

Spring Grove Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type	AUN	
School District	112676703	
Address 1		
100 E College Ave		
Address 2		
City	State	Zip Code
Spring Grove	PA	17362
Chief School Administrator		Chief School Administrator Email
Dr Joseph A Bradley		bradleyj@sgasd.org
Single Point of Contact Name		
Dr. Steven Guadagnino		
Single Point of Contact Email		
guadagns@sgasd.org		
Single Point of Contact Phone Number		
717-225-4731		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Joseph Bradley	Superintendent	Spring Grove Area School District	bradleyj@sgasd.org
Dr. Steve Guadagnino	Administrator	Spring Grove Area School District	guadagns@sgasd.org
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Ms. Karen Baum	School Board Member	Spring Grove Area School District	baumka@sgasd.org
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Ms. Courtney Bailey	Community Member	Business Representative	courtney@baileycoach.com
Anne Shaffer	Staff Member	Spring Grove Elementary	shaffeAn@sgasd.org

LEA Profile

The Spring Grove Area School District is located in south-central Pennsylvania in York County. The school district encompasses approximately 90 square miles and includes the townships of Heidelberg, Jackson, North Codorus, and Paradise, and the boroughs of Jefferson, New Salem, Seven Valleys, and Spring Grove. The area is primarily residential/rural. The population is slowly growing with some new housing developments being established.

The District currently operates three elementary schools (Kindergarten through Grade 4), an intermediate school (Grades 5 and 6), a middle school (Grades 7 and 8) and a high school (Grades 9 through 12).

The Roth's Church Road Campus, on the outskirts of Spring Grove Borough, houses Spring Grove Elementary School, Spring Grove Area Intermediate School, and Spring Grove Area High School, along with the District's stadium, other outdoor facilities, and the District's Technology Center. This campus also includes an indoor swimming pool, an indoor and an outdoor track, various athletic fields, and lighted tennis courts. As part of a district-community partnership, Windy Hill on the Campus, a senior citizen center, is housed within the former middle school building.

New Salem Elementary School is located in North Codorus Township, approximately six miles from Spring Grove. Paradise Elementary is located in Paradise Township, approximately five miles from Spring Grove. Spring Grove Area Middle School is located in Jackson Township, only a few feet outside of Spring Grove. Most district administrative services are housed in the Educational Service Center building, located in the Spring Grove borough.

The District has a total population of approximately 17,640 residents with a student population of 3,861 who attend District schools distributed as follows:

- New Salem Elementary School: Grades K-4 (408 students)
- Paradise Elementary School: Grades K-4 (297 students)
- Spring Grove Elementary School: Grades K-4, (725 students)
- Spring Grove Area Intermediate School: Grades 5 and 6 (618 students)
- Spring Grove Area Middle School: Grades 7 & 8 (667 students)
- Spring Grove Area High School: Grades 9-12 (1,146 students)

The District has a variety of learning environments that include the traditional brick-and-mortar setting along with other options. Additionally, students are included in the following placements:

- York County School of Technology: 127 students

- Special Education (Low Incidence): 50 students
- York Adams Academy: 6 students
- SGFlex: 33 students
- Lincoln Edge: 13 students
- Charter Schools (brick and mortar): 25 students
- Cyber Charter Schools: 144 students
- Non-Public/Private Tutor: 241
- Home School: 265 students

The District has the following ethnic diversity that includes: 3,861 students, 82.5% students are White, 7.6% are Hispanic, 4.9% are African American, 4.2% are Multi-Racial, 0.6% are Asian, and 0.1% are American Indian. Additionally, 35.3% of the students in the district are reported as receiving free or reduced lunches.

The educational needs of 3,861 students in kindergarten through twelfth grade require the services of more than 500 professional and support employees. There are 306 professional staff, including administrative and supervisory personnel, teachers, guidance counselors, librarians, nurses, and school psychologists. There are 194 clerical staff, custodial and maintenance staff, cafeteria workers, and other support personnel.

Students academically score above the state averages on the Pennsylvania School Systems of Assessments and the Keystone Exams. The District embraces the philosophy that a child's worth is not measured by a test score. The District supports the whole child in all academic studies, while also providing for his/her social-emotional growth, allowing the child to have a positive education experience and flourish in the District and beyond. The District assessment scores continue to show strong results as we focus on both academic achievement and academic growth for all of our students. The District Leadership Team works with staff to determine strengths and needs in content areas/grade levels. A team from each building creates plans to promote continuous achievement and growth for ALL students while considering their social-emotional needs in keeping with the District mission to focus on educating the whole child.

