: Engage parents and the community in celebrating the successes in Mathematics/Algebra. Organize workshops or information sessions for parents, emphasizing the importance of regular attendance and how it correlates with academic success. Flexible Learning Opportunities: For students with poor attendance, consider offering flexible learning opportunities. This could include online resources, tutoring sessions at different times, or weekend catch-up classes. Counseling and Support Services: Recognize that poor attendance and economic disadvantages often come with emotional and psychological challenges. Offer counseling and other support services to address these underlying issues, which can, in turn, boost academic achievement. Feedback Mechanism: Regularly collect feedback from students, especially from the target groups, to understand their challenges and needs. Adjust strategies accordingly. Collaborative Environment: Foster a school environment that celebrates diversity and inclusivity. Ensure that all students, regardless of their economic background or attendance record, feel valued and included. This can motivate regular attendance and engagement.</p>
<p>Students scored 62.8% (Mt. Vernon Elem), 62.6% (William Penn Elem), 81.6% (Central Elem), 65.1% (MS), and 77.8% (HS) on the English Language Arts/Literature., which is higher than the state average of 54.1%</p>	<p>Showcase Success Stories: Highlight individual success stories from within the economically disadvantaged group to inspire and motivate others. Share stories of students who overcame challenges and succeeded in English Language Arts and Literature, demonstrating the potential for achievement. Peer Tutoring &amp; Mentorship: Establish a peer tutoring system where high-performing students in English Language Arts assist those who need additional support. This fosters camaraderie and provides an additional layer of instructional support. Curricular Relevance: Ensure the English Language Arts curriculum includes diverse texts and materials that reflect the backgrounds</p>

and experiences of economically disadvantaged students. When students see themselves in the curriculum, they're more likely to engage. **Inclusive Learning Environment:** Create an environment where all students, regardless of their economic background, feel valued and heard. Discussion-based classes in literature can be a platform where students share their perspectives, fostering inclusivity. **Targeted Intervention:** Use data analytics to identify specific areas where economically disadvantaged students or those with poor attendance face challenges. Implement tailored intervention programs, leveraging the broader successes in English Language Arts. **Parental and Community Involvement:** Engage parents and the community in reading initiatives or literacy nights, emphasizing the importance of English literacy skills and regular school attendance. **Flexible Learning Opportunities:** Offer after-school or weekend reading clubs, online resources, or literature circles to cater to students who might miss regular school hours. **Attendance Incentives:** Link improved attendance with rewards or recognition, especially in English Language Arts. This could be in the form of book vouchers, reading challenges, or opportunities to attend literature-related events. **Professional Development:** Continuously train educators to understand the unique challenges faced by economically disadvantaged students, equipping them with strategies to effectively support and engage these students in English Language Arts. **Emphasize Skills Beyond Tests:** While test scores are essential, emphasize the broader benefits of strong English Language Arts skills, such as improved communication, critical thinking, and future career opportunities. This holistic approach can motivate students to attend regularly. **Social and Emotional Support:** Recognize the broader challenges economically disadvantaged students might face. Offer counseling and support services that address these while highlighting the empowering nature of literacy and education. **Feedback Loops:** Collect feedback from students, especially from target groups, about their English Language Arts experiences. Adjust instructional methods and strategies based on this feedback to cater better to their needs.

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
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## Goal Setting

**Priority:** If the district establishes collaborative attendance teams with all stakeholders, then the district will better understand challenges related to attendance, strengthen family engagement, and provide professional development based on data analysis and intervention effectiveness. By establishing collaborative attendance teams involving educators, support staff, parents/guardians, and contracted support members, we ensure that all stakeholders have a voice in addressing attendance challenges. Early intervention and support, coupled with culturally responsive practices, help address the unique needs and challenges faced by special education and economically disadvantaged students. Strengthening family and community engagement and ongoing professional development for educators further enhances our efforts. By utilizing a data analysis and monitoring system, we can track attendance patterns, identify trends, and measure the effectiveness of interventions. This comprehensive approach allows us to make informed decisions, adjust strategies, and celebrate successes in improving student attendance.

