

Profile and Plan Essentials

LEA Type		AUN
Allegheny-Clarion Valley School District		106160303
Address 1		
PO Box 100		
Address 2		
776 Route 58		
City	State	Zip Code
Foxburg	PA	16036
Chief School Administrator		Chief School Administrator Email
David McDeavitt		david.mcdeavitt@acvsd.org
Single Point of Contact Name		
David McDeavitt		
Single Point of Contact Email		
david.mcdeavitt@acvsd.org		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David McDeavitt	Administrator	Allegheny-Clarion Valley School District	david.mcdeavitt@acvsd.org
Bill Jordan	Administrator	Allegheny-Clarion Valley School District	bill.jordan@acvsd.org
Lori Sherman	Administrator	Allegheny-Clarion Valley School District	lori.sherman@acvsd.org
Kelly Terwilliger	Board Member	Allegheny-Clarion Valley School District	kelly.terwilliger@acvsd.org
Diane Page	Board Member	Allegheny-Clarion Valley School District	diane.page@acvsd.org
Mike Vereb	Community Member	Allegheny-Clarion Resident	mikevereb@outlook.com
Warren Thomas	Community Member	Bay Tree Farms	warren@baytreefarm.com
Erin Morrison	Staff Member	Business Manager	erin.morrison@acvsd.org
Carrie Longo	Other	6th Grade Teacher	carrie.longo@acvsd.org
James Best	Staff Member	Maintenance	mark.milford@acvsd.org
Maria Clark	Community Member	FIRST Program	maria/clark@acvsd.org
Tracy Dailey	Other	School Nurse	holly.irwin@acvsd.org
Courtney Rice	Other	School Counselor	courtney.rice@acvsd.org
Kristin Thurber	Administrator	Director of Education	kristen.thurber@acvsd.org
Jerry Marron	Community Member	Community Member	
Trevor Hile	Parent	Parent and Teacher	trevor.hile@acvsd.org

LEA Profile

The organization of the Allegheny-Clarion Valley School District and its responsiveness to community needs is largely based on the Community Education Concept, a concept formally adopted by the School Board. This process concerns itself with everything affecting the well-being of all citizens within a given community. The roles of our schools, therefore, were expanded from the traditional concept of teaching children to that of identifying the wants, needs, and problems of the community, then assisting in the development of leadership programs and facilities toward the goal of general community improvement. Situated in rural, western PA, the A-C Valley SD draws students from a 125 mile attendance area encompassing portions of Armstrong, Butler, Clarion and Venango Counties, totaling an enrollment of approximately 611 students in the 2023-2024 school year.

Over forty percent of the student population receives free or reduced lunches. Due to the rural location of the school campus, all students in K-12 receive bussing services. Being situated in four counties poses challenges when coordinating the services of the various county agencies in order to meet the varied needs of our students. A difficulty exists, too, when dealing with four district magistrates on truancy matters. The development of a uniform system for dealing with truancy matters in Armstrong, Butler, Venango and Clarion Counties, which are A-C Valley's sending areas, has helped to improve the process for dealing with truant students.

The organizational structure for the school district is a K-6 elementary school and a 7-12 junior-senior high school, located on the same campus in Foxburg, Clarion County. Elementary education, grades K-6, is provided in a modern central elementary school which was constructed in August 1996. The school is organized according to the community education concept, with the establishment of three learning communities, K-2, 3-4, and 5-6. The A-C Valley School District instituted a full day Kindergarten program in 2008-2009 that is still in place.

Secondary education, grades 7-12, is provided in a traditional junior-senior high school, which was built in 1964. The school is organized according to subject area and is divided into five departments. All planned courses taken by students in grades 9-12 are credited courses.

The governing factor for students in special education is the IEP, as required by federal statute, and the governing factor for students needing ESL services is the ESL Program developed by the ESL team. To assist the subject area classroom teachers in addressing the standards, additional secondary programming and support include: library services, guidance, psychological support, learning support, emotional support, ESL, gifted, speech and hearing support, health services, Student Assistance Program, cooperative education, and career programs at the Clarion County Career Center.