To ensure the success of each student, a number of educational services are offered, including:

- Advanced Placement Courses
- Alternative Education
- Anti-Bullying Programs, K-12
- Articulation Agreements
- Autistic Support

- Business Advisory Council (Post-Secondary Transition)
- Certification Programs
- College in the High School
- Cooperative Education Program (High School)
- Credit Recovery Program
- Deaf Hard of Hearing Support (LIU classrooms)
- Dual Enrollment
- Emotional Support
- English Language Program
- Gifted Program
- Instructional Support Team Process for K-12
- Intensive Learning Support Program
- Learning Support
 - Life Skills Support
 - Link Crew - High School Transition Program
 - Occupational/ Physical Therapists
 - Peer Mentoring Program
 - Psychological Services
 - School Counselors at all levels
 - School-to-Career Transition
 - School Wide Effective Positive Behavior Support Program
 - Speech and Language
 - Student Assistance Program (SAP) for drug and mental health issues
 - Summer School
 - Summer Pre-Kindergarten Program
 - Supplemental Intervention
 - Vocational Education
 - WEB (Where Everyone Belongs) - Middle School Transition Program

The District also provides such services as:

- Attendance Officer

- Breakfast and hot lunches at all buildings
- District-wide transportation to and from school, including round-trip for kindergarten
- Nursing
- School Resource Officers
- OVR Services
- Social Workers

Spring Grove Area residents are intricately involved in various school activities and programs such as the following:

- PTO and Parent-School Partnership are available at the K-8 levels.
- School Volunteers - Registered volunteers assist in the classroom with specific programs and in special events.
- Athletic Boosters and Music Boosters are active at the High School to provide encouragement and support of students.
- Spring Grove Area Education Fund provides an opportunity for alumni, community members, and businesses to contribute financially for the things that do not always fit into the school budget, but that are vital to the overall education of a child.
- Spring Grove Area Scholarship Fund, Inc. is a community-based group that raises funds to provide support for local graduates pursuing higher education.
- Citizens' Advisory Council, comprised of community and staff representatives, studies ad hoc issues of interest to the District and shares its findings with the Board when requested.
- The Board of School Directors is a nine member school board that is elected by District residents.
- The Spring Grove Community Parks and Recreation Committee includes a representative from the school district.
- Partnership with Windy Hill on the Campus, a senior citizen center.
- Partnership with the YMCA and the other Roth Church Road Community partners.
- Partnership with Communities that Care at Paradise Elementary.
- Chamber of Commerce

The Spring Grove Area School District has always considered the safety of its students and staff as a priority. To that end, a Safe School Plan exists which outlines specific steps the District is taking to ensure the continued safety of the school community.

The District considers safe schools as those that:

- Focus on academic achievement
- Involve families in meaningful ways
- Develop links to the larger community

- Emphasize positive relationships among students and staff
- Discuss safety issues openly
- Treat students with equal respect
- Create ways for students to share their concerns.
- Help students feel safe in expressing their feelings
- Have in place a system for referring students who are suspected of being abused or neglected
- Offer extended day programs for students
- Promote good citizenship and character
- Identify problems and assess progress toward solutions
- Support students in making the transition to adult life and the workplace

Mission and Vision

Mission

To challenge and motivate all students to attain their full potential.

Vision

All students experience Learning without Limits every day.

Educational Values

Students

We believe that students should experience Learning Without Limits in a safe, respectful, and inclusive environment where they can connect with others, engage in rigorous learning, own the learning, and solve complex problems.

Staff

We believe that all staff should support and create experiences for students and each other that foster Learning Without Limits in a safe, respectful, and inclusive environment.

Administration

We believe that administrators should model, facilitate, and support Learning Without Limits while promoting a safe, respectful, and inclusive environment.

Parents

We believe that building positive relationships with parents and guardians will help families support Learning Without Limits by encouraging their child(ren) to connect with others, engage in rigorous learning, own the learning, and solve complex problems.

