Profile and Plan Essentials

LEA Type		AUN	
School District		112018523	
Address 1			
161 North Main Street			
Address 2			
City	**State**	**Zip Code**	
Biglerville	PA	17307	
Chief School Administrator		**Chief School Administrator Email**	
Dr Don Bell		d.bell@upperadams.org	
Single Point of Contact Name			
Mr. Joseph L. Albin			
Single Point of Contact Email			
j.albin@upperadams.org			
Single Point of Contact Phone Number			
(717) 677-7191			

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Marya Djalal	Board Member	Upper Adams School District/Board Member/Upper Adams School District	m.djalal@upperadams.org

LEA Profile

The Upper Adams School District (UASD) in Adams County, Pennsylvania, is a small, rural public school district. UASD includes the Boroughs of Arendtsville, Bendersville, and Biglerville, and the Townships of Butler, Menallen and part of Tyrone. Covering a geographical area of approximately 90 square miles, the total population is approximately 10,836 (Census, 2012, OEA Department of Education). The Upper Adams School District currently has 208 employees consisting of 134 professional staff members, 63 classified staff members and 10 administrative team members.

Each Borough has an elementary school configured according to grade levels. Each school is configured according to grade levels. Biglerville Elementary, the primary center, houses all students in Kindergarten, First and Second Grades, beginning with the 2008-2009 school year Biglerville Elementary began housing Third Grade students as well. In the fall of 2020, Upper Adams Intermediate School in Arendtsville began housing Fourth, Fifth, and Sixth Grades. Beginning with Seventh Grade, all students attend the Upper Adams Middle School in the Borough of Biglerville. At the beginning of 9th Grade students are members of the Biglerville High School, also located in the Borough of Biglerville. High school students may choose to attend Cumberland Perry Area Career & Technical Center for vocational training. Students who attend CPACTC can select from over 20 vocational programs of study.

The number of students attending schools in the district is approximately 1,650. The ethnicities within the Upper Adams School District include: 0.5% Asian; 1.5% Black/African American; 23% Hispanic; 0.9% Multi-Racial; 0.1% Native Hawaiian/Pacific Islander and 74% White. The number of Special Education students served within the district is approximately 230 (approximately 13%). Approximately 48% of the total student population is identified as coming from a family of low-income. The percentages of low-income families range between 39%-48% at the secondary buildings and between 47%-55% at the elementary buildings. Furthermore, approximately 8% of our total student population receives English as a Second Language (ESL) services.

Mission and Vision

Mission

The Upper Adams School District provides challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.

Vision

All students college and career ready.

Educational Values

Students

A commitment to the success of each Student by emphasizing: -Essential curriculum through high quality instruction -Analysis of data to make decisions in the best interest of students -The use of a variety of assessments to identify student needs and measure student progress -Ongoing assessment is necessary to improve student achievement

Staff

A commitment to Staff that affirms the following to provide a quality education to our students: -Analyzing data to improve and clearly focus classroom instruction -Literacy instruction for all teachers in all subjects at all levels -Motivating students -Nurturing interpersonal and social skills for all students

Administration

A commitment from the Administration that affirms: -Public education is a shared responsibility -Students will need a variety of skill sets to be equipped for an ever-changing, technological global society -High expectations for staff will result in continuous improvement -Setting high expectations for each student helps them to achieve continuous improvement and to meet their full individual potential

Parents

A commitment by Parents that affirms: -Self-discipline is critical to learning -Parent and guardians ensure that children will arrive at school ready to learn

Community

A commitment from the Community that affirms: -A safe, clean, secure, and supportive environment is essential to learning -A successful school district requires an involved and supportive community

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
High School Graduation Rate/Four-Year Cohort All Student Group Exceeds 2033 Statewide Goal/College & Career Measures	Biglerville High School
Student Growth on Pennsylvania State Assessments In Literature, Algebra I, & Biology/ All Student Group Exceeds Interim Student Growth Goal/Improvement Target/State Assessment Measures	Biglerville High School
Percent Career Standards Benchmark/All Student Group Exceeds Performance Standard/College & Career Measures	Upper Adams Middle School
Exceeding Annual Academic Growth Expectations (PVAAS)/Mathematics & Science/All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures	Upper Adams Middle School
Meeting Annual Academic Growth Expectations (PVAAS)/Science/All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures	Upper Adams Intermediate School
Meeting Annual Academic Growth Expectations (PVAAS)/Mathematics All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures	Upper Adams Intermediate School
Student Attendance/All Student Group/ Meets Interim Goal/Improvement Target/State Assessment Measures	Biglerville Elementary School
Percent Career Standards Benchmark/All Student Group Exceeds Performance Standard/College & Career Measures	Biglerville Elementary School

Challenges

Indicator	Comments/Notable Observations
Meeting Annual Academic Achievement Expectations In Literature, Algebra I, & Biology/All Student Group Did Not Meet the Standard Demonstrating Proficiency/State Assessment Measures	Biglerville High School
Advanced on Pennsylvania State Assessments In Literature, Algebra I, & Biology All Student Group/State Assessment Measures	Biglerville High School
All Student Group Did Not Meet the Standard Demonstrating Growth/State Assessment Measures in English Language Arts	Upper Adams Middle School
Assessments/Science All Student Group Did Not Meet Interim Goal/Improvement Target/State Assessment Measure	Upper Adams Middle