The district recognizes that better communication and involvement needs to be strengthened and have developed several committees and programs. During the 2024-2025 school year and beyond, the district will begin looking for partnerships with the local community group's such as the Clarion County Economic Development Corporation (CCEDC) and the Clarion County Regional Main street Initiative., The Oil Region Alliance, and the A-C Valley Team to create connections for our students to visit, job shadow and learn about the many opportunities they have within their local region for a career.

Mission and Vision

Mission

Mission Statement A-C Valley, in conjunction with the community, will ensure a comprehensive education that inspires students to: Dream Big, Work Hard, and Act Responsibly.

Vision

Vision Statement In a personalized, safe environment, the Allegheny-Clarion Valley School District will prepare our students to be ready for the challenges of a diverse world, so they can:

- Meet/exceed high expectations in Literacy Innovation Analytical problem solving and strategic thinking Co-curricular and extra-curricular opportunities
- Succeed in college and careers
- Be technologically adaptive
- Value life-long learning
- Live as responsible and productive citizens
- Demonstrate compassion and empathy
- Achieve personal potential

Educational Values

Students

The Allegheny-Clarion Valley School District community believes that people of character consistently demonstrate and act on the following values Literacy – Acquiring information and knowledge, interpreting its value, and using it to solve real world problems Communication – Using interpersonal and intrapersonal skills to summarize, package, and deliver a message or an idea. Environmental Awareness – Be good stewards of our natural resources Innovation – Develop new and unique approaches Entrepreneurial Spirit – Willing to take a calculated risk Self-Discipline – Understand, consider, and accept the impact and consequences of personal actions and decisions Integrity – Do what is right, legally and morally. Be willing to do what is right even when no one is looking Work Ethic – Strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on the results of their efforts and applying what they've learned to new endeavors Citizenship – Contribute to the well-being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways

Staff

The staff within each school must educate students who are prepared for life and work in the 21st century. Having a clear mission and vision that are clear, and the necessary supports are in place, the principal and teachers can design and implement educational programs that meet the unique needs of their own students and communities. This includes relevant, rigorous, standards aligned curriculum, hands-on learning activities to ensure that every student is provided with a clear pathway to graduation.

Administration

The principals, director of education, and teacher leaders within each school must educate students who are prepared for life and work in the 21st century. Having a clear mission and vision that are clear, and the necessary supports are in place, the principal and teachers can design and implement educational programs that meet the unique needs of their own students and communities. This includes relevant, rigorous, hands-on learning activities to ensure that every student is provided with a clear pathway to graduation.

Parents

The district ask that all parents get involved in their child's education starting in kindergarten through their senior year. When parents are involved in their child's education, both the school and the families benefit from a collaborative approach. Parent engagement is aligned to student success and a reduction in chronic absenteeism.

Community

The district believes that the family, school, and community partnership improves academic achievement, but will also gain advocates that help to support student success, and promotes collaboration with local leaders. The involvement from the community increases family engagement and is associated with improved literacy rates. Ultimately, the community involvement will promote a stronger school reputation and emboldens a stronger bond with

Other (Optional)

