Profile and Plan Essentials

LEA Type		AUN
School District		116471803
Address 1		
733 Ironmen Lane		
Address 2		
City	**State**	**Zip Code**
Danville	PA	17821
Chief School Administrator		**Chief School Administrator Email**
Dr Molly C Nied		mnied@danvillesd.org
Single Point of Contact Name		
Dr. Heaven Reinard		
Single Point of Contact Email		
hreinard@danvillesd.org		
Single Point of Contact Phone Number		
5702713268		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Amber Kraft	Staff Member	Danville Primary School	akraft@danvillesd.org
Chris Johns	Staff Member	Danville Area High School	cjohns@danvillesd.org
Christy Worhach	Staff Member	Danville Middle School	cworhach@danvillesd.org
Danielle Latsha-Keefer	Staff Member	Danville Area High School	dlatsha@danvillesd.org
Devon Francke	Staff Member	Danville Area High School	dfrancke@danvillesd.org
Elena Krick	Staff Member	Danville Area High School	ekrick@danvillesd.org
Kim Slear	Staff Member	Danville Area School District	kslear@danvillesd.org
Lorie Lannen	Staff Member	Danville Area High School	llannen@danvillesd.org
Meagan Bond	Staff Member	Danville Middle School	mbond@danvillesd.org
Melissa Nugent	Staff Member	Danville Area School District	mnugent@danvillesd.org
Van Wagner	Staff Member	Danville Area High School	vwagner@danvillesd.org
Molly Nied	Administrator	Danville Area School District	mnied@danvillesd.org
Heaven Reinard	Administrator	Danville Area School District	hreinard@danvillesd.org
Jeff Ryan	Administrator	Danville Area School District	jryan@danvillesd.org
Alyssa Wenrich	Administrator	Danville Area School District	awenrich@danvillesd.org
Lee Gump	Administrator	Danville Area High School	lgump@danvillesd.org
Robert Varholak	Administrator	Danville Area High School	rvarholak@danvillesd.org
Tom Hiravi	Administrator	Danville Middle School	thiravi@danvillesd.org
Brooke Pennington	Parent	Parent and Community Member	pennbrooke10@gmail.com
Amanda Beach	Staff Member	Parent and Community Member	stclaira23@gmail.com
Dave Snover	Administrator	Liberty Valley Elementary School	dsnover@danvillesd.org
Delores Mills	Parent	Parent and Community Member	dmmills@ptd.net
Alyssa Patterson	Board Member	Danville Area School District	apatterson@danvillesd.org
Heather Brady	Parent	Parent; Community Member; Staff Member	hbrady@danvillesd.org
Erica Collins	Parent	Parent and Community Member	collins.erica@gmail.com
Ethan Benjamin	Board Member	Danville Area School District	ebenjamin@danvillesd.org
Sandy Green	Board Member	Danville Area School District	sgreen@danvillesd.org
Sara Peterson	Parent	Parent and Community Member	sara.d.peterson@gmail.com
Gianna Earp	Administrator	Danville Primary School	gearp@danvillesd.org
Maggie Roberts	Administrator	Danville Middle School	mroberts@danvillesd.org
Jaqueline Devitt	Parent	Parent and Community Member	jmdevitt26@gmail.com
Niki Scheeler	Parent	Parent and Community Member	nikischeeler@gmail.com
Molly Gratti	Parent	Parent and Community Member	molly.gratti@gmail.com

LEA Profile

The Danville Area School District is located in the scenic Susquehanna Valley of Pennsylvania. It serves students from Montour Northumberland Counties. A highly qualified staff of 14 administrators, 170 teachers and 64 support staff works with a total student population of approximately 2200 students. Four buildings serve all students: Danville Area Primary School (K-2), Liberty Valley Intermediate School (3-5), Danville Middle School (6-8), and Danville Area High School (9-12). Additionally, the district houses Head Start and PreK Counts classrooms. Each year approximately 100 students attend a comprehensive vocational technical school, Columbia-Montour Area Vocational Technical School (CMAVTS) in grades 9-12.

Danville Primary School consists of Kindergarten through second grade. There is a concerted effort each year to keep primary class sizes between 18-22 students. Third through fifth grades are housed at Liberty Valley Intermediate School. Class sizes in this building range between 20-23 students. The primary and intermediate curriculum is aligned to the PA Core Standards. The instruction of the core curriculum is measured through benchmark assessments, including NWEA Maps and Firefly. These assessments drive instruction through a Multi-tiered System of Support (MTSS). Liberty Valley earned a Building Level Score of 86.6 in the 2024-2025 school year, placing it as the second highest performing elementary school in our intermediate unit region.

Danville Middle School consists of students in grades 6-8. Class sizes in this building range between 20-25 students. The curriculum is aligned to PA Core Standards. The instruction of the core curriculum is measured through benchmark assessments, including NWEA Maps and Firefly. These assessments drive instruction through a Multi-tiered System of Support (MTSS). Danville Middle School earned a Building Level Score of 67.1 in the 2024-2025 school year.

Danville High School is a grade nine through twelve high school where approximately 70% of students go on to post high school education. A wide variety of courses are offered. This diverse selection encourages students to think about their goals beyond high school and appeals to each student's interest level. There are 22 AP courses offered. The pass rate for the AP courses averages 88%. Danville Area High School earned a Building Level Score of 82.9 for the 2024-2025 school year, placing it as the highest performing high school in our intermediate unit region. The high school was ranked number twenty-five in the state of PA by U.S. News & World Report for the 2024-2025 school year.

Students at all instructional levels are supported through a comprehensive program of support and enrichment services. These services include English Learner, Gifted, emotional support, life skills, autistic support and support for students with learning disabilities.

The Danville Area School District has an administrator who serves as the Director of Mental Health and there are licenses clinical social workers in each of the four buildings providing mental health support directly to students.

Mission and Vision

Mission

In partnership with families and the community, DASD empowers students in a safe environment through relevant and engaging educational experiences that support academics, creativity, and character development.

Vision

Forging strong connections that nurture the whole student and empower them to reach their full potential.

