Tyrone Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Tyrone Area School District		108078003
Address 1		
701 CLAY AVE		
Address 2		
City	**State**	**Zip Code**
Tyrone	PA	16686
Chief School Administrator		**Chief School Administrator Email**
Leslie A Estep		laestep@tyrone.k12.pa.us
Single Point of Contact Name		
Kristen Pinter		
Single Point of Contact Email		
knpinter@tyrone.k12.pa.us		
Single Point of Contact Phone Number		
814-684-0710		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Leslie Estep	Administrator	Tyrone Area School District	laestep@tyrone.k12.pa.us
Kristen Pinter	Administrator	Tyrone Area School District	knpinter@tyrone.k12.pa.us
Kourtney Klock	Administrator	Tyrone Area School District	klklock@tyrone.k12.pa.us
Jessica Anderson	Administrator	Tyrone Area School District	jlanderson@tyrone.k12.pa.us
Shane Cowher	Administrator	Tyrone Area School District	smcowher@tyrone.k12.pa.us
Kristin Musselman	Administrator	Tyrone Area School District	knmusselman@tyrone.k12.pa.us
Chad Packer	Administrator	Tyrone Area School District	cepacker@tyrone.k12.pa.us
Heidi Howard	Board Member	Tyrone Area School District	hjhoward@tyrone.k12.pa.us
Cathy Harlow	Board Member	Tyrone Area School District	clharlow@tyrone.k12.pa.us
Kristen Scheel	Staff Member	Tyrone Area School District	kascheel@tyrone.k12.pa.us
Morgan Garman	Staff Member	Tyrone Area School District	mmgarman@tyrone.k12.pa.us
Lyndsay Marshall	Parent	Tyrone Area School District	lyndsay105@gmail.com
Corinne Creppage	Parent	Tyrone Area School District	creppage@gmail.com
Shannon Flanagan	Staff Member	Tyrone Area School District	smflanagan@tyrone.k12.pa.us
Tracy Focht	Staff Member	Tyrone Area School District	tlfocht@tyrone.k12.pa.us
Jenna Owens	Parent	Tyrone Area School District	jmowens@tyrone.k12.pa.us
Jill Dale	Parent	Tyrone Area School District	jmdale@tyrone.k12.pa.us
Lisa Treese	Staff Member	Tyrone Area School District	latreese@tyrone.k12.pa.us
Kim Eaken	Staff Member	Tyrone Area School District	kjeaken@tyrone.k12.pa.us

LEA Profile

Established in 1857, Tyrone, PA is located in a rural area of central Pennsylvania.

According to the most recent Census data available (2023), the population of the Tyrone Area School District boundry is 12,648, with just over 5,000 in Tyrone Borough Proper. Nearly 97% of residents within the 16686 zip code are classified as white/non-Hispanic, and 91% of those residents have completed at least a high school degree or equivalency (https://www.census.gov/quickfacts/fact/table/tyroneboroughpennsylvania/EDU635219). The 2023 Census indicates that the median household income for TASD residents is $67,685; however, the average salary is $55,000 for Tyrone Borough (https://censusreporter.org/profiles/97000US4224030-tyrone-area-school-district-pa/) and (https://www.census.gov/quickfacts/fact/table/tyroneboroughpennsylvania/EDU635219). In 2023, more than 10% of Tyrone residents were considered to be living in poverty (https://censusreporter.org/profiles/97000US4224030-tyrone-area-school-district-pa/).

Located in Blair county, the Tyrone Area School District serves close to 1700 students who live in portions of three counties, Huntingdon, Centre, and Blair, across 167 square miles. The district is made up of three schools in two buildings. The Tyrone Area Elementary is a PreK – 4th grade building with approximately 560 school-age students. Also in Elementary building, the district-enrolled Pre-K program has approximately 123 three-year olds and four-year olds as part of an early childhood literacy program. At of the beginning of the 2009-2010 school year, Tyrone Elementary School (TAES) became a site for community daycare for approximately 30 children ages infant – 3 years old. One large building combines Tyrone Area Middle School, with approximately 490 5th – 8th graders and Tyrone Area High School, with 505 9th – 12th graders. TAHS also supports four Career and Technical Programs (Agriculture, Accounting Technician, Health Professions and Related Clinical Sciences, and Carpentry).

Students are predomimently white, with less than 5% who identify as another race/ethnicity. More than 58% of the students in the district are classified as Economically Disadvantaged and qualify for free/reduced lunch. Approximately 16% of students are identified and receive Special Education services through an IEP or 504.

Mission and Vision

Mission

We establish high standards of learning and expect all students to achieve. Our goal is to facilitate collaboration among staff, parents, and community to create an environment that supports, engages, and challenges students to achieve high levels of success.

Vision

LEADERSHIP District leaders promote a culture of learning, support and monitor use of best practices, and provide opportunities for professional growth. District leaders facilitate collaboration among all members of the school and community. CLIMATE Students are engaged. Teachers are motivating. Administrators are supportive. Parents and community members are involved. All members of the learning community feel safe, both physically and emotionally. Efforts and successes of students and staff are recognized and celebrated. CURRICULUM & INSTRUCTION High expectations are met by providing research-based, data-driven instruction that is aligned to the state standards. Curriculum and Instruction integrates technology to enhance teaching and learning. Curriculum and Instruction prepares and inspires students for future endeavors. STUDENTS Students take ownership of their learning through active participation. Students believe in themselves, put forth their best effort, and take pride in their abilities and achievements. COMMUNITY PARTNERSHIPS Parents, as the first and most influential teachers, are committed to their children's education. The District collaborates with local businesses and outside agencies to provide support and opportunities for students. All members of the school and community share the responsibility for student success through continued involvement and commitment to the educational process. PERSONNEL Staff recognizes a shared responsibility for enforcing and modeling school rules and increasing student achievement. Professional Learning Communities collaborate to make data-based decisions and implement best practices to enhance student success. Staff effectively communicates with parents and community to support student success. Staff takes ownership for their professional growth.