The A-C Valley School District is also operating the educational program at the newly established Western Secure Treatment Facility (WSTU) located in Emlenton, PA. This is a 3800 secured lockdown facility educating youth from all over the state of PA. These students are court ordered to this facility and average stay if anywhere from six months to one year. These students will be provided with a curriculum that is aligned to state standards, and provide an exploratory vocational program that will enable these students to explore careers, and receive certifications that will make them employable upon leaving. This program is staffed by PA certified staff that consist of a principal, ELA teacher, Math teacher, Social Studies Teacher, Science Teacher, Physical Education Teachers, Special Education Teacher, and a Business-Technology Teacher.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
All student Elementary School group meets 2033 Statewide goal (Science)	Students performed 3.5% above the 2033 goal of 83% and 27.6% above the state average of 58.9%
All Student Group Exceeds Performance Standard for Career Readiness	100% of our student group achieved the career readiness goal.
Overall ELA proficiency for the Jr/Sr High School during the 2019-2020 SY was 53.6% (state average 62.1). In SY 20/21, ELA proficiency was 42.9%. This was a 10.7% decrease. 21-22 SY was 56% 22-23 SY was 55%	Student growth exceeds overall state growth.
Overall ELA growth score for the Jr/Sr High School during the 2019-2020 SY was 83.7. In 20/21, the growth score was 91%. This was an increase of 7.3% 22/23 SY growth is 80% and the state average is 70%	Student growth in ELA exceeds the state average.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	All student groups averaged a 73.3% which did not meet interim target goal. Students with Disabilities were even lower with a 68.7%
There is evidence of decreased performance in both ELA and math for All Elementary Student Groups.	Only 59.1% of students met the interim goal/improvement target in ELA and in math on 44.2% of student met this same goal. The same group did not meet the demonstrating growth standards in either English or math, both subjects scoring at 50%.
Develop teacher abilities to intervene with struggling students	This is still a developing goal
Focus on power practices in instructional approaches	Teachers meet regularly to discuss instructional approaches
Implementation of inclusionary practices including co-teaching	Inclusionary practices have helped with student performance but have not demonstrated a demonstrable difference in student attendance.

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

Strengths

Indicator	Comments/Notable Observations
7th-grade ELA proficiency is 44% (2021). In 2022, proficiency increased to 54%. This is a 9%	

<p>increase. In 2023 the school performed at a 51%</p> <p>Grade Level(s) and/or Student Group(s) 8th-grade ELA proficiency is 40% (2021). In 2022, this increased to 47.5%. This is a 7.5% increase. SY 2023 demonstrated a 46% proficiency rate.</p>	
<p>Indicator Students in grade 5 showed growth that was "Well Above Average" on the 2023 PSSA exams in Math and met the growth standard in ELA.</p> <p>Grade Level(s) and/or Student Group(s) 5th grade student group</p>	<p>Comments/Notable Observations</p>
<p>Indicator PSSA (2022-23)</p> <p>Grade Level(s) and/or Student Group(s) Grades 3-5</p>	<p>Comments/Notable Observations Students in Grades 3-5 had a higher percentage of proficient and advanced ELA students (59.1%) than the county (54.5%), state (37%), and schools in our IU (47%). IEP students in this same group also show a higher rate of proficiency/advanced performance (25%) in comparison to the county (19%), the state (21%) and the schools in our IU (18%).</p>

Challenges

<p>Indicator Future Ready PA Index</p> <p>Grade Level(s) and/or Student Group(s) 7-12 grade</p>	<p>Comments/Notable Observations Students did not meet the performance standard (94.1%) for Regular attendance. Our All Student Group only had a regular attendance rate of 67%, while our students with disabilities attended only 56.1% of the time. The economically disadvantaged students were the highest at 55.7% but still significantly below the performance standard.</p>
<p>Indicator Mathematics/Algebra</p> <p>Grade Level(s) and/or Student Group(s) 8th and 9th grade</p>	<p>Comments/Notable Observations Students did not meet the Interim Goal/Improvement Target (71.8%) for math. Our All Student Group only had a rate of 32.6%, which was an improvement over the previous year, but not significant enough growth. Our students with disabilities were rated at only 3.3% in math and did not improve over the previous year. Economically disadvantaged students, however, met the statewide goal by increasing their performance from the previous year, going from 30-39%.</p>

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.

Inclusionary practices have advanced all levels of student supports in the classroom.

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.

Attendance at the Jr/ Sr High School continue to fall below expectations.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Data from 2023-24 show that ELA at the Jr/Sr High School level demonstrated a 59.5% proficiency. Growth score for ELA at this level was 88. This exceeds the state-wide growth standard.	Statewide average of 53.9% and state-wide goal (2033) of 81.1% proficiency.
Data from 23-24 shows that in ELA students at the Elementary School level demonstrated a 56.4% proficiency. Growth score for ELA at this level was 69% and the statewide growth standard was 70%.	Statewide average in ELA was 53.9% and the statewide goal (2033) is 81.1%.