Educational Values

Students

A DASD Student will FORGE on by demonstrating: Flexible and critical thinking (empowers students to discover the truth in assertions and analyze problems based on logic and evidence) Ownership (empowers students to be accountable for their actions and work hard to achieve success) Resiliency (empowers students to have the strength and fortitude to confront the obstacles they are bound to face in life)Good Judgment (empowers students to use integrity to make decisions and act in a way that encourages other to trust, respect, and depend on them) Empathy (empowers students to see the world from someone else's perspective and develop compassion for others)

Staff

Maintain high expectations for student achievement and character, guiding students to make responsible choices in the learning process and for their lives. Implement consistent district curricula across buildings and classrooms (aligned K-12), while recognizing individual needs of all students

Administration

Provide a supportive school atmosphere where everyone feels emotionally, physically, and intellectually safe. Design high quality professional development for all district staff to ensure student success. Develop and implement instructional and operational plans that anticipate, prepare for, and manage change.

Parents

Assume responsibility for their child's attendance and participation in the school activities Engage in communication and collaboration between home, school, and community

Community

Engage in a partnership between the District and the community that enables students to be productive members of the community.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
High student participation in rigorous courses of study at Danville High SchoolThe high school demonstrated a strong commitment to enrolling students in challenging coursework, substantially exceeding the state average in this area.	Danville High School reported 86.9% participation in Rigorous Courses of Study.This percentage surpasses the Statewide Average of 56.6%. The participation rate includes 55.1% in AP/IB participation and 86.9% in College Course Enrollment
Danville High School English Language Arts (ELA) proficiency. The high school has achieved an exceptional level of English Language Arts proficiency on state assessments.	Danville Area High School reached 81.2% Proficient or Advanced on the Pennsylvania State Assessments for English Language Arts/Literature.This achievement means Danville High School Meets the 2033 Statewide Goal of 81.1%. This percentage is significantly higher than the Statewide Average of 49.9%. In addition, 24.7% of the All Student Group scored Advanced, more than double the Statewide Average of 12.2%
Exceptional Academic Growth (PVAAS) at Liberty Valley Intermediate School. The intermediate school demonstrated outstanding performance in meeting annual academic growth expectations (PVAAS), indicating that students are progressing at or above expected rates.	Liberty Valley Intermediate School received an Academic Growth Score of 100.0 in both English Language Arts/Literature and MathematicsThis perfect score significantly Exceeds the Standard Demonstrating Growth (which is 70.0) in both subjects, surpassing the Statewide Average Growth Scores (75.0 for ELA and 75.3 for Mathematics/Algebra)
Consistent regular attendance across all schools within the Danville Area School District. All three reporting schools show strong attendance rates that meet or exceed the performance standard and are notably higher than the statewide average.	All schools meet the Regular Attendance Performance Standard and significantly exceed the Statewide Average of 79.6%.The attendance rates for the All Student Group are: 91.5% at the Middle School, 90.3% at the High School, and 90.3% at the Liberty Valley Intermediate School. This consistent performance indicates a strong, positive school climate regarding attendance.
High 5-Year Graduation Rates for All Student Groups at Danville High School.	The All Student Group 5-Year Cohort Graduation Rate is 95.5%, significantly higher than the Statewide Average of 90.5%

Challenges

Indicator	Comments/Notable Observations
Danville Middle School Academic Growth fell below the indicated state standard. Despite having proficiency rates slightly above the statewide average in English Language Arts and Math, the Middle School is failing to meet annual academic growth expectations (PVAAS) for its students.	The Middle School's All Student Group did not meet the Standard Demonstrating Growth in both core subjects.Mathematics/Algebra Academic Growth Score was 50.0 (Standard is 70.0; Statewide Avg is 75.3).English Language Arts/Literature Academic Growth Score was 68.0 (Standard is 70.0; Statewide Avg is 75.0)

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

Strengths

Indicator Students with Disabilities (SWD) Subgroup at the intermediate level demonstrated outstanding academic growth in core subjects **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** The SWD subgroup at Liberty Valley Intermediate School Meets or Exceeds the Statewide Growth Standard in both core subjects: 71.0 in ELA Academic Growth and 78.0 in Mathematics/Algebra Academic Growth (Standard is 70.0).

Students with Disabilities (SWD) at Liberty Valley Intermediate School	
Indicator The Students with Disabilities (SWD) subgroup at the Middle School demonstrated sufficient academic progress in Mathematics, meeting the state standard for growth (PVAAS). **Grade Level(s) and/or Student Group(s)** Students with Disabilities (SWD) at Danville Middle School	**Comments/Notable Observations** The SWD subgroup at Danville Middle School (DMS) Meets the Statewide Growth Standard; 72.0 in Mathematics/Algebra.This score Meets the Statewide Growth Standard of 70.0. This is important to note, as the All Student Group at the Middle School overall Did Not Meet the Standard Demonstrating Growth in Mathematics/Algebra, scoring only 50.0.
Indicator The ED and SWD subgroups at Danville High School also maintained a high participation rate in rigorous course study **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged (ED) students at Danville High SchoolStudents with Disabilities (SWD) at Danville High School	**Comments/Notable Observations** Economically Disadvantaged (ED) students maintained a high participation rate of 70.2% in rigorous courses.Students with Disabilities (SWD) also showed a strong participation rate of 68.8% in rigorous courses.
Indicator The ED and SWD subgroups at Danville High School also achieved a high 5-year graduation rate, exceeding the statewide average in both subgroups. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged (ED) students at Danville High SchoolStudents with Disabilities (SWD) at Danville High School	**Comments/Notable Observations** The Economically Disadvantaged (ED) subgroup achieved a 5-Year Graduation Rate of 92.5%, exceeding the Statewide Average.The Students with Disabilities (SWD) subgroup achieved a 5-Year Graduation Rate of 90.5%, matching the Statewide Average

Challenges

Indicator Significant achievement gap for Economically Disadvantaged (ED) StudentsAcross all grade levels and core subjects within the Danville Area School District, students identified as Economically Disadvantaged consistently demonstrate lower proficiency and growth scores compared to the All Student Groups. **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged (ED) Students	**Comments/Notable Observations** In English Language Arts/Literature proficiency, the ED group scored 63% at the High School, 43.3% at the Middle School and 42.1% at Liberty Valley, compared to All Student Group rates of 81.2% (DHS) 60.3% (DMS) and 58.3% (LV). In Mathematics/Algebra proficiency, the ED group scored 44.4% at the High School, 26.9% at the Middle School and 48.1% at Liberty Valley, compared to the All Student Group rates of 60.1% (DHS), 44.5% (MS) and 67.1% (LV).
Indicator Low Proficiency in Early Literacy (Grade 3 Reading) at Liberty Valley Intermediate SchoolA significant portion of students at the intermediate level are not meeting the standard for early reading proficiency. **Grade Level(s) and/or Student Group(s)** Grade 3- ELA	**Comments/Notable Observations** Liberty Valley El Sch reported that the All Student Group achieved only 55.4% proficiency in Grade 3 Reading.The measure focuses on Grade 3 Reading as an Early Indicator of Success, this 55.4% proficiency rate means nearly half (44.6%) of students in this group are not meeting reading expectations.
Indicator High rates of absenteeism for Hispanic Students when compared to overall Attendance Rates in each school building across the Danville Area School District. **Grade Level(s) and/or Student Group(s)** Hispanic Student Group	**Comments/Notable Observations** The reported Regular Attendance rate for the Hispanic student group is low when compared to the All Student Group within all three school buildings.At the Middle School (DMS), the Hispanic student group's attendance rate of 75.0% is considered low because it falls below both the Middle School's overall rate (91.5%) and the Statewide Average (79.6%).At the Danville High School (DHS), the Hispanic group's attendance rate of 81.5% is above the Statewide Average, but still significantly lower than DHS' overall rate of 90.3%.At Liberty-Valley, the Hispanic group's attendance rate of 83.3% is also above the Statewide Average, but below the school's overall rate of 90.3%.