Educational Values

Students

Students take ownership of their learning through active participation. Students believe in themselves, put forth their best effort, and take pride in their abilities and achievements.

Staff

Staff recognizes a shared responsibility for enforcing and modeling school rules and increasing student achievement. Professional Learning Communities collaborate to make data-based decisions and implement best practices to enhance student success. Staff effectively communicates with parents and community to support student success. Staff takes ownership for their professional growth.

Administration

District leaders promote a culture of learning, support and monitor use of best practices, and provide opportunities for professional growth. District leaders facilitate collaboration among all members of the school and community.

Parents

Parents, as the first and most influential teachers, are committed to their children's education.

Community

The District collaborates with local businesses and outside agencies to provide support and opportunities for students. All members of the school and community share the responsibility for student success through continued involvement and commitment to the educational process.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ES - Percent Proficient/Advanced in English Language Arts/Literature	In SY 2023-2024, the elementary average was above the state average.
ES - Percent Proficient/Advanced in Mathematics/Algebra 1	For the past three years, the elementary average was above the state average.
ES - Percent Proficient/Advanced in Science/Biology	For the past three years, the elementary average was well above the state average.
ES - 2033 State Target Goals for Proficiency	In SY 2024, the 4th grade Science scores (83.7%) exceeded the 2024 interim target goal (74.6%) and met the 2033 goal target (83%)
ES - Percent Advanced in Science/Biology	The percentage of 4th grade students scoring Advanced in Science (33.7%) exceeded the state average (25.8%).
MS - Percent Proficient/Advanced in English Language Arts/Literature	In two of the past three years, the ELA scores were above the state average.
ES - Percent Regular Attendance	The Elementary met the performance standard for the All Student Group (87%) and exceeded the State average (78%)
MS - Academic Growth Expectations	For the past three years, 6th, 7th, and 8th grade Math growth expectations have been Above to Well Above.
MS - Academic Growth Expectations	For the past three years, 6th and 7th grade ELA have Met or been Well Above growth expectations.
MS - Percent Proficient/Advanced in Science/Biology	For the past three years, the 8th grade average was above the state average.
MS - Academic Growth Standard	Math and Science met the Academic Growth standard.
HS - Percent Proficient/Advanced	Scores on all three Keystone exams were higher than the state averages.
HS - 2033 State Target Goals for Proficiency	Literature and Biology met the interim goal for the 2033 Improvement Target.
HS - Academic Growth Expectations	The Growth Standard was exceeded for both Algebra 1 and Biology.
HS - Percentage of Advanced	Literature and Biology percentage of Advanced scores exceeded the state averages.
MS - Attendance	MS attendance met the performance standard and was higher than the state average.
MS - Career Standards Benchmarks	The MS just met the performance standard with 97.5%, though it was lower than the previous year.

HS - Career Standards Benchmarks	The HS achieved 100% and exceeded the performance standard and state average.
HS - Four Year Cohort Graduation rate	The HS achieved 94.9% and exceeded the performance standard and state average.
HS - Industry - Based Learning	This indicator exceeded the state average and the statewide performance standard.

Challenges

Indicator	Comments/Notable Observations
ES - Academic Growth Expectations	Fourth Grade has been Well Below the growth standard for the past three years in both Math and ELA.
ES - 2033 Target Goals for Proficiency	The Elementary Math (44.4%) and ELA (55%) scores are below the interim state 2033 target goals for the 2024 school year (58.6% and 72.1%, respectively).
ES - Academic Growth Expectations	The Elementary All Student group for Math (50) and ELA (50) was below the Statewide average growth score (75 for both).
ES - Early Indicators of Success - 3rd Grade Reading	The Students with Disabilities (18.2%) scored significantly lower than the All Student Group (60.9%)
MS - Percent Proficient/Advanced in Math	The averages over the the past three years have been lower than the State averages.
MS - Percent of Advanced in Math and ELA	With the exception of ELA in 22-23, the percentage of Students scoring Advanced in Math and ELA have been lower than the State averages.
MS - Academic Growth Expectations	5th grade Math and ELA scores have been Below or Well Below for the past five years.
MS - Academic Growth Expectations	For the past two years, 8th grade ELA scores have been Well Below growth expectations.
MS - 2033 State Target Goals	Middle School Math (37.%), ELA (50.6%), and Science (65.3%) scores are below the interim state 2033 target goals for the 2024 school year (52.1%, 72.1%, and 74.3% respectively).
MS - Academic Growth	ELA scores didn't meet the Growth standard.
HS - Percentage of Students scoring Advanced	The percentage of students scoring Advanced on the Algebra 1 Keystone significantly dropped and did not exceed the state average.
HS - Attendance	The HS (79.9%) did not meet the standard for attendance (94.1%)

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

Strengths

Indicator Percent of Proficient/Advanced **Grade Level(s) and/or Student**	**Comments/Notable Observations** The elementary met the statewide goal in Science for this subgroup.

