

Lakeview SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type	AUN	
Lakeview School District	104433903/3154	
Address 1		
2482 Mercer Street		
Address 2		
City	State	Zip Code
Stoneboro	Pennsylvania	16153
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Dr. Julie Lyon		
Single Point of Contact Email		
j_lyon@lakeview.k12.pa.us		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Josh Stonebraker	Administrator	Oakview	j_stonebraker@lakeview.k12.pa.us
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Carol Lilly	Administrator	Lakeview Middle-High School	c_lilly@lakeview.k12.pa.us
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LEA Profile

The Lakeview School District is located in upper Mercer County and includes 3 schools that serve 822 students in grades K through 12. The district is comprised of Fairview Township, Jackson Center Borough, Jackson Township, Lake Township, Mill Creek Township, New Lebanon Borough, New Vernon Township, Sandy Lake Township, Sandy Lake Borough, Stoneboro Borough and Worth Township. The overall population of the district is 8,190 and covers an area of 146 square miles.

The Lakeview School District is located about halfway between the cities of Pittsburgh and Erie (60 miles to each). The Prime Outlet Mall is located within 20 miles. Local churches include the following denominations: Catholic; Presbyterian; Methodist; and Baptist. Mercer County contains 4 general service hospitals: Shenango Valley UPMC Medical Center; Greenville UPMC Medical Center; Grove City Medical Center and Sharon Regional Health System.

The Mercer County Career Center/Vocational-Technical School is located outside Mercer and provides vocational and technical education for both high school students and adults.

There are three institutions of higher learning located within Mercer County. The two private institutions are Grove City College in Grove City and Thiel College in Greenville. The State-related Shenango Valley Campus of Pennsylvania State University is located in downtown Sharon. Additionally, located a short distance away is Westminster College in New Wilmington; Slippery Rock State University in Slippery Rock; Allegheny College in Meadville; Edinboro State University in Edinboro; and Youngstown State University in Youngstown, Ohio.

District Spending

The Lakeview School District spends an estimated \$18,900 per pupil in current expenditures. The District's program expenses are: 62.08% instruction, 34.35% support services, 2.50% non-instructional, 1.07% unallocated.

District Student-Teacher Ratio

The Lakeview School District has 10 students for every full-time equivalent teacher, with the PA state average being 15 students per full-time equivalent teacher.

District Student Information

The Lakeview School District had a grades 9-12 dropout rate of 0.73% in 2022-2023.

In the Lakeview School District, 18.1% of students have an IEP (Individualized Education Program) in 2023-2024. An IEP is a written plan for students eligible for special needs services.

Additional Educational Opportunities:

The Lakeview School District houses an Intermediate Unit Early Intervention program for students that are 3 years old and houses a Pre K program for 4 year old students as well as a full day kindergarten. The district has a very active Gifted Education Program for qualifying students in grades K-12. At the high school level, students can participate in dual enrollment opportunities through Penn State University, Seton Hill University, and University of Pittsburgh. The district also sponsors many extra-curricular activities including 11 varsity sports and 8 sports for middle school students. A number of programs exist for elementary students including wrestling and basketball.

Mission and Vision

Mission

The Lakeview School District mission, in partnership with students, families, and community, is to work to ensure that each student acquires the knowledge, skills, and values necessary to achieve personal success and to enrich the global society.

Vision

Learning transfers to life beyond the Lakeview School District. Every member of this learning community believes in their power to learn, excel, influence, and to create their own successful future.

Educational Values

Students

We believe: Students are our most valued resource. All students can learn. Students show mastery in different ways. Technology is needed throughout the curriculum. Quality curriculum is paramount in life-long learning and in providing a safe and nurturing environment. High expectations result in high achievement.

Staff

Professionals who hold themselves and their peers accountable for student progress achieve the best results. It is the responsibility of parents, staff, teachers, administrators, school board members, community members and the students themselves to facilitate the attainment of academic standards. Professionals who demonstrate continuous learning and a collaborative approach with others positively affect their own students and also students throughout the entire school district. Leadership is a shared responsibility.

Administration

Professionals who hold themselves and their peers accountable for student progress achieve the best results. It is the responsibility of parents, staff, teachers, administrators, school board members, community members and the students themselves to facilitate the attainment of academic standards. Professionals who demonstrate continuous learning and a collaborative approach with others positively affect their own students and also students throughout the entire school district. Leadership is a shared responsibility.