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

High student participation in rigorous courses of study at Danville High SchoolThe high school demonstrated a strong commitment to enrolling students in challenging coursework, substantially exceeding the state average in this area.
Consistent regular attendance across all schools within the Danville Area School District. All three reporting schools show strong, overall attendance rates that meet or exceed the performance standard and are notably higher than the statewide average.
Exceptional Academic Growth (PVAAS) at Liberty Valley Intermediate School. The intermediate school demonstrated outstanding performance in meeting annual academic growth expectations (PVAAS), indicating that students are progressing at or above expected rates.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Danville Middle School Academic Growth fell below the indicated state standard. Despite having proficiency rates slightly above the statewide average in English Language Arts and Math, the Middle School is failing to meet annual academic growth expectations (PVAAS) for its students.
Low Proficiency in Early Literacy (Grade 3 Reading) at Liberty Valley Intermediate SchoolA significant portion of students at the intermediate level are not meeting the standard for early reading proficiency.
Significant achievement gap for Economically Disadvantaged (ED) StudentsAcross all grade levels and core subjects within the Danville Area School District, students identified as Economically Disadvantaged consistently demonstrate lower proficiency and growth scores compared to the All Student Groups.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA PSSAs 3rd-5th grades	56% of 3rd graders were proficient and advanced in 2025; 69% of 4th graders were proficient and advanced in 2025; 53% of 5th graders were proficient and advanced in 2025
ELA PSSAs 6th-8th grades	63% of 6th graders were proficient and advanced in 2025; 60% of 7th graders were proficient and advanced in 2025; 63% of 8th graders were proficient and advanced in 2025
Keystone Literature	96% of 9th graders were proficient and advanced in 2025; 64% of 10th graders were proficient and advanced in 2025; 0% of 11th graders were proficient and advanced in 2025
Reading NWEA MAP Growth Beginning of Year Achievement Kindergarten, 1st-2nd Grades	Single-term Achievement for the Fall 2025-2026 NWEA MAPS Growth Asessment by Grade: Kindergarten: 23rd Percentile1st Grade - 62nd Percentile 2nd Grade - 58th Percentile
Reading NWEA MAP Growth Beginning of Year Achievement 3rd-5th Grades	Single-term Achievement for the Fall 2025-2026 NWEA MAPS Growth Asessment by Grade: 3rd Grade - 65th Percentile 4th Grade - 57th Percentile5th Grade - 62nd Percentile
Reading NWEA MAP Growth Beginning of Year Achievement 6th-8th Grades	Single-term Achievement for the Fall 2025-2026 NWEA MAPS Growth Asessment by Grade: 6th Grade - 52nd Percentile 7th Grade - 54th Percentile8th Grade - 55th Percentile

English Language Arts Summary

Strengths

The 4th grade 69% ELA Proficient (38%) and Advanced (31%) score in 2025 represents a 18 point increase from the lowest recorded rate of 51% in 2024. The 31% Advanced score is the highest Advanced achievement for Grade 4 since 2019 (39%). This suggests successful curriculum intervention within this grade level.
Multiple grades maintained relatively high student scoring at the Advanced level in 2025; Grade 4 (31% Advanced), Grade 6 (25% Advanced), Grade 7 (26% Advanced), and Grade 8 (23% Advanced) all showed high Advanced rates for 2025. This indicates that a substantial portion of students are mastering the subject matter

Challenges

This 56% ELA Proficient and Advanced score ties the lowest ELA proficiency rate ever recorded for Grade 3 of 56% in 2023. This shows a continued weakness in foundational reading skills compared to the highest Proficient and Advanced score of a 75% in 2018.
The Grade 5 ELA Proficient and Advanced score was 53% (8% Advanced, 45% Proficient) in 2025.This 53% score is the lowest proficiency recorded for Grade 5 ELA since 2015
A 23rd percentile score means that the average Kindergarten student in this group is scoring lower than 77% of their peers nationally. Since this is a Fall assessment, this score primarily reflects student readiness and foundational skills upon entry into Kindergarten.

Mathematics

Data	Comments/Notable Observations
Math PSSAs 3rd-5th grades	71% of 3rd graders were proficient and advanced in 2025; 73% of 4th graders were proficient and advanced in 2025; 60% of 5th graders were proficient and advanced in 2025

Math PSSAs 6th-8th grades	47% of 6th graders were proficient and advanced in 2025; 50% of 7th graders were proficient and advanced in 2025; 42% of 8th graders were proficient and advanced in 2025
Keystone Algebra 1	95% of 7th graders were proficient and advanced in 2025; 95% of 8th graders were proficient and advanced in 2025; 53% of 9th graders were proficient and advanced in 2025; 100% of 10th graders were proficient and advanced in 2025; 100% of 11th graders were proficient and advanced in 2025
Math NWEA MAP Growth Beginning of Year Achievement 3rd-5th Grades	Single-term Achievement for the Fall 2025-2026 NWEA MAPS Growth Asessment by Grade: 3rd Grade - 62nd Percentile 4th Grade - 62nd Percentile5th Grade - 52nd Percentile
Math NWEA MAP Growth Beginning of Year Achievement 6th-8th Grades	Single-term Achievement for the Fall 2025-2026 NWEA MAPS Growth Asessment by Grade: 6th Grade - 54th Percentile 7th Grade - 65th Percentile8th Grade - 59th Percentile

Mathematics Summary

Strengths

Grades 7 and 8 Math proficiency showed positive growth in 2025. The Grade 7 Math Proficient and Advanced scores reached 50% (22% Advanced, 28% Proficient) in 2025. This is a 10 point increase from the 2024 rate of 40%, and is the highest Grade 7 Math proficiency since 2019. The Grade 8 Math Proficient and Advanced scores of 42% (13% Advanced, 29% Proficient) in 2025 is a minor improvement over the 41% Proficient and Advanced scores in 2024. This is significant improvement from the historical low of 30% Proficient and Advanced scores in 2021.
Grade 4 Math Performance of 73% Proficient and Advanced (26% Proficient and 27% Advanced) in 2025 is significantly higher than the 2024 rate of 52% by a 21% increase.