Group(s) ES - Economically Disadvantaged	
Indicator Academic Growth **Grade Level(s) and/or Student Group(s)** ES - Economically Disadvantaged	**Comments/Notable Observations** The elementary met the standard demonstrating growth in Science for this subgroup.
Indicator Attendance **Grade Level(s) and/or Student Group(s)** ES -Students with Disabilities	**Comments/Notable Observations** The subgroup met the performance standard and was only 3% off of the All Student Group.
Indicator Academic Growth **Grade Level(s) and/or Student Group(s)** MS - Students with Disabilities	**Comments/Notable Observations** The middle school meet the standard demonstrating growth in Math, ELA, and Science for this subgroup.
Indicator Attendance **Grade Level(s) and/or Student Group(s)** MS - Students with Disabilities	**Comments/Notable Observations** The subgroup met the performance standard and was only fractionally off the All Student Group.
Indicator Career Standards Benchmarks **Grade Level(s) and/or Student Group(s)** HS - Economically Disadvantaged	**Comments/Notable Observations** This subgroup had 100%.
Indicator Four-Year Cohort - Graduation Rate **Grade Level(s) and/or Student Group(s)** HS - Students with Disabilities	**Comments/Notable Observations** This subgroup met the statewide goal.
Indicator Industry-Based Learning	**Comments/Notable Observations** This subgroup exceeded the performance standard and statewide average.

Grade Level(s) and/or Student Group(s) HS - Economically Disadvantaged	

Challenges

Indicator Percent of Proficient/Advanced **Grade Level(s) and/or Student Group(s)** ES - Economically Disadvantaged	**Comments/Notable Observations** This subgroup did not met the interim statewide goal in ELA or Math.
Indicator Academic Growth **Grade Level(s) and/or Student Group(s)** ES - Economically Disadvantaged	**Comments/Notable Observations** The elementary did not meet the standard demonstrating growth in ELA or Math for this subgroup.
Indicator Percent of Proficient/Advanced **Grade Level(s) and/or Student Group(s)** ES - Students with Disabilities	**Comments/Notable Observations** This subgroup did not meet the the interim statewide goal in ELA or Math.
Indicator Academic Growth **Grade Level(s) and/or Student Group(s)** ES - Students with Disabilities	**Comments/Notable Observations** The elementary did not meet the standard demonstrating growth in ELA or Math for this subgroup.
Indicator Percent Proficient/Advanced **Grade Level(s) and/or Student Group(s)** MS - Economically Disadvantaged	**Comments/Notable Observations** This subgroup did not meet the the interim statewide goal in Math, ELA or Science.
Indicator Academic Growth **Grade Level(s) and/or Student Group(s)** MS - Economically Disadvantaged	**Comments/Notable Observations** The elementary did not meet the standard demonstrating growth in ELA for this subgroup.

Indicator Percent Proficient/Advanced **Grade Level(s) and/or Student Group(s)** MS - Students with Disabilities	**Comments/Notable Observations** This subgroup did not meet the the interim statewide goal in Math, ELA or Science.
Indicator Percent Proficient/Advanced **Grade Level(s) and/or Student Group(s)** HS - Economically Disadvantaged	**Comments/Notable Observations** This subgroup did not meet the the interim statewide goal in Math, ELA or Science.
Indicator Academic Growth **Grade Level(s) and/or Student Group(s)** HS - Economically Disadvantaged	**Comments/Notable Observations** The high school did not meet the standard demonstrating growth in Literature for this subgroup.
Indicator Attendance **Grade Level(s) and/or Student Group(s)** HS - Students with Disabilities	**Comments/Notable Observations** The subgroup did not met the performance standard.

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.

The Elementary Students with Disabilities subgroup met the Attendance performance standard and was only 3% off of the All Student Group.
Achievement in Science in grades 4,8,10 continue to outperform the state average.
Attendance at the elementary and middle schools exceed the state average and performance standard.
6th - 8th grade Math and 6th - 7th grade ELA continue to meet or exceed expected growth.
Algebra 1 and Biology continue to exceed Academic Growth expectations in all subgroups.

Challenges

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

The HS (79.9%) did not meet the standard for attendance (94.1%) overall or in any subgroup.
Middle School Math (37.%), ELA (50.6%), and Science (65.3%) scores are below the interim state 2033 target goals. Math and ELA are below targets in the Elementary.
As an Early Indicator of Success, the 3rd grade subgroup Students with Disabilities (18.2%) scored significantly lower than the All Student Group (60.9%)
4th - 5th grade ELA and Math scores show a continual decline and have been Below or Well Below Academic growth expectations for more than three consecutive years.
8th grade and 10th grade ELA/Literature scores continue to decline and are Below to Well Below growth expectations (first time in 10th grade Literature).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
K-4 iReady	The final diagnostic of the 23-24 SY showed 40% of students at least one grade level below.
K-8 iReady - District	On the final diagnostic of the 2023-2024 SY, 13% of our students were more than three grade levels below, 10% were two grade levels below, and 25% were one grade level below. 52% of our students were on "Early" grade level or higher.
iReady 5th - 8th	The final diagnostic of the 23-24 SY showed 56% of students at least one grade level below, with 22% being 3+ grade levels below.
10th grade CDT Literature	Only 66% of the 10th graders taking the CDT Literature test for the second time scored in green or blue.