English Language Arts Summary

Strengths

The introduction of inclusionary practices and data-driven instruction has contributed to the achievement of higher levels of proficiency.
A greater focus on pacing and curriculum alignment within an MTSS framework at the elementary has contributed to more focused and purposeful instruction.

Challenges

Continued focus on effective inclusionary practices will help impact our proficiency levels in a positive way.
Creating a schedule that provides sufficient time for both core content and data driven interventions.

Mathematics

Data	Comments/Notable Observations
Data from 2023-24 show that math at the Jr/Sr High School level demonstrated a 38.3% proficiency. Growth score for math at this level was 95.7. This exceeds the state-wide growth standard.	Statewide average of 40.2% and state-wide goal (2033) of 71.8% proficiency.
Data from 23-24 shows that in math students at the Elementary School level demonstrated a 44% proficiency. Growth score for math at this level was 63% and the statewide growth standard was 70%.	Statewide average in math was 40.2% and the statewide goal (2033) is 71.8%.

Mathematics Summary

Strengths

Continued focus on effective inclusionary practices will help impact our proficiency levels in a positive way.
A greater focus on pacing and curriculum alignment within an MTSS framework at the elementary has contributed to more focused and purposeful instruction.

Challenges

Shifting to an MTSS model at the 7th and 8th grade levels could dramatically impact proficiency levels in a positive way.
Creating a schedule that provides sufficient time for both core content and data driven interventions.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Data from 2023-24 show that science at the Jr/Sr High School level demonstrated a 51.9% proficiency. Growth score for science at this level was 75. This exceeds the state-wide growth standard.	Statewide average of 59.2% and state-wide goal (2033) of 83% proficiency.
Data from 23-24 shows that in science students at the Elementary School level demonstrated a 85.7% proficiency. Growth score for science at this level was 65% and the statewide growth standard was 70%.	Statewide average in science was 59.2% and the statewide goal (2033) is 83%.

Science, Technology, and Engineering Education Summary

Strengths

Continued focus on effective inclusionary practices will help impact our proficiency levels in a positive way.
Curriculum aligned with the new STEELS standards.

Challenges

Acquiring a more effective local assessment may impact our proficiency levels in a positive way.
Creating a schedule that allows sufficient time for science instruction in grades K-6. The primary grades often have very little time in which to fit core science instruction.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Data from the 2023-24 SY demonstrate that the Jr/Sr High School met the Career Standards benchmark with 100% proficiency.	None noted
Data from 23-24 shows that in career readiness, students at the Elementary School met the benchmark with a 100%.	

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)

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

Data	Comments/Notable Observations
The Jr/Sr High school has met all requirements for Civics and Government	None noted
The elementary school has met all requirements for Social Studies.	

Articulation Agreements

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

Summary

Strengths

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

The use of inclusionary practices has allowed for stronger support networks to assist in creating success.

The school counselors monitor and ensure career readiness goals are being met.

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.

A higher attendance rate at the Jr/Sr High School could provide for additional performance increases.

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
Students identified as having a disability perform at a similar level to students without disability.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Students who may be economically disadvantaged have performed at a similar level as the entire group of students.	

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.

Inclusionary instructional practices help students with disabilities and those economically disadvantaged to perform at a similar level to those of their peers

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.

None noted at this time. The school should continue to support data-driven instructional practices.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

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

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Exemplary
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	Operational

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	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	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 culture of high expectations start with the administrative team and school board. Our goal is to prepare 100% of our students for college or career readiness that will ensure their success in which ever path the student choses.

The organizational program is in continuous improvement due to the changing needs of our students, and needs within our local communities. Professional development planning and funding are part of the annual budget process and has been used to meet staff and student needs.