Challenges

Although grades 7 and 8 are showing growth in Proficient and Advanced scores, Danville Middle School Mathematics overall performance consistently falls in grades 6, 7, and 8, with Proficient and Advanced scores frequently falling below 50% across multiple years: -Grade 6 reported Proficient and Advanced scores below 50% in 2016 (49%), 2017 (47%), 2019 (48%), 2021 (35%), 2022 (38%), 2023 (45%), and 2025 (47%).-Grade 7 reported Proficient and Advanced scores below or meeting 50% in 2015 (47%), 2016 (43%), 2017 (45%), 2021 (40%), 2022 (47%), 2023 (47%) and 2025 (50%).-Grade 8 reported Proficient and Advanced scores below 50% in 2016 (36%), 2017 (37%), 2018 (41%), 2019 (48%), 2021 (30%), 2022 (46%), 2023 (40%), 2024 (41%), and 2025 (42%).
The Keystone Algebra exam scores in grade 9 are significantly lower than in any other grade level during the 2025 school year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
5th Grade Science PSSA	54% of 5th graders were Proficient or Advanced. It is important to note that the Spring 2025 PSSA Science tests for 5th graders represented a major transition year toward Pennsylvania's new science standards (STEELS). The 2024-2025 Spring PSSA in 5th grade was a field test and did not count toward any state or federal accountability reports.
8th Grade Science PSSA	54% of 8th graders were Proficient or Advanced. It is important to note that the Spring 2025 PSSA Science tests for 8th graders represented a major transition year toward Pennsylvania's new science standards (STEELS). The 2024-2025 Spring PSSA in 5th grade was a field test and did not count toward any state or federal accountability reports.

Keystone Biology	92% of 9th graders were proficient and advanced in 2025; 52% of 10th graders were proficient and advanced in 2025; 0% of 11th graders were proficient and advanced in 2025

Science, Technology, and Engineering Education Summary

Strengths

9th Grade Keystone Biology student indicates almost every student achieving proficiency, and a very large majority demonstrating mastery (78% Advanced).

Challenges

The results for Grade 11 indicate a failure to meet the Keystone Biology standard, with 100% of students scoring Below Basic, 2025 Spring Keystone 11th grade assessments are all confirmed to be student re-takes of the Keystone Biology Assessment.

Related Academics

Career Readiness

Data	Comments/Notable Observations
In May of 2025, one hundred forty-four (144) out of one hundred seventy-three (173) seniors participated in Senior Exit Interviews at Danville Area HS. Therefore, 83% of seniors took part in this career readiness exercise. In addition to the interview, these students submitted a cover letter and resume to the Interview Committee prior to the interview.	
During the 2024-25 school year, 100% of the junior class completed their Smart Futures modules. Each student at DHS must complete on module/artifact in the areas of Career Awareness & Preparation, Career Acquisition, Career Retention & Advancement, and Entrepreneurship. Additionally, each student can select four other modules/artifacts to complete prior to their Junior year. In total, DHS students must complete at least eight (8) modules/artifacts prior to the end of their Junior year.	
In the Fall of 2025, one hundred thirty-one (131) juniors and seniors participated in the Armed Services Vocational Aptitude Battery. In total, ninety (90) students exceeded a qualifying score of 31 or higher. this is a 69% pass rate. These students also indicated a future career path after high school graduation. The breakdown is as follows:- 82 students selected a 2 year or 4 year institution of higher learning- 15 students stated that they plan to enter the world of work- 29 students indicated that they are undecided- 3 students selected a vocational or technical route- 2 students indicated a future in the military	
Thirteen (13) students took the National Occupational Competency Testing Institute (NOCTI) exam in the Spring of 2025. Five (5) students took the Production Agriculture (3063) exam. The group averaged 57.1%, which is slightly below the site average of 58.9% but higher than the national average of 52.8%.Eight (8) students took the 21st Century Skills for Workplace Success (1437) exam. The group performed exceptionally well with an average of 77.9%, significantly higher than the state (70.8%) and national (66.1%) averages.	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agriculture, Animal, Plant, Veterinary Science, and Related Sciences (01.9999) Four Year ProgramAgriculture and Related Sciences is an instructional program that focuses on the general principles and practices of agricultural research and production and may prepare individuals to apply this knowledge to the solution of practical agricultural problems. This program includes instruction in basic animal, plant, and soil science; animal husbandry and plant cultivation; soil conservation; and agricultural operations such as farming, ranching, and agricultural business. Courses included in program are as follows: Introduction to Agricultural and Natural Resources, Forestry and Natural Resource Management, Welding I, Botany Honors, Small Gas Engines I, Senior Agricultural Science, AP Environmental Science, SAE (Supervised Agricultural Experience), Ag Exploration in the Real World, Small Gas Engines II, Animal Science	