Community

We believe the community plays a significant role in supporting and cultivating Learning Without Limits by providing learning and career opportunities where students can apply and practice connecting with others, engaging in rigorous learning, owning the learning, and solving complex problems.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA/Keystone - Achievement	23-24 data - Literature Keystone - green PSSA math - SGE & PES - green, NSE - blue PSSA science - SGE, PES, NSE - blue
PSSA/Keystone - Growth (PVAAS)	23-24 data Literature Keystone - green PSSA ELA - SGE, PES, NSE - blue PSSA math - NSE & PES - blue, SGE - green PSSA science - PES - blue, NSE - green
Attendance	2023 data SGE, PES, NSE, SGI, MS - green
Career Standards Benchmark	23-24 data HS, MS, SGI - blue
Building Scores - elementary	23-24 NSE - building score - 87.9 (3rd highest in York County - out of 45) PES - building score - 85 (7th highest in York County - out of 45)

Challenges

Indicator	Comments/Notable Observations
PSSA/Keystone - Achievement	23-24 data PSSA ELA - MS, SGI, SGE, NSE, PES - red PSSA math - MS, SGI - red PSSA science - HS, MS - red
PSSA/Keystone - Growth (PVAAS)	23-24 data PSSA ELA - MS, SGI, SGE - red Algebra Keystone - red PSSA math - MS, SGI - red Biology Keystone - red PSSA science - MS, SGE - red
Building Scores - secondary	23-24 data MS - building score - 62.7 (3rd lowest in York County) HS - building score - 71.1 (3rd lowest in York County)

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

Strengths

Indicator	Comments/Notable Observations
<p>Literature Keystone Achievement</p> <p>Grade Level(s) and/or Student Group(s)</p> <p>All students, economically disadvantaged, students with disabilities, and combined ethnicity</p>	<p>23-24 data - achievement significantly higher than the statewide average - achievement showing improvement in multiple student groups</p>

Indicator Attendance Grade Level(s) and/or Student Group(s) All grades and all subgroups	Comments/Notable Observations 22-23 data -improved attendance for all subgroups at all levels (Elementary, Intermediate, Middle, and High Schools) -percent of students not chronically absent higher than state average for each building
Indicator PSSA science achievement Grade Level(s) and/or Student Group(s) grade 4 (SGE, PES, NSE)	Comments/Notable Observations 23-24 data -achievement significantly higher than statewide average and above statewide 2033 goal
Indicator Academic Growth Expectations (PVAAS) Grade Level(s) and/or Student Group(s) PES and NSE	Comments/Notable Observations 23-24 data -PES and NSE are meeting or exceeding the PVAAS growth standards for ELA, math, and science
Indicator Career Standards Benchmark Grade Level(s) and/or Student Group(s) SGI, MS, HS	Comments/Notable Observations 23-24 data - SGI, MS, and HS are exceeding the Career Standards Benchmark

Challenges

Indicator Keystone Proficiency Grade Level(s) and/or Student Group(s) all subgroups	Comments/Notable Observations 23-24 data -all subgroups failed to meet the interim targets on both the Algebra and Biology keystones (although still above statewide average)
Indicator PSSA ELA proficiency Grade Level(s) and/or Student Group(s) all buildings (MS, SGI, SGE, NSE, PES)	Comments/Notable Observations 23-24 data -all buildings failed to meet the interim targets for the PSSA ELA (although still significantly above the statewide averages)
Indicator PSSA math proficiency Grade Level(s) and/or Student Group(s) MS and SGI	Comments/Notable Observations 23-24 data - MS and SGI failed to meet the interim targets for the PSSA math

Indicator Attendance Grade Level(s) and/or Student Group(s) HS	Comments/Notable Observations 22-23 data -HS - did not meet the performance standard for the percentage of students not chronically absent
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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.

Achievement (math and science) - elementary
Growth (ELA, math, science) - elementary
Career Standards Benchmark

Challenges

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

Achievement (all levels) - ELA
Growth (ELA, math, science) - secondary
Attendance

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA/Keystone	ELA - grades 3-8 Literature Keystone
Acadience	grades K-6 - Fall/Winter/Spring
IXL	grades K-6 - ongoing each week

English Language Arts Summary

Strengths

Heggerty and Foundations being implemented K-4, Notice and Note consistently 3-8
Title I Program
Small flexible group instruction
Acadience benchmarking

Challenges

consistency with the delivery of instruction and use of common materials
meeting the diverse needs of students within the classroom

Mathematics

Data	Comments/Notable Observations
PSSA/Keystone	math - grades 3-8 Algebra Keystone
Acadience	grades K-6 - Fall/Winter/Spring
IXL	grades K-6 - ongoing each week

Mathematics Summary

Strengths

Small flexible group instruction
Teachers are provided with daily PLT time and meet minimum weekly for collaboration

Challenges

consistency with the delivery of instruction and use of common materials
--

application and problem-solving

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA/Keystone	science - grades 4 & 8 Biology Keystone