<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
Our measurable goal is to increase overall attendance rates for our special education students and socio-economically disadvantaged students by 5% within the next three years to ensure that every student has the opportunity to consistently engage in their education and maximize their learning potential.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Increase Attendance Rate		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Increase attendance rates for special education students and socio-economically disadvantaged students by 2% compared to the previous year through targeted interventions, support systems, and personalized engagement strategies.	Further increase attendance rates for special education students and socio-economically disadvantaged students by an additional 1.5%, building on the progress made in the first year. Implement additional resources, partnerships, and initiatives to address any specific barriers or challenges identified.	Our measurable goal is to increase overall attendance rates for our special education students and socio-economically disadvantaged students by 5% within the next three years to ensure that every student has the opportunity to consistently engage in their education and maximize their learning

		potential.
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<b>Outcome Category</b>		
Early Literacy		
<b>Measurable Goal Statement (Smart Goal)</b>		
Our measurable goal is to improve early literacy rates by 10% within the next three years, ensuring that every child develops strong foundational reading skills and sets a solid foundation for their academic success.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Increase Literacy Skills		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Increase early literacy rates by 3% compared to the previous year through targeted interventions and evidence-based instructional practices. Implement early literacy programs, provide professional development for teachers, and engage families in supporting their children's literacy development.	Build upon the progress made in the first year and achieve an additional 3% increase in early literacy rates. Expand access to high-quality literacy resources, implement differentiated instruction to meet the diverse needs of students, and strengthen partnerships with community organizations to provide additional support and resources.	Our measurable goal is to improve early literacy rates by 10% within the next three years, ensuring that every child develops strong foundational reading skills and sets a solid foundation for their academic success.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
Our measurable goal is to increase average math scores by 10% within the next three years, as measured by standardized math assessments.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Improve Math Performance		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Implement targeted interventions and support systems to address individual student needs in math. Offer additional math tutoring sessions, small group instruction, or online resources to provide students with extra practice and support. Regularly assess student progress and adjust	Strengthen the math curriculum by incorporating evidence-based instructional practices and resources that align with the specific needs of the students. Provide professional development opportunities for math teachers to enhance their content knowledge and instructional strategies.	Our measurable goal is to increase average math scores by 10% within the next three years, as measured by standardized math assessments.

instructional strategies as necessary to ensure growth.	Implement formative assessments to monitor student progress and provide timely feedback for improvement.	
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**Priority:** If the district implements differentiated instructional practices involving targeted interventions, accommodations, and modifications by providing professional development opportunities in data analysis and instructional practices, then special education and socioeconomically disadvantaged students be ensure equal access to the curriculum and assessments. To ensure equitable access and support for special education and socioeconomically disadvantaged students, we are committed to implementing differentiated instruction practices. This will involve providing targeted interventions, accommodations, and modifications to ensure equal access to the curriculum and assessments. We recognize the need to provide professional development opportunities for teachers to enhance their skills in implementing differentiated instruction effectively. In addition, we will prioritize the support and strengthening of Individualized Education Plans (IEPs) for special education students. These plans will be developed and implemented with a focus on meeting the unique learning needs of each student. A data-driven approach will be employed to analyze student performance on standardized tests, enabling us to identify areas for improvement. This data will guide targeted instruction, with a specific emphasis on reinforcing content areas or skills that require additional attention. Professional development will be provided to teachers, equipping them with the necessary skills in data analysis and instructional strategies. We are committed to adopting practices that recognize and address the unique needs and strengths of special education and socioeconomically disadvantaged students. By doing so, we will foster an inclusive and supportive learning environment that ensures academic success for all students.

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
Our measurable goal is to increase high school literature scores by 10% within the next three years, as measured by standardized literature assessments.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Improve English Language Arts Performance		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Implement a comprehensive literature curriculum focusing on critical reading, analysis, and interpretation skills. Provide professional development opportunities for English teachers to	Enhance student engagement and motivation in literature by incorporating a variety of literary genres, styles, and authors into the curriculum. Offer opportunities for students to participate in	Our measurable goal is to increase high school literature scores by 10% within the next three years, as measured by

enhance their content knowledge and instructional strategies. Regularly assess student progress through formative and summative assessments, providing targeted interventions and support as needed.	literature circles, book contests, or creative writing workshops. Implement performance-based assessments, such as literary analysis essays or oral presentations, to measure students' ability to analyze and interpret texts.	standardized literature assessments.
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## Action Plan

### Measurable Goals

Increase Attendance Rate	Increase Literacy Skills
Improve Math Performance	Improve English Language Arts Performance