/ Nutrition & Welfare, Wildlife Habitats and Management, and Honors Veterinary Science.	
Agricultural Mechanization (01.0201) Four Year ProgramAgricultural Mechanization is a program that generally prepares individuals to sell, select and service agriculture or agribusiness technical equipment and facilities including computers, specialized software, power units, machinery, equipment, structures and utilities. This program includes instruction in agriculture power systems, planning and selecting materials for the construction of support facilities, mechanical practices associated with irrigation and water conservation, erosion control and agricultural data processing systems.Courses included in the program are as follows: Introduction to Agricultural and Natural Resources, Small Gas Engines I, Welding I, Small Gas Engines II, Greenhouse Operation & Management, Welding II, Botany Honors, Honors Construction Hand & Power Tools, SAE (Supervised Agricultural Experience), Ag in the Real World, Basic Wiring & Plumbing, and Senior Agricultural Science.	
Job-Seeking / Changing Skills (Diversified Occupations) (32.0105) One Year ProgramDiversified Occupations is an instructional program that operates as an integral part of career and technical education to provide a cooperative arrangement between the school and employers whereby the student receives general education instruction in the school and on-the-job training through part- time employment in business/industry. The area of training may be in any career and technical education area where there are needs for trained persons and must relate to the student's career objective. The program was designed to provide training for those career and technical areas not presently being offered at the career and technical school or comprehensive high school and to serve students who are unable to gain admission to a career and technical program due to excessive applications.Courses included in program are as follows: Apprenticeship Experience and Cooperative Education.	
Entrepreneurship (52.0707) Four Year ProgramThis program generally prepares individuals to perform development, marketing and management functions associated with owning and operating a business.Courses included in Program include the following:Entrepreneurship, Financial Management, Entrepreneurial Occupation Experience, Marketing, Sports and Entertainment Marketing, Business and Personal Law, Accounting I, Small Business Social Media Marketing and Advertising, Accounting II, Creative Digital Design, Cooperative Education, Apprenticeship Experience, Android Game Design, and Computer Programming with Java.	
CRIMINAL JUSTICE/POLICE SCIENCE (43.0107) Four Year ProgramA program that prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operation and maintenance, report preparation and other routine law enforcement responsibilities.	The DASD will explore the possibility of developing this Career and Technology Education Program to the Program of Studies. Curriculum Development: Designing the structure of the total number of credit hours requiredAccreditation Alignment: Ensuring the program meets regional or national board requirements.Resource Allocation: Budgeting for new faculty, library resources, or specialized labs.Market Analysis: Data showing the demand for Criminal Justice graduates in your region by 2028.Anticipated Year of Adoption: 2028-29 SY.
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES, OTHER (43.9999) Four Year ProgramAn instructional program that prepares individuals to apply technical knowledge and skills required to perform entry-level duties in law enforcement, fire fighting, EMT and other safety services. This program stresses the techniques, methods and procedures peculiar	The DASD will explore the possibility of developing this Career and Technology Education Program to the Program of Studies. Curriculum Development: Designing the structure of the total number of credit hours requiredAccreditation Alignment: Ensuring the program meets regional or national board requirements.Resource Allocation: Budgeting for new faculty, library resources, or specialized labs.Market Analysis: Data

to the areas of criminal justice and fire protection especially in emergency and disaster situations. Physical development and self-confidence skills are emphasized due to the nature of the specific occupation(s). In addition to the application of mathematics, communication, science and physics, students receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, pre-hospital emergency medical care and appropriate emergency assessment, treatment and communication.	showing the demand for graduates in your region within this career.Anticipated Year of Adoption: 2028-29 SY.
REHABILITATION AIDE (51.2604) Four-Year ProgramA program that prepares individuals to assist in rehabilitation services under the supervision of occupational therapists, speech language pathologists, and other therapeutic professionals, and to perform routine functions in support of rehabilitation. Includes instruction in roles and responsibilities of rehabilitation providers, basic function of the human body, disabling conditions, therapeutic skills, client management, and communication skills.	The DASD will explore the possibility of developing this Career and Technology Education Program to the Program of Studies. Curriculum Development: Designing the structure of the total number of credit hours requiredAccreditation Alignment: Ensuring the program meets regional or national board requirements.Resource Allocation: Budgeting for new faculty, library resources, or specialized labs.Market Analysis: Data showing the demand for graduates in your region within this career.Anticipated Year of Adoption: 2027-28 SY.
EDUCATION, GENERAL (13.0101) Four Year ProgramA program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.	The DASD will explore the possibility of developing this Career and Technology Education Program to the Program of Studies. Curriculum Development: Designing the structure of the total number of credit hours requiredAccreditation Alignment: Ensuring the program meets regional or national board requirements.Resource Allocation: Budgeting for new faculty, library resources, or specialized labs.Market Analysis: Data showing the demand for Education graduates in your region.Anticipated Year of Adoption: 2028-29 SY.

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
Lackawanna College
Agreement Type
Dual Credit
Program/Course Area
Numerous (See Attached Agreement)

Uploaded Files
Lackawanna College Agreement 2025-26 SY (1).pdf
Partnering Institution
Harrisburg University of Science & Technology
Agreement Type
Dual Credit
Program/Course Area
Numerous - See Addendum A
Uploaded Files
Harrisburg University of Sci & Tech_Agreement.pdf
Harrisburg University & DHS Addendum A.pdf
Partnering Institution
Pennsylvania College of Technology
Agreement Type
Dual Credit
Program/Course Area
Honors Construction Hand and Power Tools [923] & Social Media Marketing [504]
Uploaded Files
Penn Tech_ DHS Dual Enrollment Partner (1).pdf
Partnering Institution
Delaware Valley University
Agreement Type
Local Articulation
Program/Course Area
Honors Veterinary Science [912] & Botany Honors [918A]
Uploaded Files
Delaware Valley & DHS_Articulation Agreement_10-2025.pdf
Partnering Institution
Luzerne County Community College
Agreement Type
Local Articulation
Program/Course Area
Criminal Justice [243], Honors Spanish IV [623], & International Relations Honors [242]
Uploaded Files
LCCC Articulation Agreement thru 2029.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.

DHS offers numerous dual enrollment and articulation agreements with institutions of higher learning. During the 2024-25 school year, 86 students enrolled in the Dual Enrollment Program with Lackawanna College totaling 194 dual enrollment classes which translates to approximately 582 college credits. By paying only $100 per credit, DHS students and families saved approximately $232,000 in college tuition using the PASSHE average credit cost of $500.
DHS offers various Career & Technical Approved Programs including Agriculture Science, Agriculture Mechanization, Entrepreneurship, and Diversified Occupations. Other CTE-Approved Programs will be created over the next few years.
DHS students participate and perform very well in various career readiness activities including Smart Future modules, ASVAB tests, and the Senior Exit Interview process.

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.