Science, Technology, and Engineering Education Summary

Strengths

Teacher collaboration

Challenges

adapting the curriculum to the new STEELS standards

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Portfolios (Act 339)	SmartFutures is utilized across the district to facilitate at store career artifacts
Overall graduation rate - 91.6%	All subgroups trending lower

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agriculture, General	program approved for the 2024-2025 school year

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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Social and Emotional Learning	Project Team (K-6), WEB (7-8), Link Crew & Leader in Me (9-12)

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

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

Data	Comments/Notable Observations
LEA created Civics Exam	administered in 8th grade every year since 2021

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

Albright College

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Albright College Agreement Ratified 2023-2028.pdf

Partnering Institution

Commonwealth University

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Bloomsburg Agreement - Internships 2020-2025.pdf

Partnering Institution

Elizabethtown College

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Elizabethtown College Affiliation Agreement 2023-2028.pdf

Partnering Institution

Kutztown University

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Kutztown Affiliation Agreement_board app 2023-2027.pdf

Partnering Institution

Lancaster Bible College

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Lancaster Bible College Affiliation Agreement 2024-2029.pdf

Partnering Institution

Liberty University

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Liberty University - School Counselor Agreement Ratified - 2024-2029.docx.pdf

Partnering Institution

Messiah University

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Messiah University - Interns.pdf

Partnering Institution

Millersville University

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching/Nursing

Uploaded Files

Millersville Program - UPDATED AGREEMENT 2024-2029.pdf

Millersville Nursing Program Agreement 2024-2029.pdf

Partnering Institution

Penn State - Harrisburg

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Penn State Harrisburg - annual renewal to 2028_66aae0a9.pdf

Partnering Institution

Penn State - York

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Penn State York Agreement - 2023-2028 Ratified.pdf

Partnering Institution

Wilkes University

Agreement Type

Local Articulation

Program/Course Area

Nursing

Uploaded Files

Wilkes_Passan_Sch_of_Nursing Affiliation Agreement.pdf

Partnering Institution

Wilson College

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching

Uploaded Files

Wilson College Affiliation Agreement_2023-2028.pdf

Partnering Institution

York College of PA

Agreement Type

Local Articulation

Program/Course Area

Education/Student Teaching/Nursing

Uploaded Files

York College MOU 2015-no_term.pdf

York College MOU - Nursing Intern_2022-no_term.pdf

Partnering Institution

Commonwealth University

Agreement Type

Dual Credit

Program/Course Area

early college enrollment

Uploaded Files

Commonwealth University MOU_2023-.pdf

Partnering Institution

Earlbeck Gases & Technologies

Agreement Type

Other

Program/Course Area

welding

Uploaded Files

Earlbeck Dual Enrollment Agreement 2023-2027.pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type

Dual Credit

Program/Course Area

College in the High/Dual Enrollment

Uploaded Files

HACC MOU_Dual Enr._College in the HS_2023-2026.pdf

Partnering Institution

Harrisburg University of Science & Technology

Agreement Type

Dual Credit

Program/Course Area

STEM

Uploaded Files

Harrisburg University of Science and Tech UPDATED - 2023.pdf

Partnering Institution

Millersville University

Agreement Type

Dual Credit

Program/Course Area

Dual enrollment

Uploaded Files

Millersville University Ratified 2024-2029.pdf

Partnering Institution

Pennsylvania College of Art and Design

Agreement Type

Dual Credit

Program/Course Area

Dual enrollment

Uploaded Files

Penn College of Art and Design 2023-NO TERM.pdf

Partnering Institution

Penn State - York

Agreement Type

Dual Credit

Program/Course Area

dual enrollment

Uploaded Files

Penn State York Campus Dual Enrollment 2023-2028 w- Annual Auto Renewal.docx_37b87c51.pdf

Penn State York Campus Dual Enrollment 2023-2028 w- Annual Auto Renewal.docx.pdf

Partnering Institution

Thaddeus Stevens

Agreement Type

Dual Credit

Program/Course Area

dual enrollment

Uploaded Files

Thaddeus Stevens - 2023 (no term date).pdf

Partnering Institution

York College of PA

Agreement Type

Dual Credit

Program/Course Area

dual enrollment

Uploaded Files

York College Agreement w- Addendum 2023-2025.pdf

Partnering Institution

Penn College of Health Sciences

Agreement Type

Dual Credit

Program/Course Area

Dual enrollment

Uploaded Files

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.

Many partnerships providing opportunities for our students
Project Team. WEB, Link Crew/Leader in Me
Civics Exam

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.