The ability to recruit and retain quality leaders and teachers has been the keynote to the district's successes. We offer competitive salaries, great healthcare, and options for continued education for educators.

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.

Improved communication between the school district and the families are an area that our district could improve on. It seems like emails, apps, and social media has taken away from phone calls and parent meetings. Moving forward, the communication home is an area that the district can improve upon.

The ability to partner with local business is part of our success, but to keep kids engaged, this is an area that the district could improve upon due to the needs. The cooperative education at the Jr/Sr HS is a highlight of our success, but it is not wide spread. Part of our issues with collaboration is that our district is rural and transportation is a barrier.

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
Inclusionary practices have advanced all levels of student supports in the classroom.	False
The introduction of inclusionary practices and data-driven instruction has contributed to the achievement of higher levels of proficiency.	False
A greater focus on pacing and curriculum alignment within an MTSS framework at the elementary has contributed to more focused and purposeful instruction.	True
Continued focus on effective inclusionary practices will help impact our proficiency levels in a positive way.	True
Continued focus on effective inclusionary practices will help impact our proficiency levels in a positive way.	False
The use of inclusionary practices has allowed for stronger support networks to assist in creating success.	False
The culture of high expectations start with the administrative team and school board. Our goal is to prepare 100% of our students for college or career readiness that will ensure their success in which ever path the student choses.	False
The organizational program is in continuous improvement due to the changing needs of our students, and needs within our local communities. Professional development planning and funding are part of the annual budget process and has been used to meet staff and student needs.	False
The ability to recruit and retain quality leaders and teachers has been the keynote to the district's successes. We offer competitive salaries, great healthcare, and options for continued education for educators.	True
Inclusionary instructional practices help students with disabilities and those economically disadvantaged to perform at a similar level to those of their peers	True
A greater focus on pacing and curriculum alignment within an MTSS framework at the elementary has contributed to more focused and purposeful instruction.	False
Curriculum aligned with the new STEELS standards.	False
The school counselors monitor and ensure career readiness goals are being met.	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
Attendance at the Jr/ Sr High School continue to fall below expectations.	False

Continued focus on effective inclusionary practices will help impact our proficiency levels in a positive way.	False
Creating a schedule that provides sufficient time for both core content and data driven interventions.	True
Shifting to an MTSS model at the 7th and 8th grade levels could dramatically impact proficiency levels in a positive way.	True
Acquiring a more effective local assessment may impact our proficiency levels in a positive way.	False
A higher attendance rate at the Jr/Sr High School could provide for additional performance increases.	False
Improved communication between the school district and the families are an area that our district could improve on. It seems like emails, apps, and social media has taken away from phone calls and parent meetings. Moving forward, the communication home is an area that the district can improve upon.	True
The ability to partner with local business is part of our success, but to keep kids engaged, this is an area that the district could improve upon due to the needs. The cooperative education at the Jr/Sr HS is a highlight of our success, but it is not wide spread. Part of our issues with collaboration is that our district is rural and transportation is a barrier.	True
None noted at this time. The school should continue to support data-driven instructional practices.	False
Creating a schedule that provides sufficient time for both core content and data driven interventions.	False
Creating a schedule that allows sufficient time for science instruction in grades K-6. The primary grades often have very little time in which to fit core science instruction.	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.

Having the ability to attract and retain professionals is an area that we are all proud of, especially post pandemic, teachers shortages, and with a limited population to chose from. The "new" administrative team members and newly hired teachers are all working together to support our district and help kids!