English Language Arts Summary

Strengths

Students show strengths in Comprehending Literature.

Challenges

In grades K-8, half of our students are at least one grade below.
Only 66% of the 10th graders taking the CDT Literature test for the second time scored in green or blue.

Mathematics

Data	Comments/Notable Observations
6th CDT	46% of students were at or above grade level on the End of Year administration.
K-4th SpringMath	By Spring of 2024, 1% of 3rd graders and 5.4% of 4th graders were at or above the Instructional Target.
5th CDT	9% of students were at or above grade level on the Mid-Year administration.

Mathematics Summary

Strengths

By the Spring of 2024, more than half of the Kindergarten and 1st grade students were at or above the Instructional Target for SpringMath.

Challenges

The percentage of students at/above the Instructional Target for 3rd and 4th grades is significantly lower (1% and 5%, respectively) than the K-2 grades.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	4th grade Science has met the 2033 goal.
PSSA	31.5% of 8th grader scored Advanced on the Science assessment.
PVAAS	4th and 8th grade Science both met or exceeded the growth standard in all subgroups.
PSSA	Our Biology scores met the interim goal and bested the state average by nearly 20%.
PVAAS	Biology scores exceeded the growth standard.

Science, Technology, and Engineering Education Summary

Strengths

Science continues to be a strength in our district.

Challenges

Because of several transitions, 8th grade Science did not meet the interim 2033 achievement goal.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Percent of students meeting Career standards performance benchmark	MS - 97.5% HS - 100%

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Industry-based Learning	51.7% to state average of 39.2% and the state performance standard of 30%
Percent Proficient/Advanced on the NOCTI	32.8%
Earning an industry-recognized credential	41.4%

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

St. Francis University

Agreement Type

Dual Credit

Program/Course Area

Math

Uploaded Files

SFU_TASD_24-25.pdf

Partnering Institution

Penn Highlands Community College

Agreement Type

Dual Credit

Program/Course Area

Art; English; Social Studies

Uploaded Files

PHCC_TASD_24-25.pdf

Partnering Institution

Mount Aloysius

Agreement Type

Dual Credit

Program/Course Area

Math; Chemistry; Social Studies; Health Technology

Uploaded Files

MAC_TASD_24-25.pdf

Partnering Institution

Penn State University - course on campus

Agreement Type

Dual Credit

Program/Course Area

TBD

Uploaded Files

2025-2030_PSU_TASD1.pdf

Partnering Institution

Penn State University - course at TASD

Agreement Type

Dual Credit

Program/Course Area

TBD

Uploaded Files

2025-2030_PSU_TASD2.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.

Percent of MS and HS students meeting Career standards performance benchmark
Earning an industry-recognized credential - 41.4%

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.

Percent Proficient/Advanced on the NOCTI - 32.8%

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ACCESS Test results	We have three EL students who took the ACCESS test in January 2024. The two students who were in 3rd grade students exceeded their Overall Attainment Targets. The first grade student took the ACCESS for the first time as a Kindergartner.
PSSA	Two of our EL students took the 3rd grade PSSA's. They both scored Proficient in Math and Basic in ELA.

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA SY 2023-2024 - Elementary	Only 14.6% of Elementary SWD scored Proficient/Advanced on the ELA and on the Math tests.
PSSA SY 2023-2024 - Elementary	Students in this subgroup at the elementary did not meet growth expectations in Math or Reading.
Attendance SY 23-24 - Elementary	Students in this subgroup at the elementary made progress and met the performance standard for attendance.
PSSA SY 23-24 - Middle School	Only 13.2% of the students in this subgroup scored Proficient/Advanced on the ELA, 8.8% on the Math, and 6.1% on the Science tests.
PSSA SY 23-24 - Middle School	Students in this subgroup at the middle school met or exceeded the growth expectations on all three PSSA's.
Attendance SY 23-24 - Middle School	Students in this subgroup at the middle school were less than 1% different from the All Student group.
Attendance SY 23-24 - High School	Students in this subgroup at the HS did not meet the performance standard for attendance.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA SY 2023-2024 - Elementary school	77.8% of students in this group at the Elementary exceeded the Science goal of 74.6% toward the statewide 2033 targets and met the standard for growth.
PSSA SY 2023-2024 - Middle school	Students in this subgroup at the middle school scored 12%, 8% and 14% lower than the All Student Group in ELA, Math, and Science, respectively.
PSSA SY 2023-2024 - Middle school	Students in this subgroup at the MS exceeded the growth expectations for Math and Science.
PSSA SY 2023-2024 - High School	The students in this subgroup at the HS did not meet the statewide interim target for Literature or Biology, though the All Student Group did.
PSSA SY 2023-2024 - High School	The students in this subgroup at the HS exceeded the growth standard for Math and Biology, respectively.

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.

Students in the disabilities subgroup at the elementary made progress and met the performance standard for attendance.
Students in the disabilities subgroup at the middle school met or exceeded the growth expectations on all three PSSA's.
The students in the economically disadvantaged subgroup at the HS exceeded the growth standard for Math and Biology, respectively.

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.