Graduation rate for subgroups (economically disadvantaged, students with disabilities, combined ethnicity)
Proficiency rates (PSSA and Keystone)
Growth rates (PVAAS)

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Graduation rate for Students with Disabilities	
Proficiency rates for Students with Disabilities	
Attendance rates for Students with Disabilities	

Students Considered Economically Disadvantaged

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

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.

EL students get individualized attention at all levels
All subgroups are showing growth

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.

Proficiency rates for Students with Disabilities
Graduation rate for Students with Disabilities

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	These at-risk students and critical programs must be incorporated into the new comprehensive plan.
Title 1 Program	NA
Student Services	The mental health needs of our students continue to increase. We will need to continue to focus on support and resources for these students.
K-12 Guidance Plan (339 Plan)	This remains a strength for our district (K-12).
Technology Plan	NA
English Language Development Programs	NA

Strengths

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

Career readiness and artifact collection
Social workers, counselors, and home-school visitor

Challenges

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

The proficiency and growth of all students, including students with disabilities, will need to continue to be a focus.
Providing all students the needed supports and resources that they require to be successful.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Foster a vision and culture of high expectations for success for all students, educators, and families.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.

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.

Coordinate and monitor supports aligned with students' and families' needs
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

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
Achievement (math and science) - elementary	True
Growth (ELA, math, science) - elementary	True
Career Standards Benchmark	True
Heggerty and Foundations being implemented K-4, Notice and Note consistently 3-8	False
Title I Program	False
Small flexible group instruction	True
Acadience benchmarking	False
Small flexible group instruction	False
Teachers are provided with daily PLT time and meet minimum weekly for collaboration	False
Teacher collaboration	True
Many partnerships providing opportunities for our students	False
Project Team. WEB, Link Crew/Leader in Me	False
All subgroups are showing growth	False
Civics Exam	False
EL students get individualized attention at all levels	False
Career readiness and artifact collection	False
Social workers, counselors, and home-school visitor	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	False

Challenges

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

Strength	Check for Consideration in Plan
Achievement (all levels) - ELA	True
Growth (ELA, math, science) - secondary	True
Attendance	True
consistency with the delivery of instruction and use of common materials	True
meeting the diverse needs of students within the classroom	True
consistency with the delivery of instruction and use of common materials	True
application and problem-solving	False
adapting the curriculum to the new STEELS standards	False
Graduation rate for subgroups (economically disadvantaged, students with disabilities, combined ethnicity)	True
Proficiency rates for Students with Disabilities	True
Graduation rate for Students with Disabilities	True
The proficiency and growth of all students, including students with disabilities, will need to continue to be a focus.	False
Providing all students the needed supports and resources that they require to be successful.	False
Coordinate and monitor supports aligned with students' and families' needs	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	False
Proficiency rates (PSSA and Keystone)	False
Growth rates (PVAAS)	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.

While proficiency and growth, as measured by performance on state assessments, remain points of emphasis for all of the schools in the District, the focus is also on providing supports for students in need. It has been noted that students have an increasing number of academic and social/emotional needs. The District is looking to further engage all of the stakeholders to minimize barriers and increase opportunities for students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Achievement (all levels) - ELA		False
Growth (ELA, math, science) - secondary		False
Attendance	Attendance numbers have improved but still do not meet the statewide performance standard.	True
consistency with the delivery of instruction and use of common materials	Consistency is needed across grade levels and schools to increase the focus on growth and achievement.	True
meeting the diverse needs of students within the classroom	Teachers will need to use data to differentiate instruction to meet the varied needs of the students.	True
consistency with the delivery of instruction and use of common materials		False
Graduation rate for subgroups (economically disadvantaged, students with disabilities, combined ethnicity)		False
Proficiency rates for Students with Disabilities		False
Graduation rate for Students with Disabilities		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Achievement (math and science) - elementary	
Growth (ELA, math, science) - elementary	
Career Standards Benchmark	
Small flexible group instruction	
Teacher collaboration	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To address chronic absenteeism and improve overall student attendance rates, our district must develop and implement a comprehensive, multi-tiered attendance monitoring and support system.

	To develop and implement a unified instructional framework that standardizes curriculum materials, pedagogical approaches, and assessment practices across all grade levels and content areas.
	To implement a comprehensive Multi-Tiered System of Support (MTSS) framework that incorporates differentiated instruction, flexible grouping, and data-driven decision-making processes, enabling educators to effectively identify, address, and monitor the diverse academic, behavioral, and social-emotional needs of all students within inclusive classroom environments.