Parents

The most important factors in student achievement are the quality of the teacher and the teacher's interaction with the students. Provide an appropriate place for your children to learn at home, make homework a priority and help them as needed. Monitor your child's educational progress daily. Work with classroom teachers as partners in educating your children by supporting classroom instruction, school rules, procedures and guidelines, attending conferences and placing phone calls to teachers when appropriate. Show your children you care by actively participating in school functions, meetings, and conferences and by volunteering to help in school. Encourage your children to get involved in community and school district extracurricular activities programs. In order to help children succeed to the maximum extent possible the Lakeview School District recommends that parents develop the following ten successful habits to accelerate student learning: Provide nutritious meals, appropriate exercise and sufficient rest. Provide a supportive family structure, and seek help from others including school employees as needed. Ensure regular student attendance at school including after school tutoring and summer school programs if needed. Model a positive encouraging attitude toward lifelong learning by regularly reading to and with your children. Know what your children are learning on a daily basis, know your children's classroom responsibilities and support that learning at home.

Community

Work with classroom teachers as partners in educating your children by supporting classroom instruction, school rules, procedures and guidelines, attending conferences and placing phone calls to teachers when appropriate. Show your children you care by actively participating in school functions, meetings, and conferences and by volunteering to help in school. Encourage your children to get involved in community and school district extracurricular activities programs.

Collaborate with schools to enhance opportunities with community businesses, job shadow, information and co-ops to enhance career exploration for students. Provide a public library to work with the school in promoting the importance of reading and gathering knowledge. Provide an annual Stoneboro Fair to enhance educational opportunities for the students and community through field trips, fund raising and showcasing talents. The community and the ministerium committee actively supports the student backpack program and the Lakeview Lockers to support students and families with economic hardships. Enhances curriculum through environthon, the Pennsylvania Game Commission and the Department of Conservational Natural Resources. Other local community agencies the LEA collaborates with include: Community Counseling Center of Mercer County, Midwestern Intermediate Unit IV, Stoneboro Lions Club, and Mercer County Conservation District and Munnell Run Farm.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PA Future Ready Index	73.7% of students in grades 3-5 scored proficient or advanced on 23-24 PSSA ELA assessment exceeding the state average
PA Future Ready Index	70.9% of students in grades 3-5 scored proficient or advanced on 23-24 PSSA Math assessment exceeding the state average
PA Future Ready Index	95.5% of students in grade 4 scored proficient or advanced on 23-24 PSSA Science assessment exceeding the state average
PA Future Ready Index	64% of students in grades 6-11 scored proficient or advanced on the 23-24 PSSA/Keystone assessments for English Language Arts/Literature exceeding the statewide average.
PA Future Ready Index	Students in grades 6-11 met interim goal/improvement targets for English Language Arts PSSA & Literature Keystone assessment.
PA Future Ready Index	98.5% of our students demonstrate meaningful engagement in career exploration and preparation exceeding the state standard.
PA Future Ready Index	4 year cohort graduation rate is at 95.5 % and 5 year at 97.6% both exceeding the state average.
PA Future Ready Index	Our Industry Based Learning percentage of 44.9% is above the state average of 39.2% this includes scoring advanced on NOCTI/NIMS, earned Industry Credentials or Completed Work-Based Learning Experiences.
PA Future Ready Index	Participation, enrollment and program of study concentration in Rigorous Courses of Study at 66.7% exceeds the statewide average of 56.4%

Challenges

Indicator	Comments/Notable Observations
PA Future Ready Index	Students in grades 3-5 did not meet the academic growth expectation on the 23-24 PSSA ELA assessment
PA Future Ready Index	Students in grades 6-11 did not meet interim goal/improvement targets for mathematics/Algebra
PA Future Ready Index	Students in grade 6-11 did not meet interim goal/improvement targets for science/Biology
PA Future Ready Index	Students in grades 6-11 did not meet standard growth targets for ELA/Literature, Mathematics/Algebra and Science/Biology