Students in the disabilities subgroup at the elementary did not meet interim goals for Proficient/Advanced or meet growth expectations in Math or Reading.
Only 13.2% of the students in the disabilities subgroup at the middle school scored Proficient/Advanced on the ELA, 8.8% on the Math, and 6.1% on the Science tests.
Students in the disabilities subgroup at the HS did not meet the performance standard for attendance.
Students in the economically disadvantaged subgroup at the middle school scored 12%, 8% and 14% lower than the All Student Group in ELA, Math, and Science, respectively.
The students in the economically disadvantaged subgroup at the HS did not meet the statewide interim target for Literature or Biology, though the All Student Group did.

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	The Education of English Learners program is comprehensive, and the students are demonstrating growth toward English Proficiency.

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	Emerging
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	Emerging

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Meeting the needs of students and families

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.

Two-way communication with stakeholders

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
The Elementary Students with Disabilities subgroup met the Attendance performance standard and was only 3% off of the All Student Group.	True
Achievement in Science in grades 4,8,10 continue to outperform the state average.	True
Attendance at the elementary and middle schools exceed the state average and performance standard.	True
6th - 8th grade Math and 6th - 7th grade ELA continue to meet or exceed expected growth.	True
Algebra 1 and Biology continue to exceed Academic Growth expectations in all subgroups.	True
Students show strengths in Comprehending Literature.	False
Meeting the needs of students and families	False
By the Spring of 2024, more than half of the Kindergarten and 1st grade students were at or above the Instructional Target for SpringMath.	False
Science continues to be a strength in our district.	False
Students in the disabilities subgroup at the elementary made progress and met the performance standard for attendance.	True
Students in the disabilities subgroup at the middle school met or exceeded the growth expectations on all three PSSA's.	True
The students in the economically disadvantaged subgroup at the HS exceeded the growth standard for Math and Biology, respectively.	True
Percent of MS and HS students meeting Career standards performance benchmark	True
Earning an industry-recognized credential - 41.4%	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan

The HS (79.9%) did not meet the standard for attendance (94.1%) overall or in any subgroup.	True
Middle School Math (37.%), ELA (50.6%), and Science (65.3%) scores are below the interim state 2033 target goals. Math and ELA are below targets in the Elementary.	True
As an Early Indicator of Success, the 3rd grade subgroup Students with Disabilities (18.2%) scored significantly lower than the All Student Group (60.9%)	True
4th - 5th grade ELA and Math scores show a continual decline and have been Below or Well Below Academic growth expectations for more than three consecutive years.	True
8th grade and 10th grade ELA/Literature scores continue to decline and are Below to Well Below growth expectations (first time in 10th grade Literature).	True
In grades K-8, half of our students are at least one grade below.	False
Only 66% of the 10th graders taking the CDT Literature test for the second time scored in green or blue.	False
The percentage of students at/above the Instructional Target for 3rd and 4th grades is significantly lower (1% and 5%, respectively) than the K-2 grades.	False
Because of several transitions, 8th grade Science did not meet the interim 2033 achievement goal.	False
Students in the disabilities subgroup at the elementary did not meet interim goals for Proficient/Advanced or meet growth expectations in Math or Reading.	True
Only 13.2% of the students in the disabilities subgroup at the middle school scored Proficient/Advanced on the ELA, 8.8% on the Math, and 6.1% on the Science tests.	True
Students in the disabilities subgroup at the HS did not meet the performance standard for attendance.	True
Students in the economically disadvantaged subgroup at the middle school scored 12%, 8% and 14% lower than the All Student Group in ELA, Math, and Science, respectively.	True
The students in the economically disadvantaged subgroup at the HS did not meet the statewide interim target for Literature or Biology, though the All Student Group did.	True
Percent Proficient/Advanced on the NOCTI - 32.8%	True
Two-way communication with stakeholders	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.

The team saw very similar strengths and challenges in the Needs Assessment as were seen in the previous Comprehensive Plan Needs Assessment.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The HS (79.9%) did not meet the standard for attendance (94.1%) overall or in any subgroup.	PASS and PAYS data shows that students don't see the value of education and don't feel confident in their learning. Data shows that no one grade has a higher percentage of chronically absent students than any other.	True
Middle School Math (37.%), ELA (50.6%), and Science (65.3%) scores are below the interim state 2033 target goals. Math and ELA are below targets in the Elementary.	need better use of assessment data and better baseline/benchmark assessments, foundational skills lacking, high staff turn-over with little to no onboarding	True
As an Early Indicator of Success, the 3rd grade subgroup Students with Disabilities (18.2%) scored significantly lower than the All Student Group (60.9%)		False
4th - 5th grade ELA and Math scores show a continual decline and have been Below or Well Below Academic growth expectations for more than three consecutive years.	transition between ES and MS, need targeted interventions at Tiers 1 and 2, research-based instructional strategies	True
8th grade and 10th grade ELA/Literature scores continue to decline and are Below to Well Below growth expectations (first time in 10th grade Literature).	build from weak areas seen in previous grades	True
Students in the disabilities subgroup at the elementary did not meet interim goals for Proficient/Advanced or meet growth expectations in Math or Reading.		False
Only 13.2% of the students in the disabilities subgroup at the middle school scored Proficient/Advanced on the ELA, 8.8% on the Math, and 6.1% on the Science tests.		False
Students in the disabilities subgroup at the HS did not meet the performance standard for attendance.		False
Students in the economically disadvantaged subgroup at the middle school scored 12%, 8% and 14% lower than the All Student Group in ELA, Math, and Science, respectively.		False