### Action Plan For: Multi-Tiered System of Supports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Our measurable goal is to improve early literacy rates by 10% within the next three years, ensuring that every child develops strong foundational reading skills and sets a solid foundation for their academic success.</li> <li>Our measurable goal is to increase average math scores by 10% within the next three years, as measured by standardized math assessments.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Design a tiered support framework that includes three tiers of interventions. Tier 1 focuses on high-quality, evidence-based instruction and support for all students. Tier 2 provides targeted interventions for students who need additional support. Tier 3 offers intensive, individualized interventions for students with significant needs.		2023-08-28	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent Allegheny Intermediate Unit - Educational Consultant Elementary Building Principals Reading Specialist	Support from an Educational Consultant On-going training and support	Yes	No
Action Step		Anticipated Start/Completion Date	
Create a team consisting of administrators, teachers, support staff, and Allegheny Intermediate Unit to lead the implementation of MTSS. Assign roles and responsibilities to ensure effective coordination and communication.		2023-08-28	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent Elementary Principals Reading Specialist MTSS Coordinator	Collaboration with Allegheny Intermediate Unit - Educational Consultant On-going training and support	No	Yes

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop intervention plans for each tier, outlining the specific strategies, resources, and supports that will be implemented. Align interventions with student needs and available resources. Ensure that interventions are research-based and evidence-informed.		2023-09-29	2024-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Allegheny Intermediate Unit - Educational Consultant Elementary Building Principals Reading Specialist	Support from an Educational Consultant	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Offer professional development opportunities for teachers and staff to enhance their knowledge and skills in implementing MTSS. Provide training on data analysis, progress monitoring, evidence-based interventions, and collaboration strategies. Support ongoing professional learning communities to facilitate the sharing of best practices and continuous improvement.		2023-09-29	2026-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Allegheny Intermediate Unit - Educational Consultant MTSS Coordinator	Support from an Educational Consultant	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Establish a data management system to collect and analyze student data. Use data to identify students in need of interventions, monitor progress, and make data-informed decisions.		2023-09-29	2023-10-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Allegheny Intermediate Unit - Educational Consultant MTSS Coordinator	AIMS Web 95% Group Training from MTSS Coordinator	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Regularly monitor the implementation of MTSS and evaluate its effectiveness. Collect ongoing data to measure student progress and intervention outcomes. Use this data to make informed adjustments to the support plans and interventions as needed.		2023-10-11	2026-09-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Allegheny Intermediate Unit - Educational Consultant Elementary Principals Reading Specialist	Support from an Educational Consultant	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Promote collaboration and communication among teachers, support staff, and families. Establish regular meetings and check-ins to discuss student progress, share strategies, and coordinate interventions. Involve families and provide resources to support their involvement in their child's education.		2023-10-11	2026-09-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Allegheny Intermediate Unit - Educational Consultant Elementary Principals Reading Specialist	Publications and continued partnerships with Educational Consultant	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Evaluate the impact of MTSS implementation by analyzing student academic outcomes. Use evaluation findings to inform future planning and continuous improvement of MTSS implementation.		2023-10-09	2026-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Allegheny Intermediate Unit - Educational Consultant Elementary Principals Reading Specialist	Support from an Educational Consultant	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
The anticipated output of implementing MTSS is improved student academic	District and building-level administration and key

outcomes. Implementing the framework could also reduce behavior problems, improve attendance rates, and enhance students' overall well-being.	faculty will monitor this throughout the school year.
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### Action Plan For: Tiered Systems of Support to Improve Attendance

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Our measurable goal is to increase overall attendance rates for our special education students and socio-economically disadvantaged students by 5% within the next three years to ensure that every student has the opportunity to consistently engage in their education and maximize their learning potential.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Regularly examine attendance data to share with principal/assistant principals, school counselors, SAP Team, PBIS Team, and school staff when appropriate.		2023-09-01	2026-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals School Counselors	Attendance reports from various district software platforms.	No	No
Action Step		Anticipated Start/Completion Date	
Institute Tier 1 attendance rewards for all students.		2023-09-01	2026-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal Assistant Principals PBIS Core Team	Allocated funds to purchase rewards. Collaboration with educational specialists.	No	No
Action Step		Anticipated Start/Completion Date	
Meet with secretaries regularly to review attendance, identify issues with accounting.		2023-09-01	2026-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Assistant Principals	Attendance reports from various district software platforms.	No	No
Action Step		Anticipated Start/Completion Date	
Counselors will meet with students and families with chronically absent students.		2023-09-01	2026-09-01



Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal Assistant Principals School Counselors	Attendance reports from various district software platforms. Partnership with local agencies to assist in providing additional support.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output of implementing a Tier 1 Support for attendance. Implementing the framework could improve attendance rates, enhance students' overall well-being, and build family connections.	District and building-level administration and key faculty will monitor this throughout the school year.