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

Strengths

Indicator	Comments/Notable Observations
PA Future Ready Index	

Grade Level(s) and/or Student Group(s) Grades 3-5 Economically Disadvantaged	59.6% of economically disadvantaged students in grades 3-5 scored proficient or advanced on the 23-24 PSSA ELA assessment 54.5% of economically disadvantaged students in grades 3-5 scored proficient or advanced on the 23-24 PSSA Math assessment
Indicator PA Future Ready Index Grade Level(s) and/or Student Group(s) Grades 6-11 Economically Disadvantaged	Comments/Notable Observations 58.3% of economically disadvantaged students in grades 6-11 scored proficient or advanced on the 23-24 PSSA ELA/Literature Keystone assessment
Indicator PA Future Ready Index Grade Level(s) and/or Student Group(s) Grades 6-11 Economically Disadvantaged	Comments/Notable Observations 30.2% of economically disadvantaged students in grades 6-11 met or exceeded interim targets and show an increase in performance from the previous year in Mathematics/Algebra
Indicator PA Future Ready Index Grade Level(s) and/or Student Group(s) Grades 6-11 Economically Disadvantaged	Comments/Notable Observations 43.3% of economically disadvantaged students in grades 6-11 met or exceeded interim targets in Science/Biology

Challenges

Indicator PA Future Ready Index Grade Level(s) and/or Student Group(s) Grades 3-5 Students with Disabilities	Comments/Notable Observations 34.1% of students with disabilities in grades 3-5 scored proficient or advanced on the 23-24 PSSA ELA assessment 39.5% of students with disabilities in grades 3-5 scored proficient or advanced on the 23-24 PSSA Math assessment
Indicator PA Future Ready Index Grade Level(s) and/or Student Group(s) Grades 6-11 students with disabilities	Comments/Notable Observations 19.4% of students with disabilities did not meet statewide goal/interim targets in English Language Arts/Literature
Indicator PA Future Ready Index	Comments/Notable Observations

Grade Level(s) and/or Student Group(s) Grades 6-11 students with disabilities	6.5% of students with disabilities did not meet statewide goals/interim targets and maintained same performance from previous year in Mathematics/Algebra.
Indicator PA Future Ready Index Grade Level(s) and/or Student Group(s) Grades 6-11 Economically Disadvantaged	Comments/Notable Observations 43.3% of students who are economically disadvantaged showed a decrease in performance from the previous year in Science/Biology

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.

73.7% of students in grades 3-5 scored proficient or advanced on 23-24 PSSA ELA assessment exceeding the state average
70.9% of students in grades 3-5 scored proficient or advanced on 23-24 PSSA Math assessment exceeding the state average
64% of students in grades 6-11 scored proficient or advanced on the 23-24 PSSA/Keystone assessments for English Language Arts/Literature exceeding the statewide average.
30.2% of economically disadvantaged students in grades 6-11 met or exceeded interim targets and show an increase in performance from the previous year in Mathematics/Algebra

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.

Students in grades 3-5 did not meet the academic growth expectation on the 23-24 PSSA ELA assessment
34.1% of students with disabilities in grades 3-5 scored proficient or advanced on the 23-24 PSSA ELA assessment
Students in grades 6-11 did not meet standard growth targets for ELA/Literature, Mathematics/Algebra and Science/Biology
43.3% of students who are economically disadvantaged showed a decrease in performance from the previous year in Science/Biology

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Beginning of Year 2024-25 NWEA MAPs Growth ELA Assessment	69.5% of students in grades 1-5 scored at or above the grade level mean
Beginning of Year 2024-25 NWEA MAPs Growth ELA Assessment	69% of grade 1, 62% of grade 2, 62.5% of grade 3, 87% of grade 4, and 68% of grade 5 students scored at or above the grade level mean
NWEA MAPs Growth ELA Assessment	69% of grade 4 students met the growth projection in ELA on MAP; 58% of grade 5 students did not meet the growth projection in ELA on MAP.
Beginning of Year 2024-25 NWEA MAPs Growth ELA Assessment	62% of grade 6, 51% of grade 7, 30% of grade 8, 55% of grade 9, and 62% of grade 10 students scored at or above the grade level

English Language Arts Summary

Strengths

69.5% of students in grades 1-5 scored at or above the grade level mean on the 2024-25 Beginning of Year MAPs Growth ELA Assessment
87% of students in grade 4 scored at or above the grade level mean on the 2024-25 Beginning of Year MAPs Growth ELA
65% of students in grade 6, 54% of students in grade 7 and 63% of students in grade 8 scored proficient or advance on the 2023-2024 ELA PSSA;
64% of ELA Students in grades 6-11 met or exceeded the statewide average and met interim goal/improvement target