The students in the economically disadvantaged subgroup at the HS did not meet the statewide interim target for Literature or Biology, though the All Student Group did.		False
Percent Proficient/Advanced on the NOCTI - 32.8%		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The Elementary Students with Disabilities subgroup met the Attendance performance standard and was only 3% off of the All Student Group.	
Achievement in Science in grades 4,8,10 continue to outperform the state average.	students are interested in science, students learn more from hands-on instruction
Attendance at the elementary and middle schools exceed the state average and performance standard.	
6th - 8th grade Math and 6th - 7th grade ELA continue to meet or exceed expected growth.	
Algebra 1 and Biology continue to exceed Academic Growth expectations in all subgroups.	
Students in the disabilities subgroup at the elementary made progress and met the performance standard for attendance.	
Students in the disabilities subgroup at the middle school met or exceeded the growth expectations on all three PSSA's.	
The students in the economically disadvantaged subgroup at the HS exceeded the growth standard for Math and Biology, respectively.	
Percent of MS and HS students meeting Career standards performance benchmark	
Earning an industry-recognized credential - 41.4%	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we incorporate more direct ties between education and a positive future, our students will understand the value of education and increase attendance.
	If we focus on vertical alignment between grades and use assessment data to target areas where students struggle, then our students will demonstrate proficiency on grade-level skills.

	If we provide targeted interventions for students below-grade level skills and scaffold learning for on-grade level skills, our students will exceed projected growth expectations.
	If we use assessment data to target areas that students have longitudinally struggled and provide interventions that focus on closing instructional gaps, our students will come to upper level grades with strong foundations on which to build skills.

Goal Setting

Priority: If we incorporate more direct ties between education and a positive future, our students will understand the value of education and increase attendance.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
On the 2028 Future Ready Index, all schools will meet the Performance Standard for Attendance, meaning each school has less than 5% of students classified as chronically absent in the 2026-2027 school year (Attendance is reported for the prior year).		
Measurable Goal Nickname (35 Character Max)		
Reducing Chronic Absenteeism		
Target Year 1	**Target Year 2**	**Target Year 3**
On the 2026 Future Ready Index, the elementary and middle schools will maintain or exceed the 2024-2025 Performance Standard for attendance, and the high school will attain 85%. This would represent a decrease in the percentage of chronically absent students by 5% (from 20.1% to 15%).	On the 2027 Future Ready Index, the elementary and middle schools will maintain or exceed the 2025-2026 Performance Standard for attendance, and the high school will attain 90%. This would represent a decrease in the percentage of chronically absent students by 5% (from 15% to 10%).	On the 2028 Future Ready Index, all schools will meet the Performance Standard for Attendance, meaning each school has less than 5% of students classified as chronically absent in the 2026-2027 school year (Attendance is reported for the prior year).

Priority: If we focus on vertical alignment between grades and use assessment data to target areas where students struggle, then our students will demonstrate proficiency on grade-level skills.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
On the 2028 ELA 8th grade PSSA and the Literature Keystone, students in all subgroups will meet or exceed the growth expectations by achieving a minimum growth score of 75.		
Measurable Goal Nickname (35 Character Max)		
ELA/Literature Growth Expectations		
Target Year 1	**Target Year 2**	**Target Year 3**
On the 2026 ELA 8th grade PSSA and the Literature Keystone, students in all subgroups will meet or exceed the growth	On the 2027 ELA 8th grade PSSA and the Literature Keystone, students in all subgroups will meet or exceed the growth	On the 2028 ELA 8th grade PSSA and the Literature Keystone, students in all subgroups will meet or exceed the growth

expectations by achieving a minimum growth score of 60.	expectations by achieving a minimum growth score of 70.	expectations by achieving a minimum growth score of 75.

Priority: If we provide targeted interventions for students below-grade level skills and scaffold learning for on-grade level skills, our students will exceed projected growth expectations.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
On the 2028 ELA PSSA, 70% of our 4th and 5th graders will score Proficient or higher.		
Measurable Goal Nickname (35 Character Max)		
4th and 5th grade Achievement in ELA		
Target Year 1	**Target Year 2**	**Target Year 3**
On the 2026 ELA PSSA, 60% of our 4th and 5th graders will score Proficient or higher.	On the 2027 ELA PSSA, 65% of our 4th and 5th graders will score Proficient or higher.	On the 2028 ELA PSSA, 70% of our 4th and 5th graders will score Proficient or higher.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
The 2028 PVAAS report will show that all subgroups in 4th and 5th grades met or exceeded the growth expectation for ELA.		
Measurable Goal Nickname (35 Character Max)		
4th and 5th grade Growth in ELA		
Target Year 1	**Target Year 2**	**Target Year 3**
The 2026 PVAAS report will show that all subgroups in 4th and 5th grades exceeded the growth expectation for ELA.	The 2027 PVAAS report will show that all subgroups in 4th and 5th grades exceeded the growth expectation for ELA.	The 2028 PVAAS report will show that all subgroups in 4th and 5th grades met or exceeded the growth expectation for ELA.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
The 2028 PVAAS report will show that all subgroups in 4th and 5th grades met or exceeded the growth expectation for Math.
Measurable Goal Nickname (35 Character Max)
4th and 5th grade Growth in Math

Target Year 1	Target Year 2	Target Year 3
The 2026 PVAAS report will show that all subgroups in 4th and 5th grades exceeded the growth expectation for Math.	The 2027 PVAAS report will show that all subgroups in 4th and 5th grades exceeded the growth expectation for Math.	The 2028 PVAAS report will show that all subgroups in 4th and 5th grades met or exceeded the growth expectation for Math.