	School
Proficient or Advanced on Pennsylvania State Assessments/English Language Arts/All Student Group Did Not Meet Interim Goal/Improvement Target/State Assessment Measures	Upper Adams Intermediate School
Advanced on Pennsylvania State Assessments/English Language Arts/All Student Group/State Assessment Measures	Upper Adams Intermediate School
English Language Achievement and Attainment All Student Group Did Not Meet Interim Goal/Improvement Target/On-Track Measures	Biglerville Elementary School
Mathematics Achievement and Attainment All Student Group Did Not Meet Interim Goal/Improvement Target/On-Track Measures	Biglerville Elementary School

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

Strengths

Indicator Meeting Annual Academic Growth Expectations (PVAAS)/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Biology Cohort Group / Biglerville High School	**Comments/Notable Observations** Economically Disadvantaged Students Exceeded State Goal For Growth Expectations: 76.0% Met Expected Growth Target White Students Exceeded State Goal For State Goal For Growth Expectations: 81.0% Met Expected Growth Target
Indicator Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** English Language Arts/Literature Cohort / Biglerville High School	**Comments/Notable Observations** Hispanic Students Met State Goal For Achievement & Increased Achievement From Previous Year: 56.1% Proficient & Advanced All Student Group Students Met State Goal For Achievement & Increased Achievement From Previous Year: 67.2% Proficient & Advanced
Indicator Career Standards Benchmark/College & Career Measures **Grade Level(s) and/or Student Group(s)** All Students In Grades 7 & 8 / Upper Adams Middle School	**Comments/Notable Observations** Hispanic Students Exceeded State Goal For Career Standards/Evidence : 100.0% Met Goal All Student Group Students Exceeded State Goal For Career Standards/Evidence : 100.0% Met Goal
Indicator Percent English Language Growth and	**Comments/Notable Observations** English Learner Students Met State Goal For Growth & Attainment: 15.4% Met Expected Growth

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Attainment/On-Track Measures **Grade Level(s) and/or Student Group(s)** English Learner Cohort In Grades 7 & 8 / Upper Adams Middle Schoo	Target Hispanic English Learner Students Met State Goal For Growth & Attainment: 35.4% Met Expected Growth Target
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Grade 4 Science Cohort / Upper Adams Intermediate School	**Comments/Notable Observations** Economically Disadvantaged Students Met State Goal For Achievement & Increased Achievement From Previous Year: 80.0% Proficient & Advanced All Student Group Students Met State Goal For Achievement & Increased Achievement From Previous Year: 84.9% Proficient & Advanced
Indicator Meeting Annual Academic Growth Expectations (PVAAS)/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Mathematics Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	**Comments/Notable Observations** Hispanic Students Met State Goal For Achievement & Increased Achievement From Previous Year: 94.0% Proficient & Advanced All Student Group Students Met State Goal For Achievement & Increased Achievement From Previous Year: 98.0% Proficient & Advanced
Indicator Regular Attendance/On-Track Measures **Grade Level(s) and/or Student Group(s)** All Grade 3 Student Cohort / Biglerville Elementary School	**Comments/Notable Observations** Hispanic Students Met The State Goal For Attendance Expectations: 89.0% Had Regular Attendance English Language Students Exceeded The State Goal For Attendance Expectations: 86.7% Had Regular Attendance

Challenges

Indicator Meeting Annual Academic Proficiency Expectations/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** English Language Arts/Literature Cohort/Biglerville High School	**Comments/Notable Observations** All Student Group Students Did Not Meet State Goal For Achievement: 67.2% Met Expected Growth Target
Indicator	**Comments/Notable Observations**

Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** English Language Arts/Literature Cohort/Biglerville High School	All Student Group Who Received An Advanced Score Was 9.7% The Total Number Of Economically Disadvantaged Students Who Received An Advanced Score Was 5.3%
Indicator Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Grade 8 Science Cohort / Upper Adams Middle School	**Comments/Notable Observations** Year: 57.9% Proficient & Advanced Economically Disadvantaged Student Group Students Did Not Meet The State Goal For Achievement : 55.4% Proficient & Advanced
Indicator Meeting Annual Academic Growth Expectations (PVAAS)/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Grade 8 Science Cohort / Upper Adams Middle School	**Comments/Notable Observations** Hispanic Students Did Not Meet The State Goal For Growth & Declined In Performance From The Previous Year: 68.0% Met Expected Growth Target Combined Ethnicity Student Group Students Did Not Meet The State Goal For Growth & Declined In Performance From The Previous Year: 69.0%/ Met Expected Growth Target
Indicator Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** English Language Arts (ELA) Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	**Comments/Notable Observations** All Student Group Students Did Not Meet The State Goal For Achievement : 55.1% Proficient & Advanced Student With Disabilities Student Group Students Did Not Meet The State Goal For Achievement: 25.3% Proficient & Advanced
Indicator Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** Mathematics Cohort In Grades 4, 5. & 6	**Comments/Notable Observations** The Total Number Of Hispanic Students Who Received An Advanced Score Was 7.8% The Total Number Of Economically Disadvantaged Students Who Received An Advanced Score Was 11.2%

/ Upper Adams Intermediate School	
Indicator Percent English Language Growth and Attainment/On-Track Measures **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged & Hispanic Cohorts In Grade 3 / Biglerville Elementary School	**Comments/Notable Observations** Economically Disadvantaged Students Did Not Meet State Goal For Proficiency: 37.5% Met Expected Growth Target Hispanic Students Did Not Meet State Goal For Growth & Attainment: 25.8% Met Expected Growth Target
Indicator Advanced on Pennsylvania State Assessments/Student Assessment Measures **Grade Level(s) and/or Student Group(s)** English Language Arts/Literature Cohort In Grade 3 / Biglerville Elementary School	**Comments/Notable Observations** The Total Number Of Hispanic Students Who Received An Advanced Score Was 3.2% The Total Number Of Students From The All Student Group Who Received An Advanced Score Was 10.2%

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.