Challenges

62% of students in grades 2 and 3 scored at or above the grade level mean on the 2024-25 Beginning of Year MAPs Growth ELA Assessment
Students met or exceeded interim target but show a decrease in improvement from previous year

Mathematics

Data	Comments/Notable Observations
Beginning of Year 2024-25 NWEA MAPs Growth Math Assessment	70.5% of all students in grades 1-5 scored at or above the grade level mean
Beginning of Year 2024-25 NWEA MAPs Growth Math Assessment	65% of grade 1, 68% of grade 2, 70% of grade 3, 82% of grade 4, and 68% of grade 5 students scored at or above the grade level mean
NWEA Measures of Academic Progress (MAP)	Grade 6 and 7 students scored above the national norm.

Mathematics Summary

Strengths

Oakview Elementary has adopted the GoMath program to implement with all students along with IXL and Rocket Math to help close gaps and increase fact fluency
70.5% of all students in grades 1-5 scored at or above the grade level mean on the Beginning of Year 2024-25 NWEA MAPs Growth Math Assessment
Department Chairs coordinating department/grade level meetings to review local and standardized testing scores with strengths and weaknesses are identified and instruction is adjusted accordingly.
Coteaching Professional Development and Implementation for Grades 9-12 (ELA)

Challenges

65% of students in grade 1 scored at or above the grade level mean on the Beginning of Year 2024-25 NWEA MAPs Growth Math Assessment
29/50 (58%) grade 8 students scored below the state average on the Math PSSA.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
5th grade Science PSSA	95.5% of students scored proficient or advanced.
8th grade Science PSSA	55% of students scored proficient or advanced.
Biology Keystone Exam	41% of students scored proficient or advanced.

Science, Technology, and Engineering Education Summary

Strengths

Adopted new curriculum (TWIG) to meet new PA STEELS Standards in Grades K-5.
Dual enrollment credits are offered to students in advanced science classes in conjunction with the University of Pittsburgh.
The Middle-High School Curriculum has been realigned to meet the STEELS Standards.

Challenges

Full implementation of the new STEELS Standards (curriculum mapping, professional development, time for data analysis).

Related Academics

Career Readiness

Data	Comments/Notable Observations
Portfolios	Artifacts are collected and placed into student portfolios that follow them through graduation. 98.2% of all students met the career standards benchmark in 2021, according to the Future Ready Index.
Xello	Artifacts are collected digitally and stored to verify completion of yearly career readiness expectations.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Seton Hill University

Agreement Type

Dual Credit

Program/Course Area

Arts, Math, English, History, Sciences...

Uploaded Files

Seton Hill dual credit agreement - 2024.pdf

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

American Politics, Biology, Chemistry, Psychology, Mass Communication Process, and Int. French IV

Uploaded Files

Pitt Dual Credit Agreement - 7.19.24.pdf

Partnering Institution

Penn State University

Agreement Type

Local Articulation

Program/Course Area

Individually selected undergraduate courses

Uploaded Files

Penn State Dual Enrollment Agreement - 7-22-2024.pdf

Summary

Strengths

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

Artifacts are collected and placed into student portfolios that follow them through graduation.

98.5% of all students in grade K-5 met or exceeded the career standards benchmark for the 2023-24 school year exceeding the state average, according to the PA Future Ready Index

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.

Students in Grades 3-5 did not meet the PA target for growth on the ELA PSSAs.
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Students in Grades 6-11 did not meet the PA target for growth on the ELA/Math/Science PSSAs and Keystone Exams.

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
2023-24 Grades 3-5 ELA PSSA	34.1% proficient or advanced; 65.9% basic or below basic
2023-24 Grades 3-5 Math PSSA	39.5% proficient or advanced; 60.5% basic or below basic

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2023-24 Grades 3-5 ELA PSSA	59.6% proficient or advanced; 40.4% basic or below basic
2023-24 Grades 3-5 Math PSSA	54.5% proficient or advanced; 45.5% basic or below basic

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.