Priority: If we use assessment data to target areas that students have longitudinally struggled and provide interventions that focus on closing instructional gaps, our students will come to upper level grades with strong foundations on which to build skills.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
On the 2028 Math PSSA, 60% of our 4th and 5th graders in the All Students subgroup will score Proficient or higher, and the 44% of students in the Students with Disabilities subgroup will score Proficient or higher.		
Measurable Goal Nickname (35 Character Max)		
4th and 5th grade Math Achievement		
Target Year 1	**Target Year 2**	**Target Year 3**
On the 2026 Math PSSA, 50% of our 4th and 5th graders in the All Students subgroup will score Proficient or higher, and the 30% of students in the Students with Disabilities subgroup will score Proficient or higher.	On the 2027 Math PSSA, 55% of our 4th and 5th graders in the All Students subgroup will score Proficient or higher, and the 38% of students in the Students with Disabilities subgroup will score Proficient or higher.	On the 2028 Math PSSA, 60% of our 4th and 5th graders in the All Students subgroup will score Proficient or higher, and the 44% of students in the Students with Disabilities subgroup will score Proficient or higher.

Action Plan

Measurable Goals

Reducing Chronic Absenteeism	ELA/Literature Growth Expectations
4th and 5th grade Achievement in ELA	4th and 5th grade Growth in ELA
4th and 5th grade Growth in Math	4th and 5th grade Math Achievement

Action Plan For: K-12 Infrastructure to implement MTSS interventions

Measurable Goals:
• On the 2028 Future Ready Index, all schools will meet the Performance Standard for Attendance, meaning each school has less than 5% of students classified as chronically absent in the 2026-2027 school year (Attendance is reported for the prior year).

Action Step		**Anticipated Start/Completion Date**	
Create a K-12 data collection process to collect and analyze data for root causes		2025-07-01	2025-08-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Administrative Team	Collaboration among building teams	No	No
Action Step		**Anticipated Start/Completion Date**	
The administrative team at each building will work with the district Social-Worker and Family Resource Coordinator to identify root causes of chronic absenteeism in our district and develop interventions to address them.		2025-09-15	2028-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals, District Social Worker, Family Resource Coordinator and other stakeholders such as students, parents, and local business leaders	Information from Attendance Works, the "Be There" initiative, and the Colorado Strategy Guide from WWC	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A cohesive, comprehensive district-wide Early Warning	Quarterly reports shared with teachers about chronic absentees; Data

System; A "menu" of research-based, effective interventions for identified root causes at each Tier	collection on intervention effectiveness and reduction of chronic absenteeism seen at weekly building level Safeguard meetings

Action Plan For: K-12 MTSS Framework

Measurable Goals:

- On the 2028 Math PSSA, 60% of our 4th and 5th graders in the All Students subgroup will score Proficient or higher, and the 44% of students in the Students with Disabilities subgroup will score Proficient or higher.
- On the 2028 ELA 8th grade PSSA and the Literature Keystone, students in all subgroups will meet or exceed the growth expectations by achieving a minimum growth score of 75.
- On the 2028 ELA PSSA, 70% of our 4th and 5th graders will score Proficient or higher.
- The 2028 PVAAS report will show that all subgroups in 4th and 5th grades met or exceeded the growth expectation for ELA.
- The 2028 PVAAS report will show that all subgroups in 4th and 5th grades met or exceeded the growth expectation for Math.

Action Step		**Anticipated Start/Completion Date**	
Develop a district-wide MTSS data collection method		2025-07-01	2028-05-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals, Director of Curriculum & Instruction, Superintendent	Training in Sapphire MTSS module and/or in best practices for data collection; in-service time	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
K-6 Common diagnostic and benchmark assessment schedule with progress monitoring to track skill deficits and instructional gaps		2025-09-01	2028-06-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Teachers, Principals, Director of Curriculum & Instruction, Director of Special Education	Training on assessments, progress monitoring and ROI; in-service time	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
7-12 Content Diagnostic and Benchmark assessment schedule to target skill deficits and instructional gaps.		2025-07-01	2028-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals, Director of Curriculum &	Content, Diagnostic, and Benchmark assessments that are	No	Yes

Instruction	normed to grade level skills		
Action Step		**Anticipated Start/Completion Date**	
Deep data analysis looking at root causes and specific skill deficits to provide targeted Tier 1 instruction and enrichment and Tier 2 and 3 interventions at all grade levels		2025-08-27	2028-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals, Director of Curriculum & Instruction, Director of Special Education	Training on data analysis to determine root cause and planning and delivering targeted instruction; in-service time	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Development of a continuum of interventions for all grade and Tier levels		2025-07-01	2028-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals, Director of Curriculum & Instruction, Director of Special Education	Budget to purchase intervention programs, training for implementation and progress monitoring	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Effective data analysis that determines what resources and strategies to use from a "menu" of research-based, effective interventions for identified root causes at each Tier	Data collection on intervention effectiveness and an increase in student proficiency on benchmark and State assessments

Action Plan For: Differentiation and Flexibility

Measurable Goals:

- On the 2028 Math PSSA, 60% of our 4th and 5th graders in the All Students subgroup will score Proficient or higher, and the 44% of students in the Students with Disabilities subgroup will score Proficient or higher.
- On the 2028 Future Ready Index, all schools will meet the Performance Standard for Attendance, meaning each school has less than 5% of students classified as chronically absent in the 2026-2027 school year (Attendance is reported for the prior year).
- On the 2028 ELA 8th grade PSSA and the Literature Keystone, students in all subgroups will meet or exceed the growth expectations by achieving a minimum growth score of 75.
- On the 2028 ELA PSSA, 70% of our 4th and 5th graders will score Proficient or higher.
- The 2028 PVAAS report will show that all subgroups in 4th and 5th grades met or exceeded the growth expectation for ELA.
- The 2028 PVAAS report will show that all subgroups in 4th and 5th grades met or exceeded the growth expectation for Math.