High School Graduation Rate/Four-Year Cohort - All Student Group Exceeds 2030 Statewide Goal/College & Career Measures
Meeting Annual Academic Growth Expectations (PVAAS)/Science/Biology All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures / Upper Adams Intermediate School
Regular Attendance/On-Track Measures - All Grade 3 Student Cohort / Biglerville Elementary School

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.

Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - English Language Arts Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Grade 8 Science Cohort / Upper Adams Middle School
Percent English Language Arts Achievement - English Learner Cohort In Grade 3 / Biglerville Elementary School

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Dynamic Indicators of Basic Early Literacy Skills (D.I.B.E.L.S.)/Biglerville Elementary School	D.I.B.,E.L.S. is a series of short tests that assess K-3 literacy. It is a set of procedures and measures for assessing the acquisition of a set of K-3 literacy skills, such as phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension.
Fountas & Pinnell Leveled Literacy Intervention System/Biglerville Elementary School	Fountas & Pinnell Leveled Literacy Intervention provides instruction for students who find reading and writing difficult.
Wonders Unit Assessments/Upper Adams Intermediate School	Wonders Unit Assessments focuses on key areas of English Language Arts—comprehension of literature and informational text, vocabulary acquisition and use, command of the conventions of the English language, and genre writing in response to sources.
iXL Diagnostic Assessments & Individual Learning Paths/Upper Adams Middle School	iXL utilizes adaptive diagnostic assessments paired with individualized learning paths to promote academic growth.
Classroom Diagnostic Tools (CDT)/Upper Adams Intermediate School, Upper Adams Middle School, & Biglerville High School	Classroom Diagnostic Tools (CDT) are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). They provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner.

English Language Arts Summary

Strengths

Universal screenings provide excellent data for teachers to plan acceleration and remedial reading groups as needed and appropriate/English Language Arts.
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/English Language Arts.
Diagnostic Assessments utilized in English Language Arts provide specific and actionable data to help teachers meet the needs of the students/English Language Arts.
State diagnostic tools provide teachers with reliable and predictive data to develop and individualized learning pathway for success for each of their learners/English Language Arts.

Challenges

Personnel resources to provide needed interventions and acceleration can be challenging to sustain/English Language Arts.
Professional development must be maintained and updated as new information is available/English Language Arts.

| Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/English Language Arts. |
| Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/English Language Arts. |

Mathematics

Data	Comments/Notable Observations
Math in Focus Unit Assessments/Biglerville Elementary School & Upper Adams Intermediate School	Math in Focus provides an authentic Singapore math curriculum, highlighting problem solving as the focus of mathematical learning. The assessment program evaluates concepts using a concrete-pictorial-abstract learning progression to anchor learning in real-world and hands-on experiences.
iXL Diagnostic Assessments & Individual Learning Paths/Upper Adams Middle School	iXL utilizes adaptive diagnostic assessments paired with individualized learning paths to promote academic growth.
Classroom Diagnostic Tools (CDT)/Upper Adams Intermediate School, Upper Adams Middle School, & Biglerville High School	Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner.

Mathematics Summary

Strengths

End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/Mathematics.
Diagnostic Assessments provide specific and actionable data to help teachers meet the needs of the students/Mathematics.
Online learning tools provide motivation, high student engagement, and prescriptive data for teachers to better plan for the needs of their students/Mathematics.

Challenges

Personnel resources to provide needed interventions and acceleration can be challenging to sustain/Mathematics.
Professional development must be maintained and updated as new information is available/Mathematics.
Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/Mathematics.
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Environmental Educational Camp/Upper Adams Intermediate	Students explore natural ecosystems, with an aim to becoming better stewards of the natural wonders within their community and the world at large. Lessons use the natural world to teach concepts such as habitats and

School	ecosystems, animal adaptations, and human impact and sustainability. The lessons complement the curriculum students are learning in the classroom and address the standards developed by the State. The lessons are in the areas of education, ecology, environmental issues, outdoor living skills, or team building.
21st Century Computer Skills Learning Course/Upper Adams Middle School	Students develop skills necessary for high school, college, and career-based projects. Various Apple and Microsoft applications, as well as web-based software are utilized. Proper use and care of the computer are stressed as well as file organization, management, digital citizenship and digital ethics. Project-based learning occurs through the use of research and multimedia presentations, utilizing the learning management system. Cross-curricular projects are an integral part of the course.
Advanced Computer Courses/Biglerville High School	Biglerville High School continues to add additional advanced computer science and application courses at the high school level to meet student needs in the area of science, technology, and engineering.

Science, Technology, and Engineering Education Summary

Strengths

Environmental Education continues benefit the students at the Upper Adams School District with robust and diverse experiences in agriculture, ecology, sustainability, and general environmental concepts/Science, Technology, & Engineering.
All Upper Adams Middle School students must complete the 21st Century Computer Skills Learning Course which helps to prepare them for digital learning/Science, Technology, & Engineering..
The Upper Adams School District is a 1:1 school district with every student having their own device/Science, Technology, & Engineering..
Students can take various computer application and computer language courses to develop a foundation in coding, applications, and other digital platforms/Science, Technology, & Engineering..