DHS's Career & Technical Approved Programs including Agriculture Science, Agriculture Mechanization, Entrepreneurship, and Diversified Occupations underwent an Approved Program Technical Evaluation. Corrective actions were provided by the APTE team. The corrective action plan was developed, submitted, and recently accepted by PDE. DHS will address the corrective actions while also adding to the school's CTE programming.
The Lackawanna College Dual Enrollment program is functioning well for DHS, its students, and their families. Other local institutions of higher learning are interested in entering into similar agreements. DHS is excited about potential growth, but must balance the anticipated growth in dual enrollment programs while maintaining clear enrollment protocol and procedures for students and families to follow.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA: Listening- 59.3% Mastery (6.0 Score): 16 out of 27 students achieved the highest possible score of 6.0, placing them in the top percentile of the group for receptive language.	Listening is the most significant area of proficiency for this group. Out of the 27 students listed, 16 achieved the maximum score of 6.0, indicating a very high level of receptive English language mastery across the majority of the cohort
WIDA: Writing- 0% High Mastery (5.0+ Score): No students in the cohort scored a 5.0 or higher in Writing.• 51.9% Median Performance (3.0–3.9 Score): More than half of the students (14 out of 27) fall within this middle-range bracket, indicating a plateau at the "Developing" or "Expanding" levels.	Writing is the primary area of weakness, as it lacks the high-level mastery seen in other domains. While other categories like Listening, Speaking, and Reading have students reaching the 6.0 level, no student in the cohort scored a 5.0 or higher in Writing. Most students scored within the 1.4 to 3.9 range, with the highest score in this category being a 4.8
WIDA: Oral Language- 59.2% of the cohort (16 out of 27 students) achieved a score of 4.0 or higher in this category	The composite Oral Language category (which combines Listening and Speaking) shows significant proficiency across the group
WIDA: Speaking- 33.3% of the cohort (9 out of 27 students) scored below a 3.0 in Speaking	Approximately 25.9% (7 out of 27 students) are in the lowest performance tier, scoring between 1.0 and 1.9. This suggests that a quarter of the group struggles significantly with verbal expression despite often having much higher scores in Listening

Students with Disabilities

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

Data	Comments/Notable Observations
English Language Arts (ELA): Proficiency (students "At Target" or "Advanced") increased from 23% to 27%	Dynamic Learning Maps (DLM)
Mathematics: Proficiency increased from 15% to 19%.Science: Showed the most significant gains, with proficiency jumping from 17% to 27%	Dynamic Learning Maps (DLM)
High Performance in Early Math: Grade 4 Mathematics is a standout area, with 67% of students achieving "At Target" or "Advanced" status	Dynamic Learning Maps (DLM)
Secondary Mathematics Gap: Several upper grade levels struggled in Math, with Grades 6, 8, and 11 all recording 0% proficiency (At Target/Advanced) in 2025	Dynamic Learning Maps (DLM)
Grade 4 ELA Decline: Performance in Grade 4 ELA dropped from 25% proficiency in 2024 to 0% in 2025	Dynamic Learning Maps (DLM)

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.

Listening is the most significant area of proficiency for our English Learners group. Out of the 27 students listed, 16 achieved the maximum score of 6.0, indicating a very high level of receptive English language mastery across the majority of the cohort
The composite Oral Language category (which combines Listening and Speaking) shows significant proficiency across the group of English Learners as well.
DLM: High Performance in Early Math: Grade 4 Mathematics is a standout area, with 67% of students achieving "At Target" or "Advanced" status

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.

Writing is the primary area of weakness for our English Learners, as it lacks the high-level mastery seen in other domains. While other categories like Listening, Speaking, and Reading have students reaching the 6.0 level, no student in the cohort scored a 5.0 or higher in Writing. Most students scored within the 1.4 to 3.9 range, with the highest score in this category being a 4.8
DLM: Secondary Mathematics Gap: Several upper grade levels struggled in Math, with Grades 6, 8, and 11 all recording 0% proficiency (At Target/Advanced) in 2025.
DLM: Grade 4 ELA Decline: Performance in Grade 4 ELA dropped from 25% proficiency in 2024 to 0% in 2025

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Professional development for parents and teachers; participation percentage improvement, growth in assessment outcomes
Title 1 Program	Research-based literacy interventions, strong connection in supporting the district-wide MTSS process
Instructional Leadership Plan	Strong mental health infrastructure, strategic alignment between the professional development calendar and the district's assessment calendar, emphasis on data analysis and professional development for teachers and administration, multi-platform parent communication
K-12 Guidance Plan (339 Plan)	Strong alignment K-12; strong community involvement
English Language Development Programs	The ELD Program is a component of the Language Instruction Educational Program (LIEP) and is not a supplemental service. ELD takes place throughout the day for ELs (English Learners) and is delivered by both teachers who are ESL Program Specialists and non-ESL Program Specialists.

Strengths

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

The district has moved beyond a reactive model by establishing a Mental Health Task Force, appointing a Director of Mental Health, and placing Mental Health Specialists in each building. This work is systematically integrated into the Multi-Tiered Systems of Support (MTSS) framework, ensuring that behavioral and social-emotional needs are addressed alongside academic goals
A major strength of the district's intervention strategy is the existence of a clear, structured process for MTSS that addresses academic, behavioral, and social-emotional needs
The district utilizes a collaborative professional development model where the overarching PD plan is created at the district level to meet state requirements and unique district needs, while building-level administrators design specific after-school opportunities tailored to their own staff and students
The district uses a well-utilized and clearly functioning parent communication platform, up-to-date websites, and social media to celebrate student success and keep families informed
The district maintains research-based intervention strategies to ensure that the support provided to students is effective and proven

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.

Although our district is highly successful in college-preparatory metrics, we face the challenge of better preparing students for the professional world by focusing on interpersonal soft skills such as interviewing, time management, etc. We want to ensure that our students are not just academically capable, but also possess the communication and professional habits needed to thrive in vocational and co-op settings
The district facess the challenge of continuing to maintain horizontal and vertical curriculum alignment to ensure all students receive equal growth opportunities regardless of their assigned teacher and to eliminate gaps in learning during grade transitions. This requires continuous coordination and curriculum review.

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	Operational

Focus on Continuous Improvement of Instruction

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

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

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

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	Exemplary
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Exemplary

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.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