Goal Setting

Priority: To address chronic absenteeism and improve overall student attendance rates, our district must develop and implement a comprehensive, multi-tiered attendance monitoring and support system.

Outcome Category		
Regular Attendance		
Measurable Goal Statement (Smart Goal)		
By June 2028, all schools will meet or exceed the statewide performance standard (94.1) for regular attendance, as measured on the Future Ready PA index.		
Measurable Goal Nickname (35 Character Max)		
Attendance & Engagement		
Target Year 1	Target Year 2	Target Year 3
By June 2026, all schools will continue to show improvement in attendance for all subgroups of students.	By June 2027, all schools will meet the statewide performance standard (94.1) - green.	By June 2028, all schools will meet or exceed the statewide performance standard (94.1) for regular attendance, as measured on the Future Ready PA index.

Priority: To develop and implement a unified instructional framework that standardizes curriculum materials, pedagogical approaches, and assessment practices across all grade levels and content areas.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 2028, all schools will meet (green) interim targets for achievement and the statewide standards for growth.		
Measurable Goal Nickname (35 Character Max)		
Consistency with Instruction and Materials		
Target Year 1	Target Year 2	Target Year 3
By June 2026, at least four schools will meet interim targets for achievement and the statewide standards for growth.	By June 2027, at least five schools will meet interim targets for achievement and the statewide standards for growth	By June 2028, all schools will meet (green) interim targets for achievement and the statewide standards for growth.

Priority: To implement a comprehensive Multi-Tiered System of Support (MTSS) framework that incorporates differentiated instruction, flexible grouping, and data-driven decision-making processes, enabling educators to effectively identify, address, and monitor the diverse academic, behavioral, and social-emotional needs of all students within inclusive classroom environments.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 2028, SGASD will implement differentiated practices to address the diverse academic, behavioral, and social-emotional needs of the students.		
Measurable Goal Nickname (35 Character Max)		
Student-Centered Support Systems		
Target Year 1	Target Year 2	Target Year 3
Focus on academic and behavioral needs	Focus on social-emotional needs	By June 2028, SGASD will implement differentiated practices to address the diverse academic, behavioral, and social-emotional needs of the students.

Action Plan

Measurable Goals

Attendance & Engagement	Consistency with Instruction and Materials
Student-Centered Support Systems	

Action Plan For: Attendance monitoring and support

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, all schools will meet or exceed the statewide performance standard (94.1) for regular attendance, as measured on the Future Ready PA index.

Action Step		Anticipated Start/Completion Date	
Create/form attendance task force		2025-07-01	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services/Assistant Superintendent	Small K-12 committee	No	No
Action Step		Anticipated Start/Completion Date	
Revise communication protocols		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Officer/Director of Pupil Services	Sapphire / Remind	No	Yes
Action Step		Anticipated Start/Completion Date	
Create an early warning system to identify at-risk students		2026-01-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Attendance Officer/Building Principals	Sapphire	No	No
Action Step		Anticipated Start/Completion Date	
Provide targeted interventions		2026-09-01	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Attendance Officer/Social Workers	Collaboration between teachers, social workers, and administrators	Yes	No
Action Step		Anticipated Start/Completion Date	
Build capacity among staff to understand and address the root causes of chronic absenteeism.		2026-08-17	2028-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	Faculty meetings, PLT, In-service time	Yes	No
Action Step		Anticipated Start/Completion Date	
Partner with community organizations to support families		2025-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services	Necessary funds/grants	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved attendance at all levels and with all subgroups	On-going/annual - Attendance Data & Future Ready PA Index

Action Plan For: High quality instruction

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, all schools will meet (green) interim targets for achievement and the statewide standards for growth.

Action Step		Anticipated Start/Completion Date	
Form District committee and building sub-committees		2025-07-01	2025-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	School Board Curriculum Committee	No	No
Action Step		Anticipated Start/Completion Date	
Revise curriculum maps and pacing guides		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent/Curriculum Leaders	Time for collaboration	Yes	No
Action Step		Anticipated Start/Completion Date	
Share common instructional planning templates and resources		2025-07-01	2027-05-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent/Building Principals	Schoology	Yes	No
Action Step		Anticipated Start/Completion Date	
Grade-level and Department Collaboration		2025-08-25	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	PLT and in-service time	Yes	No
Action Step		Anticipated Start/Completion Date	
Target professional development on core instructional strategies (working with PDAC)		2026-08-24	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent/Building Principals	Faculty meetings, PLT, and in-service time	Yes	No
Action Step		Anticipated Start/Completion Date	
Monitor and support implementation fidelity		2025-07-01	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Frontline Professional Growth	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved achievement and growth in all content areas at all levels	Annually via PSSA/Keystone/PVAAS results

Action Plan For: Support student needs (academic, behavioral, and social-emotional)

Measurable Goals:
<ul style="list-style-type: none"> By June 2028, SGASD will implement differentiated practices to address the diverse academic, behavioral, and social-emotional needs of the students.