59.6% of economically disadvantaged students in grades 3-5 scored proficient or advanced on their 2023-24 PSSA ELA Assessment. This is higher than the state averages which were 41.1% of third graders, 35.6% of fourth graders, and 36.2% of fifth graders.
54.5% of economically disadvantaged students in grades 3-5 scored proficient or advanced on their 2023-24 PSSA Math Assessment. This is higher than the state averages which were 35.4% of third graders, 31.9% of fourth graders, and 26.1% of fifth graders.

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.

34.1% of students with disabilities in grades 3-5 scored proficient or advanced on their 2023-24 PSSA ELA Assessment
39.5% of students with disabilities in grades 3-5 scored proficient or advanced on their 2023-24 PSSA Math Assessment

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Board Approved the 2024-2027 plan and received PDE approval on May 15, 2024.
Title 1 Program	Completed annually for Federal Programs and board approved annually.
Student Services	Solution Teams, SAP, Guidance Counseling, Health Services, School Psychologist, Food Services, Homeless/Foster Care Services, Special Education Services, Gifted Education, Non-discrimination: qualified students with disabilities, Language and department and grade level data meetings. Board approved January 2025.
K-12 Guidance Plan (339 Plan)	Board Approved December 2023 and accepted by PDE on February 2, 2024.
Technology Plan	Full Implementation of comprehensive security measures and processes to protect district data in response to the current world technology landscape.
English Language Development Programs	Board Approved and PDE approved July 2021.

Strengths

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

Special Education Plan with the Professional Development Plan to include co-teaching.
Student to teacher ratio for Special Education is very low.
Technology - Completed Implementation of multi-factor authentication and single sign-on solutions from Authpoint and Google for all key data repositories and applications. Multi-point backup and replication of virtual systems in place. SentinelOne AI security software with 24 hour response, Phishing training , VPN and firewall, and AlbertSensor in place.
Student Services - Availability of services offered within the district via SAP/ESAP teams and Solution Teams and utilizing Mental Health Therapists.
The elementary PBIS program has been recognized by the state for Implementation with Fidelity for Tier 1. Tier 2 has been implemented this year. The Middle-High School has implemented a PBIS program as well.

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.

Student Services - With the increasing need for mental health services for students, it is difficult to provide enough mental health specialists to meet their needs.
Technology - The new security processes and technology our district uses are currently funded by subsidies. However, it will be difficult to maintain these security tools in the future if federal and state funding sources cease to offer these tools and services at a lower cost. Additionally, there is significant cost to managing, maintaining, and providing professional development to these programs.
Learning gaps of students returning from outside learning platforms (cyber/homeschool) Continuity of consistent curriculum/instruction

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	Exemplary

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
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	Exemplary
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	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Leveraging community partnerships to improve programs and opportunities for student learning
Providing opportunities for students to prepare for their future by engaging in multiple affiliation agreements with colleges and universities.

Securing grants to assist in providing mental health supports such as mental health therapists and behavior intervention specialists.
State recognition for continued implementation of PBIS Tier 1 supports with fidelity at our elementary school.
Recognized by the US Department of Education as a 2024 National Blue Ribbon School at our elementary school.

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.

Half of the administrative staff is again new to the district in the last academic year. Most of the new administration has previous administrative experience outside of the district.
The district does not have a Curriculum Specialist to work with staff to ensure up-to-date development, implementation, and maintenance of a comprehensive and fluid curriculum.