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Improved communication between the school district and the families are an area that our district could improve on. It seems like emails, apps, and social media has taken away from phone calls and parent meetings. Moving forward, the communication home is an area that the district can improve upon.	- Required phone calls home - Face to face IEP meetings - PBIS phone calls	True
The ability to partner with local business is part of our success, but to keep kids engaged, this is an area that the district could improve upon due to the needs. The cooperative education at the Jr/Sr HS is a highlight of our success, but it is not wide spread. Part of our issues with collaboration is that our district is rural and transportation is a barrier.	- Job Fairs - Presentations - Field Trips	True
Shifting to an MTSS model at the 7th and 8th grade levels could dramatically impact proficiency levels in a positive way.		False
Creating a schedule that provides sufficient time for both core content and data driven interventions.	-Staff involvement in schedule building -prioritizing core content and interventions	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The ability to recruit and retain quality leaders and teachers has been the keynote to the district's successes. We offer competitive salaries, great healthcare, and options for continued education for educators.	- Support new staff with professional development opportunities - Develop a mentor program for administrators - Fiscal responsibilities that will enable staff contracts that are aligned with local school districts and state average salaries
Continued focus on effective inclusionary practices will help impact our proficiency levels in a positive way.	
Inclusionary instructional practices help students with disabilities and those economically disadvantaged to perform at a similar level to those of their peers	
A greater focus on pacing and curriculum alignment within an MTSS framework at the elementary has contributed to more focused and purposeful instruction.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The school district will require teachers to call home and talk with parents/guardians of all their children before the end of the first grading period.

	The school district will partner with local business to provide our secondary student's with an in-house job fair for recruitment and to promote positive outcomes.
	The school district will create and support a scheduling team to devise a building schedule that allows input from a variety of stakeholders to assure core content and interventions are provided sufficiently at each grade level.

Goal Setting

Priority: The school district will require teachers to call home and talk with parents/guardians of all their children before the end of the first grading period.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
Attendance (ADM) (currently at 84.5%) will increase to 90% over the period of this plan		
Measurable Goal Nickname (35 Character Max)		
Regular Attendance		
Target Year 1	Target Year 2	Target Year 3
86% in 2025-2026	88% in 2026-2027	Attendance (ADM) (currently at 84.5%) will increase to 90% over the period of this plan

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Performance in Mathematics (currently 42% district-wide) will achieve an average of 50% proficient or advanced.		
Measurable Goal Nickname (35 Character Max)		
Math Proficiency		
Target Year 1	Target Year 2	Target Year 3
45% Proficient or Advanced	18% Proficient or Advanced	Performance in Mathematics (currently 42% district-wide) will achieve an average of 50% proficient or advanced.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
ELA proficient or advanced (currently 58%) will increase to 70%		
Measurable Goal Nickname (35 Character Max)		
ELA Proficiency		
Target Year 1	Target Year 2	Target Year 3
63% Proficient or Advanced	68% Proficient or Advanced	ELA proficient or advanced (currently 58%) will increase to 70%

Priority: The school district will partner with local business to provide our secondary student's with an in-house job fair for recruitment and to promote positive outcomes.

Outcome Category

Career Standards Benchmark		
Measurable Goal Statement (Smart Goal)		
The district will provide opportunities for students to research and focus on potential career opportunities in grades k-12 culminating in a senior project presentation.		
Measurable Goal Nickname (35 Character Max)		
College/ Career Readiness		
Target Year 1	Target Year 2	Target Year 3
Analyze and document school-based data on career readiness.	Analyze and document school-based data on career readiness.	The district will provide opportunities for students to research and focus on potential career opportunities in grades k-12 culminating in a senior project presentation.

Priority: The school district will create and support a scheduling team to devise a building schedule that allows input from a variety of stakeholders to assure core content and interventions are provided sufficiently at each grade level.

Outcome Category		
Community school model		
Measurable Goal Statement (Smart Goal)		
Teachers and administrators from k-12 will work together to vertically articulate a more comprehensive plan of instruction in both math and ELA to support student learning and growth.		
Measurable Goal Nickname (35 Character Max)		
Elementary to graduation planning		
Target Year 1	Target Year 2	Target Year 3
Administrators will begin to develop a plan of discussion and meeting for district improvement in Math and ELA.	Administrators will lead the discussion between stakeholders from both buildings to streamline the transition from Elementary to high school.	Teachers and administrators from k-12 will work together to vertically articulate a more comprehensive plan of instruction in both math and ELA to support student learning and growth.