Action Step	Anticipated Start/Completion Date		
Establish systemic screening and monitoring procedures	2025-08-18	2027-05-28	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent/Director of Pupil Services	Leadership/Instructional Leadership meetings	Yes	No

Action Step		Anticipated Start/Completion Date	
Create structured intervention blocks with master schedules		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Sapphire	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop a coordinated system of evidenced-based interventions and enrichment opportunities (MTSS)		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Instructional Leadership Team	Leadership/Instructional Leadership meetings	Yes	No
Action Step		Anticipated Start/Completion Date	
Collaborative data analysis		2025-08-18	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Faculty meetings, PLT, in-service time	Yes	No
Action Step		Anticipated Start/Completion Date	
Professional learning (differentiation and inclusion)		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent/Director of Pupil Services/Building Principals	Faculty meetings, PLT, in-service time	Yes	No
Action Step		Anticipated Start/Completion Date	
Build capacity for co-teaching and push-in support services		2025-07-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Pupil Services/Building Principals	Faculty meetings, PLT, in-service time	Yes	No
Action Step		Anticipated Start/Completion Date	
Opportunities for family engagement about student progress and services		2025-08-18	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Events at each building	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The district will effectively implement differentiated strategies to meet student needs	On-going - all instructional leadership team members will analyze data

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Attendance monitoring and support	Provide targeted interventions
Attendance monitoring and support	Build capacity among staff to understand and address the root causes of chronic absenteeism.
High quality instruction	Revise curriculum maps and pacing guides
High quality instruction	Share common instructional planning templates and resources
High quality instruction	Grade-level and Department Collaboration
High quality instruction	Target professional development on core instructional strategies (working with PDAC)
Support student needs (academic, behavioral, and social-emotional)	Establish systemic screening and monitoring procedures
Support student needs (academic, behavioral, and social-emotional)	Develop a coordinated system of evidenced-based interventions and enrichment opportunities (MTSS)
Support student needs (academic, behavioral, and social-emotional)	Collaborative data analysis
Support student needs (academic, behavioral, and social-emotional)	Professional learning (differentiation and inclusion)
Support student needs (academic, behavioral, and social-emotional)	Build capacity for co-teaching and push-in support services

Attendance

Action Step		
<ul style="list-style-type: none"> Provide targeted interventions 		
Audience		
Student services and support staff		
Topics to be Included		
Interventions for at-risk students and chronically absent students		
Evidence of Learning		
Faculty and staff will be able to implement the chosen interventions in an attempt to increase overall attendance		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Pupil Services/Attendance Officer	2025-07-01	2026-05-29

Learning Format

Type of Activities	Frequency
Workshop(s)	as needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	

Attendance

Action Step		
<ul style="list-style-type: none"> Build capacity among staff to understand and address the root causes of chronic absenteeism. 		
Audience		
All K-12 faculty		
Topics to be Included		
Root causes of chronic absenteeism		
Evidence of Learning		
Staff will be better able to work with at-risk students and help improve attendance rates		
Lead Person/Position	Anticipated Start	Anticipated Completion
Attendance officer/building principals	2025-10-01	2027-05-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	a couple of times each year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 4c: Communicating with Families 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	

Instruction

Action Step
<ul style="list-style-type: none"> Revise curriculum maps and pacing guides
Audience

All K-12 teachers		
Topics to be Included		
All content areas will work to revise maps for their curriculum and develop pacing guides that will be utilized across grades and departments.		
Evidence of Learning		
More consistency in content across buildings, grades, and classes.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent/Curriculum Leaders	2025-08-18	2028-05-26

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	on-going each year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	

Instruction

Action Step		
<ul style="list-style-type: none"> • Share common instructional planning templates and resources 		
Audience		
All K-12 teachers		
Topics to be Included		
Common instructional planning templates and common instructional resources		
Evidence of Learning		
Consistency across buildings, grades, and classes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent/Building Principals/Curriculum Leaders	2026-08-17	2028-05-26