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
73.7% of students in grades 3-5 scored proficient or advanced on 23-24 PSSA ELA assessment exceeding the state average	True
70.9% of students in grades 3-5 scored proficient or advanced on 23-24 PSSA Math assessment exceeding the state average	True
64% of students in grades 6-11 scored proficient or advanced on the 23-24 PSSA/Keystone assessments for English Language Arts/Literature exceeding the statewide average.	True
30.2% of economically disadvantaged students in grades 6-11 met or exceeded interim targets and show an increase in performance from the previous year in Mathematics/Algebra	False
69.5% of students in grades 1-5 scored at or above the grade level mean on the 2024-25 Beginning of Year MAPs Growth ELA Assessment	False
87% of students in grade 4 scored at or above the grade level mean on the 2024-25 Beginning of Year MAPs Growth ELA	False
65% of students in grade 6, 54% of students in grade 7 and 63% of students in grade 8 scored proficient or advance on the 2023-2024 ELA PSSA;	False
Oakview Elementary has adopted the GoMath program to implement with all students along with IXL and Rocket Math to help close gaps and increase fact fluency	False
70.5% of all students in grades 1-5 scored at or above the grade level mean on the Beginning of Year 2024-25 NWEA MAPs Growth Math Assessment	False
Artifacts are collected and placed into student portfolios that follow them through graduation.	False
98.5% of all students in grade K-5 met or exceeded the career standards benchmark for the 2023-24 school year exceeding the state average, according to the PA Future Ready Index	False
Adopted new curriculum (TWIG) to meet new PA STEELS Standards in Grades K-5.	False
59.6% of economically disadvantaged students in grades 3-5 scored proficient or advanced on their 2023-24 PSSA ELA Assessment. This is higher than the state averages which were 41.1% of third graders, 35.6% of fourth graders, and 36.2% of fifth graders.	False
54.5% of economically disadvantaged students in grades 3-5 scored proficient or advanced on their 2023-24 PSSA Math Assessment. This is higher than the state averages which were 35.4% of third graders, 31.9% of fourth graders, and 26.1% of fifth graders.	False
Special Education Plan with the Professional Development Plan to include co-teaching.	False
Student to teacher ratio for Special Education is very low.	False

Technology - Completed Implementation of multi-factor authentication and single sign-on solutions from Authpoint and Google for all key data repositories and applications. Multi-point backup and replication of virtual systems in place. SentinelOne AI security software with 24 hour response, Phishing training , VPN and firewall, and AlbertSensor in place.	False
Leveraging community partnerships to improve programs and opportunities for student learning	False
Providing opportunities for students to prepare for their future by engaging in multiple affiliation agreements with colleges and universities.	False
Securing grants to assist in providing mental health supports such as mental health therapists and behavior intervention specialists.	True
State recognition for continued implementation of PBIS Tier 1 supports with fidelity at our elementary school.	False
Recognized by the US Department of Education as a 2024 National Blue Ribbon School at our elementary school.	False
64% of ELA Students in grades 6-11 met or exceeded the statewide average and met interim goal/improvement target	True
Department Chairs coordinating department/grade level meetings to review local and standardized testing scores with strengths and weaknesses are identified and instruction is adjusted accordingly.	False
Coteaching Professional Development and Implementation for Grades 9-12 (ELA)	False
Dual enrollment credits are offered to students in advanced science classes in conjunction with the University of Pittsburgh.	False
The Middle-High School Curriculum has been realigned to meet the STEELS Standards.	False
Student Services - Availability of services offered within the district via SAP/ESAP teams and Solution Teams and utilizing Mental Health Therapists.	False
The elementary PBIS program has been recognized by the state for Implementation with Fidelity for Tier 1. Tier 2 has been implemented this year. The Middle-High School has implemented a PBIS program as well.	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
Students in grades 3-5 did not meet the academic growth expectation on the 23-24 PSSA ELA assessment	True
34.1% of students with disabilities in grades 3-5 scored proficient or advanced on the 23-24 PSSA ELA assessment	False
Students in grades 6-11 did not meet standard growth targets for ELA/Literature, Mathematics/Algebra and Science/Biology	True
43.3% of students who are economically disadvantaged showed a decrease in performance from the previous year in Science/Biology	False
62% of students in grades 2 and 3 scored at or above the grade level mean on the 2024-25 Beginning of Year MAPs Growth ELA Assessment	False
Students met or exceeded interim target but show a decrease in improvement from previous year	False
65% of students in grade 1 scored at or above the grade level mean on the Beginning of Year 2024-25 NWEA MAPs Growth Math Assessment	False