Challenges

Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Science, Technology, & Engineering..
Limited personnel to provide technology coaching and experiences at the elementary level will present challenges in implementing a systemic approach to computer science/Science, Technology, & Engineering..
Quality professional development must be maintained and updated as new information is available and also be fiscally manageable/Science, Technology, & Engineering..
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Science, Technology, & Engineering..

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Students participates in surveys, activities and skill building tools to provide the self awareness needed to identify realistic career goals.
Career Portfolios	School counselors maintain career portfolios to document student interest, progression, and knowledge about career pathways.
Internship/Job Shadowing	The Upper Adams School District provides student internships and job shadowing opportunities as available and appropriate.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agricultural Mechanization, General	CIP CODE: 01.0201
Agricultural Production Operations, General	CIP CODE: 01.0301

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

Assessment of Civic Knowledge	Act 35 of 2018 requires that all school entities administer a locally developed assessment of U.S. history, government, and civics at least once to students during grades 7-12.

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

Delaware Valley University

Agreement Type

Local Articulation

Program/Course Area

Animal Care I / Animal Care II / Agricultural Science

Uploaded Files

Articulation Agreement - Delaware Valley.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.

With the implementation of Smart Futures, the career evidence and readiness standards are being met with high student engagement and and a systemic pathway to explore, research, and identify potential career aspirations from students/Career Readiness.
The Upper Adams School District offers two approved Career & Technical Education (CTE) programs from the Pennsylvania Department of Education/CTE Programs.
The Upper Adams School District continues to utilize the United States Naturalization Test to meet the expectations and spirit of ACT 35 implementation/Social Studies.

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.

Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Career Readiness, Career & Technical Education, & Social Studies.
The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.
Professional development must be maintained and updated as new information is available/Career Readiness, Career & Technical Education, & Social Studies.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA Assessments	This assessment is given annually to students in Grades 1-12. It tests students' language in the four domains: Listening, Reading, Speaking, Writing.
Parent Surveys/Parent Information Nights	Several parent and information evenings are held for English Learners throughout the school year. Surveys are completed at the conclusion of these events to assist with programming, curriculum needs, and areas of improvement for communication in the future.
Elementary EL Specific Curriculum	Wonders for English Learners offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons build speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.

Students with Disabilities

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

Data	Comments/Notable Observations
Elementary English Language Arts (ELA) Specific Curriculum for students with disabilities.	WonderWorks supports struggling readers and writers through research-based, data-driven, systematic instruction. WonderWorks' goal is to move students back to grade-level standards and promotes literacy by building foundational skills, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment.
Wilson Reading System Intervention Program	The Wilson Reading System Intervention Program is for students in grades 2-12 with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multi-sensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.
Progress Monitoring	Progress monitoring is used to assess students' academic performance, quantify their rates of improvement or progress toward goals, and determine how they are responding to instruction.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Title I Programming / Federal Programs	Title I Programming in English Language Arts (ELA) is provided at Biglerville Elementary School through the Consolidated Application for Federal Programs. Title I impacts economically disadvantages students by providing supplemental resources and instruction to students.
Access To Technology	The Upper Adams School District is committed to maximizing access to all students in our rural community. This includes providing a device to all students and a "Hotspot" as needed for families to access the Internet.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	All communications, curriculum materials. community outreach, and parent engagement activities are provided with translated materials or translating services.

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.

Federal Programs funding has provided supplemental resources for both our economically disadvantaged students and English Learners and has helped the Upper Adams School District to enhance the programs for these specific student groups/Students Considered Economically Disadvantaged .
The 1:1 initiative has enabled our economically disadvantaged students to have greater accessibility to technology in order for them to have higher

student engagement with the digital content/resources the school district provides//Students Considered Economically Disadvantaged.
The specific curriculum designed for students with disabilities and English Learners provides a direct correlation to the core curriculum in the classroom for greater cohesiveness with content and alignment with pacing and learning goals between the regular and special education classroom/English Learners.
The intervention programs in place for our struggling students provide actionable data to the teacher to measure progress on goals and individual learning pathways/Students With Disabilities & Students Considered Economically Disadvantaged.

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.

Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Students With Disabilities & Students Considered Economically Disadvantaged.
Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Student Considered Economically Disadvantaged..
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.
Professional development must be maintained and updated as new information is available/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.

Designated Schools

Upper Adams MS

Priority Challenge	Comments and Notable Observations
Grade-level teams do not have a formal process for analyzing data to inform instruction and lack structured collaboration time.	Grade-level teams will hold collaboration time to analyze data and change instructional practices.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	Varied assessments will be utilized by teachers and analyzed at grade-level team meetings and school-wide to determine instructional change and meet student needs.
Currently, Upper Adams Middle School does not have an early warning framework with defined thresholds for tiered response and movement.	A core team will monitor student achievement and behavioral data and create thresholds for tiered movement regarding academics and behavior.

Systemic LEA Challenges
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Mathematics
The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Program/plan components reviewed annually and updated as needed and appropriate.
Title 1 Program	Program/plan components reviewed annually and updated as needed and appropriate. Program is Target Assistance (TA) and focuses on reading intervention needs of students.
Student Services	Program/plan components reviewed annually and updated as needed and appropriate.
K-12 Guidance Plan (339 Plan)	Program/plan components reviewed annually and updated as needed and appropriate. Annual School Counselor Advisory Board (SCAB) Meetings are held to gain stakeholder feedback and recommended any changes,
Technology Plan	Program/plan components reviewed annually and updated as needed and appropriate.
English Language Development Programs	Program/plan components reviewed annually and updated as needed and appropriate. Title III Program is part of a consortium with two other local school districts that consolidate funds to provide a more robust set of services to the English Learners.