Action Plan

Measurable Goals

Regular Attendance	Math Proficiency
ELA Proficiency	College/ Career Readiness
Elementary to graduation planning	

Action Plan For: Focus on Attendance Schoolwide

Measurable Goals:
<ul style="list-style-type: none"> Attendance (ADM) (currently at 84.5%) will increase to 90% over the period of this plan

Action Step		Anticipated Start/Completion Date	
Identify students who are attending at a rate of less than 80% and work with the student's family to identify and remove barriers to attendance.		2025-07-01	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Attendance Officer	FOCUS data on attendance	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in regular student attendance.	Monthly review of attendance data from FOCUS by Lead Persons

Action Plan For: Data Informed ELA Instructional Pacing

Measurable Goals:
<ul style="list-style-type: none"> ELA proficient or advanced (currently 58%) will increase to 70%

Action Step		Anticipated Start/Completion Date	
The teachers, specialists, and interventionists will progress monitor students at least monthly to ensure that the instructional pacing is covering essential content while addressing students' needs.		2025-07-01	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Director of Ed.	Local assessments, instructional resources, time in schedule for meetings	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student growth on MOY and EOY local assessments, increased performance on state assessments.	Teachers/Specialists/Interventionists: Progress monitoring bi-weekly or monthly based upon student need, k-8 assessments at BOY, MOY, and EOY Teachers: Evidence of targeted instruction in lesson planning documents

Action Plan For: Data informed Math Instructional Pacing

Measurable Goals:
<ul style="list-style-type: none"> Performance in Mathematics (currently 42% district-wide) will achieve an average of 50% proficient or advanced.

Action Step	Anticipated Start/Completion Date		
The teachers, specialists, and interventionists will progress monitor students at least monthly to ensure that the instructional pacing is covering essential content while addressing students' needs.	2025-07-01 2028-05-31		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Director of Ed., Math Coach (elementary only)	Local assessments, instructional resources, time in schedule for meetings	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student growth on MOY and EOY local assessments, increased performance on state assessments.	Teachers/Specialists/Interventionists: Progress monitoring bi-weekly or monthly based upon student need, k-8 assessments at BOY, MOY, and EOY Teachers: Evidence of targeted instruction in lesson planning documents

Action Plan For: Career Readiness

Measurable Goals:

Action Step	Anticipated Start/Completion Date		
Students will be provided opportunities to research and explore potential career paths and the skill sets necessary to achieve career goals.	2025-07-01 2028-05-31		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Principals, School counselors	Smart Futures online program	No	No
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will develop a career portfolio and career plan that builds K-12.	School counselors, teachers

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Informed ELA Instructional Pacing	The teachers, specialists, and interventionists will progress monitor students at least monthly to ensure that the instructional pacing is covering essential content while addressing students' needs.
Data informed Math Instructional Pacing	The teachers, specialists, and interventionists will progress monitor students at least monthly to ensure that the instructional pacing is covering essential content while addressing students' needs.

MTSS Implementation

Action Step		
<ul style="list-style-type: none"> The teachers, specialists, and interventionists will progress monitor students at least monthly to ensure that the instructional pacing is covering essential content while addressing students' needs. 		
Audience		
The MTSS Committee, administration		
Topics to be Included		
Curriculum alignment, pacing guides, data meetings, intervention resources, scheduling		
Evidence of Learning		
Benchmark assessments, progress monitoring, curriculum based assessments, lesson planning		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals, Director of Education, MTSS coordinator	2025-07-01	2028-05-31

Learning Format

Type of Activities	Frequency
Other	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

Attendance Monitoring					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify students who are attending at a rate of less than 80% and work with the student's family to identify and remove barriers to attendance. 	Teachers	Attendance monitoring expectations and goals, family communication expectations	Principals, Director of Education, Attendance Officer	07/01/2025	05/31/2028
Communications					
Type of Communication			Frequency		
Other			Inservice/Act 80 day staff meetings at least annually		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date