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.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
High student participation in rigorous courses of study at Danville High SchoolThe high school demonstrated a strong commitment to enrolling students in challenging coursework, substantially exceeding the state average in this area.	False
Consistent regular attendance across all schools within the Danville Area School District. All three reporting schools show strong, overall attendance rates that meet or exceed the performance standard and are notably higher than the statewide average.	False
Exceptional Academic Growth (PVAAS) at Liberty Valley Intermediate School. The intermediate school demonstrated outstanding performance in meeting annual academic growth expectations (PVAAS), indicating that students are progressing at or above expected rates.	False
The 4th grade 69% ELA Proficient (38%) and Advanced (31%) score in 2025 represents a 18 point increase from the lowest recorded rate of 51% in 2024. The 31% Advanced score is the highest Advanced achievement for Grade 4 since 2019 (39%). This suggests successful curriculum intervention within this grade level.	False
Multiple grades maintained relatively high student scoring at the Advanced level in 2025; Grade 4 (31% Advanced), Grade 6 (25% Advanced), Grade 7 (26% Advanced), and Grade 8 (23% Advanced) all showed high Advanced rates for 2025. This indicates that a substantial portion of students are mastering the subject matter	False
Grades 7 and 8 Math proficiency showed positive growth in 2025. The Grade 7 Math Proficient and Advanced scores reached 50% (22% Advanced, 28% Proficient) in 2025. This is a 10 point increase from the 2024 rate of 40%, and is the highest Grade 7 Math proficiency since 2019. The Grade 8 Math Proficient and Advanced scores of 42% (13% Advanced, 29% Proficient) in 2025 is a minor improvement over the 41% Proficient and Advanced scores in 2024. This is significant improvement from the historical low of 30% Proficient and Advanced scores in 2021.	False
Grade 4 Math Performance of 73% Proficient and Advanced (26% Proficient and 27% Advanced) in 2025 is significantly higher than the 2024 rate of 52% by a 21% increase.	False
9th Grade Keystone Biology student indicates almost every student achieving proficiency, and a very large majority demonstrating mastery (78% Advanced).	False
Listening is the most significant area of proficiency for our English Learners group. Out of the 27 students listed, 16 achieved the maximum score of 6.0, indicating a very high level of receptive English language mastery across the majority of the cohort	False
The composite Oral Language category (which combines Listening and Speaking) shows significant proficiency across the group of English Learners as well.	False
DLM: High Performance in Early Math: Grade 4 Mathematics is a standout area, with 67% of students achieving "At Target" or "Advanced" status	False
DHS offers numerous dual enrollment and articulation agreements with institutions of higher learning. During the 2024-25 school year, 86 students enrolled in the Dual Enrollment Program with Lackawanna College totaling 194 dual enrollment classes	False

which translates to approximately 582 college credits. By paying only $100 per credit, DHS students and families saved approximately $232,000 in college tuition using the PASSHE average credit cost of $500.	
DHS offers various Career & Technical Approved Programs including Agriculture Science, Agriculture Mechanization, Entrepreneurship, and Diversified Occupations. Other CTE-Approved Programs will be created over the next few years.	False
DHS students participate and perform very well in various career readiness activities including Smart Future modules, ASVAB tests, and the Senior Exit Interview process.	False
The district has moved beyond a reactive model by establishing a Mental Health Task Force, appointing a Director of Mental Health, and placing Mental Health Specialists in each building. This work is systematically integrated into the Multi-Tiered Systems of Support (MTSS) framework, ensuring that behavioral and social-emotional needs are addressed alongside academic goals	True
A major strength of the district's intervention strategy is the existence of a clear, structured process for MTSS that addresses academic, behavioral, and social-emotional needs	True
The district utilizes a collaborative professional development model where the overarching PD plan is created at the district level to meet state requirements and unique district needs, while building-level administrators design specific after-school opportunities tailored to their own staff and students	True
The district uses a well-utilized and clearly functioning parent communication platform, up-to-date websites, and social media to celebrate student success and keep families informed	True
The district maintains research-based intervention strategies to ensure that the support provided to students is effective and proven	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	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
Danville Middle School Academic Growth fell below the indicated state standard. Despite having proficiency rates slightly above the statewide average in English Language Arts and Math, the Middle School is failing to meet annual academic growth expectations (PVAAS) for its students.	True

Low Proficiency in Early Literacy (Grade 3 Reading) at Liberty Valley Intermediate SchoolA significant portion of students at the intermediate level are not meeting the standard for early reading proficiency.	False
Significant achievement gap for Economically Disadvantaged (ED) StudentsAcross all grade levels and core subjects within the Danville Area School District, students identified as Economically Disadvantaged consistently demonstrate lower proficiency and growth scores compared to the All Student Groups.	False
This 56% ELA Proficient and Advanced score ties the lowest ELA proficiency rate ever recorded for Grade 3 of 56% in 2023. This shows a continued weakness in foundational reading skills compared to the highest Proficient and Advanced score of a 75% in 2018.	False
The Grade 5 ELA Proficient and Advanced score was 53% (8% Advanced, 45% Proficient) in 2025.This 53% score is the lowest proficiency recorded for Grade 5 ELA since 2015	False
A 23rd percentile score means that the average Kindergarten student in this group is scoring lower than 77% of their peers nationally. Since this is a Fall assessment, this score primarily reflects student readiness and foundational skills upon entry into Kindergarten.	True
Although grades 7 and 8 are showing growth in Proficient and Advanced scores, Danville Middle School Mathematics overall performance consistently falls in grades 6, 7, and 8, with Proficient and Advanced scores frequently falling below 50% across multiple years: -Grade 6 reported Proficient and Advanced scores below 50% in 2016 (49%), 2017 (47%), 2019 (48%), 2021 (35%), 2022 (38%), 2023 (45%), and 2025 (47%).-Grade 7 reported Proficient and Advanced scores below or meeting 50% in 2015 (47%), 2016 (43%), 2017 (45%), 2021 (40%), 2022 (47%), 2023 (47%) and 2025 (50%).-Grade 8 reported Proficient and Advanced scores below 50% in 2016 (36%), 2017 (37%), 2018 (41%), 2019 (48%), 2021 (30%), 2022 (46%), 2023 (40%), 2024 (41%), and 2025 (42%).	False
The Keystone Algebra exam scores in grade 9 are significantly lower than in any other grade level during the 2025 school year.	False
The results for Grade 11 indicate a failure to meet the Keystone Biology standard, with 100% of students scoring Below Basic, 2025 Spring Keystone 11th grade assessments are all confirmed to be student re-takes of the Keystone Biology Assessment.	False
Writing is the primary area of weakness for our English Learners, as it lacks the high-level mastery seen in other domains. While other categories like Listening, Speaking, and Reading have students reaching the 6.0 level, no student in the cohort scored a 5.0 or higher in Writing. Most students scored within the 1.4 to 3.9 range, with the highest score in this category being a 4.8	False
DLM: Secondary Mathematics Gap: Several upper grade levels struggled in Math, with Grades 6, 8, and 11 all recording 0% proficiency (At Target/Advanced) in 2025.	False
DLM: Grade 4 ELA Decline: Performance in Grade 4 ELA dropped from 25% proficiency in 2024 to 0% in 2025	False
DHS's Career & Technical Approved Programs including Agriculture Science, Agriculture Mechanization, Entrepreneurship, and Diversified Occupations underwent an Approved Program Technical Evaluation. Corrective actions were provided by the APTE team. The corrective action plan was developed, submitted, and recently	False