Strengths

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

The Title I Program provides supplemental reading resources and instruction to the lowest 20% of struggling students at Biglerville Elementary School/Supplemental LEA Plans.
All plans are reviewed annually and provided any revisions as needed based on current law and legislation/Supplemental LEA Plans.
The technology plan provides a 1:1 experience for all students as well as opportunities for accessibility to "Hotspots" for Internet connectivity/Supplemental LEA Plans.
The K-12 Guidance Plan (339 Plan) is continuously evaluated by the school counselors for compliance and student need/Supplemental LEA Plans.

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.

Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Supplemental LEA Plans.
Professional development must be maintained and updated as new information is available/Supplemental LEA Plans

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	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
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	Emerging
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 Upper Adams School district fosters a vision and culture of high expectations for success for all students, educators, and families. Our vision is all students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.

The Upper Adams School District supports schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. District Curriculum Committees meet annually as needed and building-level curriculum committees meet to discuss local needs with current strategies, assessment practices, and pedagogies as the foundational level of all discussions.

The Upper Adams School District, in particular the Department of Student Services, coordinates and monitors supports aligned with students' and families' needs. These include students with disabilities, language barriers, or health concerns. The Upper Adams School District's Social Worker assists families as well.

The Upper Adams School District supports the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. This is evident in allocating funds specifically designed for professional development use each school year for professional, classified, and administrative staff members.

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.

The Upper Adams School District's ultimate goal is to allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. Unfortunately, current fiscal constraints and lack of State funding narrowly focuses needed funds to the essential operations of the District first with opportunities to discuss other academic priorities once those obligations are met.

The Upper Adams School District contracts with an outside party for recruitment of substitutes and classified staff members. Professional positions are filled by the District.   The goal is to always recruit and retain fully credentialed, experienced and high-quality leaders and teachers. It continues to be a challenge to find qualified people for some positions that require specific certifications in special education or the fine arts. The school district partners with local colleges to increase the potential of qualified candidates applying for open positions as well as advertising on local and digital platforms.

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
High School Graduation Rate/Four-Year Cohort - All Student Group Exceeds 2030 Statewide Goal/College & Career Measures	False
Meeting Annual Academic Growth Expectations (PVAAS)/Science/Biology All Student Group Exceeds the Standard Demonstrating Growth/State Assessment Measures / Upper Adams Intermediate School	False
Regular Attendance/On-Track Measures - All Grade 3 Student Cohort / Biglerville Elementary School	False
Universal screenings provide excellent data for teachers to plan acceleration and remedial reading groups as needed and appropriate/English Language Arts.	True
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/English Language Arts.	True
Diagnostic Assessments utilized in English Language Arts provide specific and actionable data to help teachers meet the needs of the students/English Language Arts.	True
State diagnostic tools provide teachers with reliable and predictive data to develop and individualized learning pathway for success for each of their learners/English Language Arts.	True
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/Mathematics.	True
Diagnostic Assessments provide specific and actionable data to help teachers meet the needs of the students/Mathematics.	False
Online learning tools provide motivation, high student engagement, and prescriptive data for teachers to better plan for the needs of their students/Mathematics.	False
Environmental Education continues benefit the students at the Upper Adams School District with robust and diverse experiences in agriculture, ecology, sustainability, and general environmental concepts/Science, Technology, & Engineering.	False
All Upper Adams Middle School students must complete the 21st Century Computer Skills Learning Course which helps to prepare them for digital learning/Science, Technology, & Engineering..	False
The Upper Adams School District is a 1:1 school district with every student having their own device/Science, Technology, & Engineering..	False

Students can take various computer application and computer language courses to develop a foundation in coding, applications, and other digital platforms/Science, Technology, & Engineering..	False
With the implementation of Smart Futures, the career evidence and readiness standards are being met with high student engagement and and a systemic pathway to explore, research, and identify potential career aspirations from students/Career Readiness.	False
The Upper Adams School District offers two approved Career & Technical Education (CTE) programs from the Pennsylvania Department of Education/CTE Programs.	False
The Upper Adams School District continues to utilize the United States Naturalization Test to meet the expectations and spirit of ACT 35 implementation/Social Studies.	False
Federal Programs funding has provided supplemental resources for both our economically disadvantaged students and English Learners and has helped the Upper Adams School District to enhance the programs for these specific student groups/Students Considered Economically Disadvantaged .	False
The 1:1 initiative has enabled our economically disadvantaged students to have greater accessibility to technology in order for them to have higher student engagement with the digital content/resources the school district provides//Students Considered Economically Disadvantaged.	False
The specific curriculum designed for students with disabilities and English Learners provides a direct correlation to the core curriculum in the classroom for greater cohesiveness with content and alignment with pacing and learning goals between the regular and special education classroom/English Learners.	True
The intervention programs in place for our struggling students provide actionable data to the teacher to measure progress on goals and individual learning pathways/Students With Disabilities & Students Considered Economically Disadvantaged.	True
The Title I Program provides supplemental reading resources and instruction to the lowest 20% of struggling students at Biglerville Elementary School/Supplemental LEA Plans.	False
All plans are reviewed annually and provided any revisions as needed based on current law and legislation/Supplemental LEA Plans.	False
The technology plan provides a 1:1 experience for all students as well as opportunities for accessibility to "Hotspots" for Internet connectivity/Supplemental LEA Plans.	False
The K-12 Guidance Plan (339 Plan) is continuously evaluated by the school counselors for compliance and student need/Supplemental LEA Plans.	False
The Upper Adams School district fosters a vision and culture of high expectations for success for all students, educators, and families. Our vision is all students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.	True
The Upper Adams School District supports schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction. District Curriculum	False