Learning Format

Type of Activities	Frequency
Inservice day	each year in curriculum groups

Observation and Practice Framework Met in this Plan
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources
This Step Meets the Requirements of State Required Trainings

Instruction

Action Step		
<ul style="list-style-type: none"> • Grade-level and Department Collaboration 		
Audience		
All K-12 teachers in grade-level or department groups		
Topics to be Included		
Collaboration across grade-levels and curricular areas		
Evidence of Learning		
Increased communication and consistency		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals/Curriculum Leaders	2025-08-18	2028-05-26

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	on-going
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

Instruction

Action Step
<ul style="list-style-type: none"> • Target professional development on core instructional strategies (working with PDAC)
Audience
All K-12 teachers
Topics to be Included
Core instructional strategies
Evidence of Learning

Consistent and effective instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2026-02-02	2028-04-28

Learning Format

Type of Activities	Frequency
Inservice day	as needed in each building
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Support for students

Action Step		
<ul style="list-style-type: none"> • Establish systemic screening and monitoring procedures 		
Audience		
Administrators and Student Services Personnel		
Topics to be Included		
Screening and monitoring procedures for at-risk students		
Evidence of Learning		
Staff will be aware of the procedures in place to identify and monitor students to ensure that their varied needs are being met		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Pupil Services	2026-08-17	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	as needed to establish and communicate procedures
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	

Support for students

Action Step		
<ul style="list-style-type: none"> Develop a coordinated system of evidenced-based interventions and enrichment opportunities (MTSS) 		
Audience		
All K-12 teachers		
Topics to be Included		
MTSS		
Evidence of Learning		
All teachers will be knowledgeable about the interventions required to support students		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Pupil Services/Building Principals	2025-08-18	2028-05-26

Learning Format

Type of Activities	Frequency
Inservice day	as needed in each building/level
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 1f: Designing Student Assessments 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Support for students

Action Step		
<ul style="list-style-type: none"> Collaborative data analysis 		
Audience		
All K-12 teachers		
Topics to be Included		
Data analysis		
Evidence of Learning		
Teachers will be able to use student data to drive instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2025-08-18	2028-05-26

Learning Format

Type of Activities	Frequency
Inservice day	inservice time (full and or 1/2 day) each year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 3e: Demonstrating Flexibility and Responsiveness • 3d: Using Assessment in Instruction • 4d: Participating in a Professional Community 	
This Step Meets the Requirements of State Required Trainings	

Support for students

Action Step		
<ul style="list-style-type: none"> • Professional learning (differentiation and inclusion) 		
Audience		
All K-12 teachers		
Topics to be Included		
Differentiation and inclusion		
Evidence of Learning		
Teachers will be able to adjust instruction and differentiate to better meet the varied needs of the students.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent	2026-08-17	2028-05-26

Learning Format

Type of Activities	Frequency
Inservice day	each year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Support for Students

Action Step		
<ul style="list-style-type: none"> Build capacity for co-teaching and push-in support services 		
Audience		
All K-12 teachers		
Topics to be Included		
Co-teaching and push-in techniques and strategies		
Evidence of Learning		
Teachers will become more skilled and effective in co-teaching and push-in situations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Pupil Services	2027-08-16	2028-05-26

Learning Format

Type of Activities	Frequency
Workshop(s)	as needed during building in-service time
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Attendance communication protocols					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Revise communication protocols 	Building administration and office staff	Revised/updated communication protocols for absent students	Attendance Officer	08/18/2025	09/30/2025
Communications					
Type of Communication			Frequency		
Email			As needed		
Other			monthly meetings		

Community partnerships (attendance)

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Partner with community organizations to support families 	District families	Resources and partnerships to support students and families	Director of Pupil Services	08/18/2025	05/28/2027

Communications

Type of Communication	Frequency
Posting on district website	on-going
Email	included in monthly emails to families

Intervention blocks					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Create structured intervention blocks with master schedules 	District teachers and staff	Intervention blocks built into the master schedule at each building/level	Building Principals	08/18/2025	10/31/2025
Communications					
Type of Communication			Frequency		
Email			as needed		
Other			initial faculty meetings and in-service		

Family engagement opportunities

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Opportunities for family engagement about student progress and services 	District families	Opportunities for families to engage with district staff about student progress and supports	Assistant Superintendent	08/18/2025	05/31/2028

Communications

Type of Communication	Frequency
Email	included in monthly emails
Posting on district website	as needed

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation Statement.pdf

Chief School Administrator	Date
Joseph A. Bradley	2025-05-05