### Action Plan For: Increase English Language Arts Performance

Measurable Goals:
<ul style="list-style-type: none"> <li>Our measurable goal is to increase high school literature scores by 10% within the next three years, as measured by standardized literature assessments.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Establish a Curriculum Development Team: Assemble a team of experienced ELA teachers, curriculum specialists, and administrators. Include representatives from diverse grade levels and backgrounds to ensure a comprehensive approach. Assign roles and responsibilities to each team member based on their expertise.		2023-01-01	2023-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent Building Principals Curriculum Coaches	High-Quality Texts Technology Writing Materials Classroom Library Differentiated Instruction Resources Online Assessment Tools Professional Development from Educational Consultant Intervention and Support Resources Parent and Community Involvement	No	No
Action Step		Anticipated Start/Completion Date	

Assess Current Curriculum: Review the existing ELA curriculum to identify strengths and weaknesses. Gather feedback from teachers regarding areas that need improvement. Analyze student performance data to identify any gaps or areas of concern.		2023-09-01	2024-09-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Building Principals Curriculum Coaches Allegheny Intermediate Unit - Educational Consultant	High-Quality Texts Technology Writing Materials Classroom Library Differentiated Instruction Resources Online Assessment Tools Professional Development from Educational Consultant Intervention and Support Resources Parent and Community Involvement	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Set Clear Goals and Objectives: Define clear goals and objectives for the rewritten ELA curriculum. Align the goals with educational standards and the needs of the students. Ensure that the goals address the development of literacy skills, critical thinking, and effective communication.		2023-08-24	2024-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Building Principals Curriculum Coaches Grade level teachers Allegheny Intermediate Unit - Educational Consultant	High-Quality Texts Technology Writing Materials Classroom Library Differentiated Instruction Resources Online Assessment Tools Professional Development from Educational Consultant Intervention and Support Resources Parent and Community Involvement Data Sources -State Assessments -Local Assessments	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Explore and Gather Resources: Determine research-based best practices in ELA instruction. Identify high-quality resources, including textbooks, literature, digital platforms, and supplementary materials. Explore various teaching strategies, assessment methods, and differentiated instruction techniques.		2023-08-24	2026-09-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Building Principals Curriculum Coaches Grade level teachers Allegheny Intermediate Unit - Educational	High-Quality Texts Technology Writing Materials Classroom Library Differentiated Instruction Resources Online Assessment Tools Professional Development from Educational Consultant Intervention and Support Resources Parent and Community Involvement	No	No

Consultant			
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop Scope and Sequence: Create a logical and coherent scope and sequence for the curriculum. Determine the progression of skills and concepts across grade levels.		2023-08-24	2025-09-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Building Principals Curriculum Coaches Grade level teachers Allegheny Intermediate Unit - Educational Consultant	High-Quality Texts Technology Writing Materials Classroom Library Differentiated Instruction Resources Online Assessment Tools Professional Development from Educational Consultant Intervention and Support Resources Parent and Community Involvement	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Design Engaging and Relevant Units: Develop units of study that are engaging, relevant, and aligned with the goals and objectives. Incorporate a variety of texts, including fiction, non-fiction, poetry, and multimedia resources. Integrate real-world connections, cross-curricular themes, and culturally diverse perspectives.		2023-08-24	2025-09-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Building Principals Curriculum Coaches Grade level teachers Allegheny Intermediate Unit - Educational Consultant	High-Quality Texts Technology Writing Materials Classroom Library Differentiated Instruction Resources Online Assessment Tools Professional Development from Educational Consultant Intervention and Support Resources Parent and Community Involvement	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement and Evaluate: Roll out the revised ELA curriculum across all grade levels. Monitor and evaluate the implementation process, collecting feedback from teachers, students, and parents. Continuously assess student performance, adjusting instruction and resources as needed.		2023-08-24	2024-09-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