Committees meet annually as needed and building-level curriculum committees meet to discuss local needs with current strategies, assessment practices, and pedagogies as the foundational level of all discussions.	
The Upper Adams School District, in particular the Department of Student Services, coordinates and monitors supports aligned with students' and families' needs. These include students with disabilities, language barriers, or health concerns. The Upper Adams School District's Social Worker assists families as well.	True
The Upper Adams School District supports the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities. This is evident in allocating funds specifically designed for professional development use each school year for professional, classified, and administrative staff members.	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
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - English Language Arts Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	True
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Grade 8 Science Cohort / Upper Adams Middle School	True
Percent English Language Arts Achievement - English Learner Cohort In Grade 3 / Biglerville Elementary School	True
Meeting Annual Academic Proficiency Expectations (PVAAS)/Student Assessment Measures - English Language Arts/Literature Cohort/Biglerville High School	True
Personnel resources to provide needed interventions and acceleration can be challenging to sustain/English Language Arts.	False
Professional development must be maintained and updated as new information is available/English Language Arts.	False
Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/English Language Arts.	True
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/English Language Arts.	True
Personnel resources to provide needed interventions and acceleration can be challenging to sustain/Mathematics.	False
Professional development must be maintained and updated as new information is available/Mathematics.	False
Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/Mathematics.	False

Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Mathematics.	False
Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Science, Technology, & Engineering..	False
Limited personnel to provide technology coaching and experiences at the elementary level will present challenges in implementing a systemic approach to computer science/Science, Technology, & Engineering..	False
Quality professional development must be maintained and updated as new information is available and also be fiscally manageable/Science, Technology, & Engineering..	False
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Science, Technology, & Engineering..	False
Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Career Readiness, Career & Technical Education, & Social Studies.	False
The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.	True
Professional development must be maintained and updated as new information is available/Career Readiness, Career & Technical Education, & Social Studies.	False
Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Students With Disabilities & Students Considered Economically Disadvantaged.	True
Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Student Considered Economically Disadvantaged..	False
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.	False
Professional development must be maintained and updated as new information is available/Students With Disabilities, English Learners, & Students Considered Economically Disadvantaged.	False
Ongoing sustainability of the 1:1 initiative in the Upper Adams School District will be challenging during times of budgetary curtailments/Supplemental LEA Plans.	False
Professional development must be maintained and updated as new information is available/Supplemental LEA Plans	False
The Upper Adams School District's ultimate goal is to allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. Unfortunately, current fiscal constraints and lack of State funding narrowly focuses needed funds to the essential operations of the District first with opportunities to discuss other academic priorities once those obligations are met.	False
The Upper Adams School District contracts with an outside party for recruitment of substitutes and classified staff members. Professional positions are filled by the District. The goal is to always recruit and retain fully credentialed, experienced and high-quality leaders and teachers. It continues to be a challenge to find qualified people for some	False

positions that require specific certifications in special education or the fine arts. The school district partners with local colleges to increase the potential of qualified candidates applying for open positions as well as advertising on local and digital platforms.	

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.

Fiscal constraints have a direct impact on the variety of instructional practices and resources. The Upper Adams School District provides a well-rounded, quality education to all students with a variety of supports and choice built into the educational experience.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - English Language Arts Cohort In Grades 4, 5. & 6 / Upper Adams Intermediate School	Exposure versus mastery appear to be a competing set of values and goals. Pacing impacts each approach differently leading to inconsistencies in implementation and covered content.	True
Proficient or Advanced on Pennsylvania State Assessments/Student Assessment Measures - Grade 8 Science Cohort / Upper Adams Middle School		False
Percent English Language Arts Achievement - English Learner Cohort In Grade 3 / Biglerville Elementary School		False
Meeting Annual Academic Proficiency Expectations (PVAAS)/Student Assessment Measures - English Language Arts/Literature Cohort/Biglerville High School		False
Materials & resources needed for interventions and acceleration can be challenging to sustain in a constrictive fiscal environment/English Language Arts.	Identification of applicable interventions and corresponding differentiation in the classroom.	False
Class/course time and class sizes needed to provided the required attention to student needs can be challenging to achieve/English Language Arts.	Larger class sizes create challenges in delivering academic content, meeting the needs of special learners, student engagement, and classroom management. Personnel is one of the largest fixed costs a school district faces with budget planning. With the fiscal constraints increasing each year, adding new personnel gets more difficult which creates challenges in providing support services for students as well as delivering content to student with fidelity.	False
The student connections needed to provide the required attention to student needs can be challenging to achieve college and career readiness.	The Upper Adams School District building leaders will create a positive school climate.	True
Materials & resources needed for interventions can be challenging to sustain in a constrictive fiscal environment/Students With Disabilities & Students	Identification of applicable interventions and corresponding differentiation in the classroom.	False

Considered Economically Disadvantaged.	