29/50 (58%) grade 8 students scored below the state average on the Math PSSA.	False
Full implementation of the new STEELS Standards (curriculum mapping, professional development, time for data analysis).	False
34.1% of students with disabilities in grades 3-5 scored proficient or advanced on their 2023-24 PSSA ELA Assessment	False
39.5% of students with disabilities in grades 3-5 scored proficient or advanced on their 2023-24 PSSA Math Assessment	False
Student Services - With the increasing need for mental health services for students, it is difficult to provide enough mental health specialists to meet their needs.	True
Technology - The new security processes and technology our district uses are currently funded by subsidies. However, it will be difficult to maintain these security tools in the future if federal and state funding sources cease to offer these tools and services at a lower cost. Additionally, there is significant cost to managing, maintaining, and providing professional development to these programs.	False
Learning gaps of students returning from outside learning platforms (cyber/homeschool) Continuity of consistent curriculum/instruction	False
Half of the administrative staff is again new to the district in the last academic year. Most of the new administration has previous administrative experience outside of the district.	False
The district does not have a Curriculum Specialist to work with staff to ensure up-to-date development, implementation, and maintenance of a comprehensive and fluid curriculum.	False
Students in Grades 3-5 did not meet the PA target for growth on the ELA PSSAs.	False
Students in Grades 6-11 did not meet the PA target for growth on the ELA/Math/Science PSSAs and Keystone Exams.	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 we provide mental/behavioral health counseling for students, we have many who are in need of these services but do not participate. Additionally, regular attendance for our special education subgroup is detrimental to growth and achievement.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Student Services - With the increasing need for mental health services for students, it is difficult to provide enough mental health specialists to meet their needs.	Maintain services already in place to assist students.	False
Students in grades 3-5 did not meet the academic growth expectation on the 23-24 PSSA ELA assessment	Mental health issues displayed by students, as well as the need to improve the use of intervention/enrichment time are potential roadblocks to student academic growth.	True
Students in grades 6-11 did not meet standard growth targets for ELA/Literature, Mathematics/Algebra and Science/Biology	Mental health issues displayed by students, as well as the need to improve opportunities for students to get extra help, when needed, during advisory periods is a potential roadblock to student academic growth. Additionally, poor attendance from many students is also a roadblock to success.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Securing grants to assist in providing mental health supports such as mental health therapists and behavior intervention specialists.	We currently utilize grant funding to provide school therapy/behavior specialist services to students who display the greatest need and are willing to participate. Additional/continued grant funding would enable us to provide these services for more students in need.
73.7% of students in grades 3-5 scored proficient or advanced on 23-24 PSSA ELA assessment exceeding the state average	Because of this being an area of strength, it is one area that contributed to our elementary school being named as a 2024 National Blue Ribbon School.
70.9% of students in grades 3-5 scored proficient or advanced on 23-24 PSSA Math assessment exceeding the state average	Because of this being an area of strength, it is one area that contributed to our elementary school being named as a 2024 National Blue Ribbon School.
64% of ELA Students in grades 6-11 met or exceeded the statewide average and met interim goal/improvement target	Collaborative efforts of our ELA teachers regarding curriculum alignment and instructional practices.
64% of students in grades 6-11 scored proficient or advanced on the 23-24 PSSA/Keystone assessments for English Language Arts/Literature exceeding the statewide average.	Collaborative efforts of our ELA teachers regarding curriculum alignment and instructional practices.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Oakview Elementary will continue to work on aligning our curriculum to PA Core Standards and will review multiple data pieces (benchmark assessments, progress monitoring, classroom performance) to create intervention/enrichment groupings and develop differentiated instructional responses based on areas of need to help support student growth and learning.

	The district is continuing to work on aligning our curriculum through the use of common materials and language, professional development and grade level/department meetings.
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Goal Setting

Priority: Oakview Elementary will continue to work on aligning our curriculum to PA Core Standards and will review multiple data pieces (benchmark assessments, progress monitoring, classroom performance) to create intervention/enrichment groupings and develop differentiated instructional responses based on areas of need to help support student growth and learning.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Oakview Elementary students will meet Pennsylvania's Targeted Growth Score in the PA Future Ready Index for both ELA and Math.		
Measurable Goal Nickname (35 Character Max)		
Student Growth		
Target Year 1	Target Year 2	Target Year 3
Analyze student achievement data in grade level meetings to create flexible groupings with the purpose of providing intervention/enrichment instruction to increase student growth.	Analyze student achievement data in grade level meetings to create flexible groupings with the purpose of providing intervention/enrichment instruction to increase student growth.	Oakview Elementary students will meet Pennsylvania's Targeted Growth Score in the PA Future Ready Index for both ELA and Math.