Assistant Superintendent Building Principals Curriculum Coaches Grade level teachers Allegheny Intermediate Unit - Educational Consultant	High-Quality Texts Technology Writing Materials Classroom Library Differentiated Instruction Resources Online Assessment Tools Professional Development from Educational Consultant Intervention and Support Resources Parent and Community Involvement	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Continuous Improvement: Establish a system for ongoing review and improvement of the ELA curriculum. Regularly gather feedback and data to inform future revisions. Stay updated with current research and educational trends to ensure the curriculum remains effective and relevant.		2023-08-24	2025-09-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Assistant Superintendent Building Principals Curriculum Coaches Grade level teachers Allegheny Intermediate Unit - Educational Consultant	High-Quality Texts Technology Writing Materials Classroom Library Differentiated Instruction Resources Online Assessment Tools Professional Development from Educational Consultant Intervention and Support Resources Parent and Community Involvement	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Have a written ELA curriculum from kindergarten through eighth grade. Aligned ELA curriculum K through twelfth grade that addresses district goals and student needs and promotes student success in literacy, critical thinking, and communication skills.	District and building-level administration and key faculty will monitor this throughout the school year.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Supports	Design a tiered support framework that includes three tiers of interventions. Tier 1 focuses on high-quality, evidence-based instruction and support for all students. Tier 2 provides targeted interventions for students who need additional support. Tier 3 offers intensive, individualized interventions for students with significant needs.
Multi-Tiered System of Supports	Offer professional development opportunities for teachers and staff to enhance their knowledge and skills in implementing MTSS. Provide training on data analysis, progress monitoring, evidence-based interventions, and collaboration strategies. Support ongoing professional learning communities to facilitate the sharing of best practices and continuous improvement.
Increase English Language Arts Performance	Assess Current Curriculum: Review the existing ELA curriculum to identify strengths and weaknesses. Gather feedback from teachers regarding areas that need improvement. Analyze student performance data to identify any gaps or areas of concern.
Increase English Language Arts Performance	Set Clear Goals and Objectives: Define clear goals and objectives for the rewritten ELA curriculum. Align the goals with educational standards and the needs of the students. Ensure that the goals address the development of literacy skills, critical thinking, and effective communication.
Increase English Language Arts Performance	Design Engaging and Relevant Units: Develop units of study that are engaging, relevant, and aligned with the goals and objectives. Incorporate a variety of texts, including fiction, non-fiction, poetry, and multimedia resources. Integrate real-world connections, cross-curricular themes, and culturally diverse perspectives.

### MTSS Training

<b>Action Step</b>
<ul style="list-style-type: none"> <li>Design a tiered support framework that includes three tiers of interventions. Tier 1 focuses on high-quality, evidence-based instruction and support for all students. Tier 2 provides targeted interventions for students who need additional support. Tier 3 offers intensive, individualized interventions for students with significant needs.</li> <li>Offer professional development opportunities for teachers and staff to enhance their knowledge and skills in implementing MTSS. Provide training on data analysis, progress monitoring, evidence-based interventions, and collaboration strategies. Support ongoing professional learning communities to facilitate the sharing of best practices and continuous improvement.</li> </ul>
<b>Audience</b>
The audience will include the elementary principals, faculty, and support staff.
<b>Topics to be Included</b>
Universal screener training; evidence-based materials; Tier 1-3 MTSS framework training; structured literacy framework.

<b>Evidence of Learning</b>		
Participants will have an understanding of the MTSS framework by effectively implementing the core components, such as universal screening, progress monitoring, data-based decision-making, and tiered interventions. They will analyze and interpret the data collected through universal screening and progress monitoring to identify students' strengths and areas of need. This includes using data to inform instructional decisions and differentiate support for students at different tiers. Additionally, provide students with targeted instruction and interventions based on individual student needs. Continue to engage in professional development related to MTSS to deepen understanding and refine implementation practices. There will be an expectation of improved student outcomes as a result of MTSS implementation. This is evidenced through increased student achievement, reduced achievement gaps, and improved attendance.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Superintendent Building Principals Curriculum Coaches	2023-09-01	2024-06-02

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	One-day training and ongoing support throughout the school year.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 4c: Communicating with Families</li> <li>• 1f: Designing Student Assessments</li> <li>• 3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### ELA Curriculum Writing