Analyzing Strengths

Analyzing Strengths	Discussion Points
Universal screenings provide excellent data for teachers to plan acceleration and remedial reading groups as needed and appropriate/English Language Arts.	Universal screenings provide excellent data for teachers to plan acceleration and remedial reading groups as needed and appropriate/English Language Arts.
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/English Language Arts.	End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/English Language Arts.
Diagnostic Assessments utilized in English Language Arts provide specific and actionable data to help teachers meet the needs of the students/English Language Arts.	Diagnostic Assessments utilized in English Language Arts provide specific and actionable data to help teachers meet the needs of the students/English Language Arts.
State diagnostic tools provide teachers with reliable and predictive data to develop and individualized learning pathway for success for each of their learners/English Language Arts.	State diagnostic tools provide teachers with reliable and predictive data to develop and individualized learning pathway for success for each of their learners/English Language Arts.
End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/Mathematics.	End of Unit Assessments provide valuable data on mastery of taught content and the associated Pennsylvania State Standards/Mathematics.
The specific curriculum designed for students with disabilities and English Learners provides a direct correlation to the core curriculum in the classroom for greater cohesiveness with content and alignment with pacing and learning goals between the regular and special education classroom/English Learners.	The specific curriculum designed for students with disabilities and English Learners provides a direct correlation to the core curriculum in the classroom for greater cohesiveness with content and alignment with pacing and learning goals between the regular and special education classroom/English Learners.
The intervention programs in place for our struggling students provide actionable data to the teacher to measure progress on goals and individual learning pathways/Students With Disabilities & Students Considered Economically Disadvantaged.	The intervention programs in place for our struggling students provide actionable data to the teacher to measure progress on goals and individual learning pathways/Students With Disabilities & Students Considered Economically Disadvantaged.
The Upper Adams School district fosters a vision and culture of high expectations for success for all students, educators, and families. Our vision is all students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.	The Upper Adams School district fosters a vision and culture of high expectations for success for all students, educators, and families. Our vision is all students college and career ready. Our mission is to provide challenging and inspiring educational opportunities, empowering each student to be a responsible and productive individual.
The Upper Adams School District, in particular the Department of Student Services, coordinates and monitors supports aligned with	The Upper Adams School District, in particular the Department of Student Services, coordinates and monitors supports aligned with

students' and families' needs. These include students with disabilities, language barriers, or health concerns. The Upper Adams School District's Social Worker assists families as well.	students' and families' needs. These include students with disabilities, language barriers, or health concerns.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Through gathering and analyzing data on student academic, attendance, and behavioral outcomes, the district can provide access to resources and support to effectively promote student achievement and growth.
	The Upper Adams School District building leaders will create a positive school climate.

Goal Setting

Priority: Through gathering and analyzing data on student academic, attendance, and behavioral outcomes, the district can provide access to resources and support to effectively promote student achievement and growth.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 30, 2028, develop a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs.		
Measurable Goal Nickname (35 Character Max)		
Student Achievement and Effective Instructional Practices		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 30, 2026, evaluate current frameworks in place and determine improvement areas that will better integrate data and instruction to maximize student achievement and support students social, emotional, and behavior needs.	By June 30, 2027, implement and evaluate new and existing frameworks together and collect data on its effectiveness to better integrate data and instruction to maximize student achievement and support students social, emotional, and behavior needs.	By June 30, 2028, develop a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs.

Priority: The Upper Adams School District building leaders will create a positive school climate.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 30, 2028, increase the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.		
Measurable Goal Nickname (35 Character Max)		
Positive School Climate		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 30, 2026, evaluate the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.	By June 30, 2027, implement steps to increase the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.	By June 30, 2028, increase the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.

Action Plan

Measurable Goals

Student Achievement and Effective Instructional Practices	Positive School Climate

Action Plan For: Early Warning Intervention and Monitoring System

Measurable Goals:
• By June 30, 2028, develop a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs.

Action Step		**Anticipated Start/Completion Date**	
Identify the current frameworks at each grade level that are currently being implemented and create recommendations for enhancements and effectiveness for 2026-2027.		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals / Curriculum Director / Classroom Teachers	Framework review to determine what is currently available	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Implement recommendations for enhancements and effectiveness into the current frameworks and evaluate the outcome on student growth and achievement.		2026-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals / Curriculum Director / Classroom Teachers	Revised Framework with current recommendations for enhancements and effectiveness	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.		2027-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principals / Curriculum Director / Classroom Teachers	Framework for the Early Warning Intervention and Monitoring System	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Early Warning Intervention and Monitoring System for K-12.	Student profiles / graphs showing increase in achievement of growth based on intervention, enrichment, or acceleration

Action Plan For: Community Conversations / Stakeholder Feedback

Measurable Goals:
• By June 30, 2028, increase the engagement with two-way communication among stakeholders as measured by the School Climate Survey Score with an ultimate rating of 3.4 or higher.

Action Step		Anticipated Start/Completion Date	
Gather regular input from families, students, and educators through community conversations and school climate surveys.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration/Board of School Directors/Teachers	Survey Tools / School Climate Data Community Data/Demographics (As Applicable)	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Collect and analyze data to measure student, staff, and family engagement.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration/Board of School Directors/Teachers	Survey Tools / School Climate Data Community Data/Demographics (As Applicable)	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Develop and implement a strategy for partnering with local businesses, community organizations, and other agencies aligned to the needs of the Upper Adams School District		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Staff Members	Key Stakeholders	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

| The Upper Adams School District will secure positive relationships and community buy-in with their initiatives and operations. | Continuous Review Of School Climate Data / Building Survey Data / Event Involvement |

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Early Warning Intervention and Monitoring System	Identify the current frameworks at each grade level that are currently being implemented and create recommendations for enhancements and effectiveness for 2026-2027.
Early Warning Intervention and Monitoring System	Implement recommendations for enhancements and effectiveness into the current frameworks and evaluate the outcome on student growth and achievement.
Early Warning Intervention and Monitoring System	Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.