Priority: The district is continuing to work on aligning our curriculum through the use of common materials and language, professional development and grade level/department meetings.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
Realign or update our curriculum to meet the new STEELS standards.		
Measurable Goal Nickname (35 Character Max)		
STEELS		
Target Year 1	Target Year 2	Target Year 3
Student data analysis within the department. Identification of student deficits and overlaps to better meet each standard.	Assess materials to identify strengths and needs.	Realign or update our curriculum to meet the new STEELS standards.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Analyze the curriculum to ensure breadth and depth of content and alignment of standards.		
Measurable Goal Nickname (35 Character Max)		
ELA Curriculum		

Target Year 1	Target Year 2	Target Year 3
Clarify and submit curriculum grades 6-10 to identify content needs. Establish and support best instructional practices.	Better align content to the standards and enrich instructional practices.	Analyze the curriculum to ensure breadth and depth of content and alignment of standards.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Specific K-12 math teachers, title, special education, and administrators will work together to develop a K-12 math curriculum using common materials, language and professional learning communities in order to increase our district math scores.		
Measurable Goal Nickname (35 Character Max)		
Targeted Instruction		
Target Year 1	Target Year 2	Target Year 3
Identifying skill gaps and developing common language district wide. Utilizing department meetings to analyze student data.	Analyzing the identified skill and standard gaps/deficits. Implementation of common language and materials to minimize the targeted areas of concern.	Specific K-12 math teachers, title, special education, and administrators will work together to develop a K-12 math curriculum using common materials, language and professional learning communities in order to increase our district math scores.

Action Plan

Measurable Goals

STEELS	ELA Curriculum
Student Growth	Targeted Instruction

Action Plan For: Curriculum Collaboration and Alignment

<p>Measurable Goals:</p> <ul style="list-style-type: none"> • Realign or update our curriculum to meet the new STEELS standards. • Specific K-12 math teachers, title, special education, and administrators will work together to develop a K-12 math curriculum using common materials, language and professional learning communities in order to increase our district math scores. • Analyze the curriculum to ensure breadth and depth of content and alignment of standards.

Action Step		Anticipated Start/Completion Date	
Provide guidance by a curriculum expert for grade level and department staff.		2025-08-20	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Grade level and department chairs in conjunction with district administrators.	PDE course content standards/anchors, best instructional practices, results of formative assessments (NWEA/MAP, PSSA, Keystone). Other resources provided by curriculum expert (rubrics, maps, timelines, etc.). Funding for updated materials.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Updated/created curriculum maps that include standards, sequence of instructional units, key content concepts, aligned assessments, instructional activities, pacing guides, necessary resources, learning progression across units, and demonstration of vertical alignment between grades levels or course sections.	Assess whether it aligned with educational goals, meets student needs, and is effectively implemented by analyzing student learning outcomes through a variety of assessments. Seeking ongoing feedback from teachers and students regarding the curriculum's clarity and usefulness.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Collaboration and Alignment	Provide guidance by a curriculum expert for grade level and department staff.

A curriculum expert (either in-house or in collaboration with IU4) will collaborate with the teaching staff during in-service day(s) to update and enhance the curricula for ELA, math, and the STEEL standards. They will analyze current instructional materials, align them with the latest educational standards and best practices, and provide resources to support effective teaching strategies. Additionally, they will facilitate professional development sessions, offer guidance on integrating cross-disciplinary learning, and ensure that the curriculum meets the diverse needs of all students while fostering critical thinking and problem-solving skills.

Action Step		
<ul style="list-style-type: none"> Provide guidance by a curriculum expert for grade level and department staff. 		
Audience		
Teachers of Science, Math, and ELA.		
Topics to be Included		
Updated/created curriculum maps that include standards, sequence of instructional units, key content concepts, aligned assessments, instructional activities, pacing guides, necessary resources, learning progression across units, and demonstration of vertical alignment between grades levels or course sections.		
Evidence of Learning		
Assess whether it aligned with educational goals, meets student needs, and is effectively implemented by analyzing student learning outcomes through a variety of assessments.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Grade Level/Department Chairs in collaboration with building administrators.	2025-08-20	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	2-3 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	

Communications Activities

In-Service Day Agendas and Grade Level/Department Meeting Agendas/Notes					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Provide guidance by a curriculum expert for grade level and department staff. 	Teachers of Science/Math/ELA and administrators.	Curriculum alignment, essential standards, data meetings, and common assessments.	Grade Level/Department Chairs and administrators	08/20/2025	06/30/2027
Communications					
Type of Communication			Frequency		
Other			2-3 times per school year		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date