Action Step		Anticipated Start/Completion Date	
All K-12 teachers will be trained in how to plan and practice differentiating instruction, content, and assessment.		2025-07-01	2028-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction, Principals, Director of Special Education	Training from IU and/or other outside resources, in-service time	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student-centered learning that meets all students' needs and a reduction in dependence on SPED teachers	Pre and post surveys about teachers' comfort with differentiating and students' feelings about their abilities to learn and be successful

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
K-12 Infrastructure to implement MTSS interventions	The administrative team at each building will work with the district Social-Worker and Family Resource Coordinator to identify root causes of chronic absenteeism in our district and develop interventions to address them.
K-12 MTSS Framework	Develop a district-wide MTSS data collection method
K-12 MTSS Framework	K-6 Common diagnostic and benchmark assessment schedule with progress monitoring to track skill deficits and instructional gaps
K-12 MTSS Framework	Deep data analysis looking at root causes and specific skill deficits to provide targeted Tier 1 instruction and enrichment and Tier 2 and 3 interventions at all grade levels
K-12 MTSS Framework	Development of a continuum of interventions for all grade and Tier levels
Differentiation and Flexibility	All K-12 teachers will be trained in how to plan and practice differentiating instruction, content, and assessment.

Data Analysis

Action Step		
• Deep data analysis looking at root causes and specific skill deficits to provide targeted Tier 1 instruction and enrichment and Tier 2 and 3 interventions at all grade levels		
Audience		
K-12 Teachers		
Topics to be Included		
Root Cause analysis		
Evidence of Learning		
Teachers will be able to identify skills for targeted instruction and intervention		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of C&I, Principals	2025-08-18	2028-05-30

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Three times per year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy	

• 1b: Demonstrating Knowledge of Students • 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Three times per year
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	

Differentiation Training

Action Step		
• All K-12 teachers will be trained in how to plan and practice differentiating instruction, content, and assessment.		
Audience		
K-12 Teachers		
Topics to be Included		
Differentiating content, instruction, and assessment using instructional outcomes to differentiate practical application of differentiation using differentiation to meet students' needs		
Evidence of Learning		
Differentiation written into lesson plans Reduction of dependence on SPED teachers to work with students on assignments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum, Principals	2025-08-18	2028-05-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	

• 3e: Demonstrating Flexibility and Responsiveness • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Implementation and Data Analysis of Interventions

Action Step		
• K-6 Common diagnostic and benchmark assessment schedule with progress monitoring to track skill deficits and instructional gaps • Development of a continuum of interventions for all grade and Tier levels		
Audience		
Teacher and Paras		
Topics to be Included		
Tracking interventions Data analysis of intervention outcomes Training on programs Rate of Improvement analysis		
Evidence of Learning		
Interventions implemented with fidelity		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Kristen Pinter/Director of Curriculum and Instruction, Principals	2025-08-18	2028-05-30

Learning Format

Type of Activities	**Frequency**
Inservice day	Initial training and follow up sessions with data three times per year
Observation and Practice Framework Met in this Plan	
• 1d: Demonstrating Knowledge of Resources • 3d: Using Assessment in Instruction • 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

Chronic Absenteeism

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• The administrative team at each building will work with the district Social-Worker and Family Resource Coordinator to identify root causes of chronic absenteeism in our district and develop interventions to address them.	Teachers and families	Reasons why students are chronically absent and the ways that teachers and families can support students	District Social Worker, Principals, Family Resource Coordinator	01/23/2026	05/30/2028

Communications

Type of Communication	Frequency
Email	Each semester during the first year and then quarterly
Posting on district website	Each semester during the first year and then quarterly

MTSS Framework					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Develop a district-wide MTSS data collection method	Teachers	The purpose of data collection and why K-12 is important	Principals	08/18/2025	05/30/2028

Communications	
Type of Communication	**Frequency**
Presentation	At the beginning of the Plan (August 2025) and reinforced throughout the duration of the Plan (2028)

Data Team Meetings

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• K-6 Common diagnostic and benchmark assessment schedule with progress monitoring to track skill deficits and instructional gaps • 7-12 Content Diagnostic and Benchmark assessment schedule to target skill deficits and instructional gaps.	Teachers	How to identify issues in the data How to address issues Implementing Tier 1 in the classroom How to monitor student progress (or lack thereof)	Principals, Director of Special Education	08/18/2025	05/30/2028

Communications

Type of Communication	Frequency
Other	Every data meeting

Approvals & Signatures

Uploaded Files
• TASD_Board Affirmation_March 2025.pdf

Chief School Administrator	Date
Leslie A. Estep	2025-06-10