Early Warning Intervention and Monitoring Framework Review

Action Step
• Identify the current frameworks at each grade level that are currently being implemented and create recommendations for enhancements and effectiveness for 2026-2027.

Audience
Principals / Asst. Principals

Topics to be Included
Strategic Use of Data How to Access & Effectively Document Data

Evidence of Learning
Student Data Profiles

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Four Sessions Per Year

Observation and Practice Framework Met in this Plan
• 4b: Maintaining Accurate Records
• 1b: Demonstrating Knowledge of Students
• 4d: Participating in a Professional Community
• 4e: Growing and Developing Professionally
• 4f: Showing Professionalism
• 1d: Demonstrating Knowledge of Resources

• 1a: Demonstrating Knowledge of Content and Pedagogy
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Implementation of Revised Early Warning Intervention and Monitoring Framework With Recommended Enhancements

Action Step		
• Implement recommendations for enhancements and effectiveness into the current frameworks and evaluate the outcome on student growth and achievement.		
Audience		
Classroom Teachers Principals / Asst. Principals		
Topics to be Included		
Early Warning Intervention and Monitoring Framework Review Data Exemplars Targeted Student Tier Goals		
Evidence of Learning		
Teacher Work Samples Student Data Profiles From Class Rosters		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principals / Curriculum Director / Classroom Teachers	2026-07-01	2027-06-30

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Four Sessions Per Year
Observation and Practice Framework Met in this Plan	
• 4b: Maintaining Accurate Records	
• 1b: Demonstrating Knowledge of Students	
• 4d: Participating in a Professional Community	
• 4e: Growing and Developing Professionally	
• 4f: Showing Professionalism	
• 1d: Demonstrating Knowledge of Resources	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Evaluate Early Warning Intervention and Monitoring Framework Validity

Action Step

• Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.
Audience
Classroom Teachers Principal / Assistant Principals
Topics to be Included
Grade level student data analysis and instructional matching: intervention, enrichment, and acceleration.
Evidence of Learning
Student Data Profiles / Student Data Analysis Validating Targeted Interventions / Enrichment / Differentiation Lesson Planning

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals / Curriculum Director / Classroom Teachers	2027-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Four Sessions Per Year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Structured Literacy Professional Learning Communities

Action Step
• Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.
Audience
Classroom Teachers Principals / Assistant Principals
Topics to be Included
Strategic use of the Early Warning Intervention and Monitoring Framework to provide targeted student literacy interventions based on data.
Evidence of Learning
Structured Literacy Interventions Analysis Student Data Profiles Assessment Data - Literacy Benchmarks

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals / Curriculum Director / Classroom Teachers	2027-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	One Time Per Year
Observation and Practice Framework Met in this Plan	

1a: Demonstrating Knowledge of Content and Pedagogy   1b: Demonstrating Knowledge of Students   1d: Demonstrating Knowledge of Resources   1f: Designing Student Assessments   1e: Designing Coherent Instruction   3c: Engaging Students in Learning   4a: Reflecting on Teaching   4d: Participating in a Professional Community   4e: Growing and Developing Professionally   4f: Showing Professionalism
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Communications Activities

Implementing Recommendations For Ther Early Warning Intervention and Monitoring Framework

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement recommendations for enhancements and effectiveness into the current frameworks and evaluate the outcome on student growth and achievement.	Teachers Staff Members	Accessing & Completing The Early Warning Intervention and Monitoring Child Data Profile Identifying, Selection, Implementing, & Monitoring Student Interventions	Building Principals	07/01/2026	06/30/2027

Communications

Type of Communication	Frequency
Presentation	As Needed During Professional Development Days

Early Warning Intervention and Monitoring Framework Training					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Finalize & implement Framework to be used to for the Early Warning Intervention and Monitoring System moving forward.	Teachers Staff Member	Review of the Early Warning Intervention and Monitoring Framework Simulations of Entries & Interventions Evaluation of Effectiveness	Building Principals	07/01/2027	06/30/2028

Communications

Type of Communication	**Frequency**
Presentation	As Needed During Professional Development Days
Email	Quarterly

Family Data Collection / Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Gather regular input from families, students, and educators through community conversations and school climate surveys.	Board of School Directors District Administration	Social-Emotional Learning Student Supports Building Culture & Culture School - To - Home Communication	Administrative Team Building School Climate Committee	07/01/2025	06/30/2026

Communications

Type of Communication	Frequency
Other	Annually
Presentation	Annually By IU Personnel (As Needed)

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
School climate Data Analysis					
	Board of School Directors District Administration	Social-Emotional Learning Student Supports Building/District Climate & Culture	Administrative Team Building School Climate Committee	07/01/2026	06/30/2027

Communications

Type of Communication	Frequency
Presentation	Annually By IU Personnel (As Needed)
Presentation	School Board Presentation - Annually

Community Collaboration					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Board of School Directors	Community Partnerships Community Collaborations	Administrative Team Community/Business Stakeholders	07/01/2025	06/30/2028

Communications	
Type of Communication	**Frequency**
Newsletter	Three Times A Year

Approvals & Signatures

Uploaded Files
• Comprehensive Plan Board Affirmation Sheet.pdf

Chief School Administrator	Date
Don Bell	2025-05-09