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• <b>Assess Current Curriculum:</b> Review the existing ELA curriculum to identify strengths and weaknesses. Gather feedback from teachers regarding areas that need improvement. Analyze student performance data to identify any gaps or areas of concern.</li> <li>• <b>Set Clear Goals and Objectives:</b> Define clear goals and objectives for the rewritten ELA curriculum. Align the goals with educational standards and the needs of the students. Ensure that the goals address the development of literacy skills, critical thinking, and effective communication.</li> <li>• <b>Design Engaging and Relevant Units:</b> Develop units of study that are engaging, relevant, and aligned with the goals and objectives. Incorporate a variety of texts, including fiction, non-fiction, poetry, and multimedia resources. Integrate real-world connections, cross-curricular themes, and culturally diverse perspectives.</li> </ul>
<b>Audience</b>
The audience will include the elementary and middle school principals and ELA faculty.

<b>Topics to be Included</b>		
Identify the weaknesses and strengths of our ELA curriculum kindergarten through eighth grade, develop units and pacing guides at each level, and determine consistent evidence-based supplemental materials that are aligned to the PA Standards.		
<b>Evidence of Learning</b>		
Participants will develop lesson plans that align with the new ELA curriculum, incorporating the recommended instructional strategies, activities, and assessments. Demonstrate their ability to differentiate instruction based on student needs, utilizing various techniques such as flexible grouping, tiered assignments, and scaffolding strategies. Teach and reinforce critical literacy skills outlined in the curriculum, such as reading comprehension strategies, vocabulary development, writing process, and necessary thinking skills. Incorporate newly adopted texts that align with the curriculum, exposing students to various genres, cultures, and perspectives. Integrate the technology tools and resources into their ELA instruction, utilizing Canvas, Google, and other digital resources to enhance student engagement, collaboration, and learning outcomes. Design and administer formative and summative assessments aligned with the curriculum to measure student progress and mastery of new ELA skills. Analyze the assessment data and use it to inform their instructional decisions, adjusting teaching strategies, interventions, and supports as needed to address student needs. Create a classroom environment that promotes student engagement and active participation, utilizing student-centered instructional approaches, collaborative learning activities, and student voice and choice opportunities. Continue to reflect on their instructional practices, student outcomes, and improvement areas and actively seek professional growth and development opportunities. Collaborate with colleagues, sharing their instructional practices, resources, and strategies for implementing the new ELA curriculum, fostering a culture of continuous improvement.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Assistant Superintendent Building Principals Curriculum Coaches Educational Consultants	2023-09-01	2025-06-02

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	Five-day training and ongoing writing and support throughout the school year.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 4d: Participating in a Professional Community</li> <li>• 1f: Designing Student Assessments</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 3d: Using Assessment in Instruction</li> </ul>	

- 1e: Designing Coherent Instruction
- 4e: Growing and Developing Professionally

**This Step Meets the Requirements of State Required Trainings**

Language and Literacy Acquisition for All Students



## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Supports	Create a team consisting of administrators, teachers, support staff, and Allegheny Intermediate Unit to lead the implementation of MTSS. Assign roles and responsibilities to ensure effective coordination and communication.

### Grade Level/Content Teacher Recruitment

Action Step		
<ul style="list-style-type: none"> <li>Create a team consisting of administrators, teachers, support staff, and Allegheny Intermediate Unit to lead the implementation of MTSS. Assign roles and responsibilities to ensure effective coordination and communication.</li> </ul>		
Audience		
Building Principals, teachers and support staff.		
Topics to be Included		
The importance of updating the ELA Curriculum		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent Curriculum Coaches Building Principals	2023-09-01	2024-06-02

### Communication

Type of Communication	Frequency
Email	Ongoing throughout the school year.

### Communication

Type of Communication	Frequency
Email	Ongoing throughout the school year.

### Communication

Type of Communication	Frequency
Presentation	Before, during, and ongoing presentation.

### Communication

Type of Communication	Frequency
Letter	

## blog

<b>Action Step</b>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Communication

Type of Communication	Frequency
Email	Ongoing throughout the school year.

### Communication

Type of Communication	Frequency
Email	Ongoing throughout the school year.

### Communication

Type of Communication	Frequency
Presentation	Before, during, and ongoing presentation.

### Communication

Type of Communication	Frequency
Letter	

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>EFSD Comp Plan Affirmation 2023.pdf</li></ul>

Chief School Administrator	Date
Keith M. Konyk	2024-03-08