accepted by PDE. DHS will address the corrective actions while also adding to the school's CTE programming.	
The Lackawanna College Dual Enrollment program is functioning well for DHS, its students, and their families. Other local institutions of higher learning are interested in entering into similar agreements. DHS is excited about potential growth, but must balance the anticipated growth in dual enrollment programs while maintaining clear enrollment protocol and procedures for students and families to follow.	False
Although our district is highly successful in college-preparatory metrics, we face the challenge of better preparing students for the professional world by focusing on interpersonal soft skills such as interviewing, time management, etc. We want to ensure that our students are not just academically capable, but also possess the communication and professional habits needed to thrive in vocational and co-op settings	False
The district facess the challenge of continuing to maintain horizontal and vertical curriculum alignment to ensure all students receive equal growth opportunities regardless of their assigned teacher and to eliminate gaps in learning during grade transitions. This requires continuous coordination and curriculum review.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Danville Middle School Academic Growth fell below the indicated state standard. Despite having proficiency rates slightly above the statewide average in English Language Arts and Math, the Middle School is failing to meet annual academic growth expectations (PVAAS) for its students.	We believe the flat growth in our middle school ELA and Math scores is a direct result of the inconsistent TDA processes we've used in the past. Because we didn't have a unified, district wide approach for so long, we've inherited significant learning gaps that are hard to close overnight.While we have already begun implementing a new curriculum and more focused instructional strategies, the current data reflects the hangover from that previous lack of consistency. Essentially, we are still working to stabilize the foundation, and the positive impact of our recent changes hasn't had enough time to fully outweigh the years of fragmented instruction.	True
A 23rd percentile score means that the average Kindergarten student in this group is scoring lower than 77% of their peers nationally. Since this is a Fall assessment, this score primarily reflects student readiness and foundational skills upon entry into Kindergarten.	Without an early measurement system, our distirct has lacked clear, data driven targets to gauge student progress against foundational requirements	True
The district facess the challenge of continuing to maintain horizontal and vertical curriculum alignment to ensure all students receive equal growth opportunities regardless of their assigned teacher and to eliminate gaps in learning during grade transitions. This requires continuous coordination and curriculum review.	Establishing formal consistency in curriculum leadership while rigorously monitoring and updating published curriculum cycles will ensure sustainable vertical and horizontal alignment across the district.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The district has moved beyond a reactive model by establishing a Mental Health Task Force, appointing a Director of Mental Health, and placing Mental Health Specialists in each building. This work is systematically integrated into the Multi-Tiered Systems of Support (MTSS) framework, ensuring that behavioral and social-emotional needs are addressed alongside academic goals	Having MTSS and mental health specialists in every building ensures that students' emotional and behavioral needs are met quickly, clearing the way for them to focus and learn better in Math and ELA. When these specialists handle the barriers to learning, teachers can spend more time on high quality instruction, leading to better academic growth for every middle schooler.
A major strength of the district's intervention strategy is the existence of a clear, structured process for MTSS that addresses academic, behavioral, and social-emotional needs	By having specialists available to help children manage feelings, develop social skills, and adjust to new routines, we remove the behavioral barriers that often interfere with early literacy and numeracy. When these specialists provide a safety net for emotional needs, kindergarten teachers can focus on delivering high quality foundational instruction. This proactive approach ensures that every child starts their academic journey with the confidence and stability needed to thrive in Reading, Math, and beyond.
The district utilizes a collaborative professional development model where the overarching PD plan is created at the district level to meet state requirements and	We will continue to leverage our existing professional development framework to support middle school educators during the implementation of new academic programs. By utilizing established training resources, we ensure our teachers are well equipped to

unique district needs, while building-level administrators design specific after-school opportunities tailored to their own staff and students	manage this transition while maintaining a high standard of excellence in the classroom.
The district uses a well-utilized and clearly functioning parent communication platform, up-to-date websites, and social media to celebrate student success and keep families informed	We will use our strong district communication network to continue to develop partnerships with district families and parents. By working closely with our community, we will encourage parent support to help us meet the specific needs and challenges in our schools.
The district maintains research-based intervention strategies to ensure that the support provided to students is effective and proven	Students at the kindergarten and middle school level who require additional support will be provided with targeted interventions. These supports are delivered through our Multi-Tiered System of Supports (MTSS) framework, utilizing proven, research based methods to ensure every student has the tools they need to succeed.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our district must prioritize professional development that enables Middle School teachers to fully understand and utilize our tiered system of instruction. While we currently devote significant time to data analysis our Middle School teachers require explicit training in the best practices and instructional moves necessary to use that data for effective differentiation. By deepening teacher understanding of our tiered framework and the specific instructional strategies required at each level we will ensure that every student including those already meeting proficiency receives the targeted intervention or enrichment needed to achieve significant annual growth.
	To address the significant readiness gap indicated by our current fall assessment scores we must establish a comprehensive screening process for all incoming Kindergarten students. This initiative will begin with intensive professional development for the educators administering these screeners to ensure high levels of accuracy and interrater reliability. Once the data is collected our primary focus will shift to building teacher capacity in interpreting these results to inform instructional changes.
	By establishing formal leadership consistency and implementing rigorous monitoring of dynamic curriculum cycles, the district guarantees equitable growth and seamless alignment to eliminate instructional gaps across all grade levels. This sustainable infrastructure replaces variability with a resilient, high quality framework, ensuring every student benefits from a predictable and cumulative pathway to academic excellence.

Goal Setting

Priority: To address the significant readiness gap indicated by our current fall assessment scores we must establish a comprehensive screening process for all incoming Kindergarten students. This initiative will begin with intensive professional development for the educators administering these screeners to ensure high levels of accuracy and interrater reliability. Once the data is collected our primary focus will shift to building teacher capacity in interpreting these results to inform instructional changes.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Drive the implementation and monitoring of effective, data-driven instructional intervention within Danville Middle School. Collaborate with teachers and instructional teams to use assessment data to guide instruction and interventions with the goal of increasing PSSA proficiency by at least 10 percentage points on an annual basis in ELA and Math as measured by the PSSA.		
Measurable Goal Nickname (35 Character Max)		
Instructional Improvement at the Middle School		
Target Year 1	**Target Year 2**	**Target Year 3**
Drive the implementation and monitoring of effective, data-driven instructional intervention within Danville Middle School. Collaborate with teachers and instructional teams to use assessment data to guide instruction and interventions with the goal of increasing PSSA proficiency by at least 3 percentage points on an annual basis in ELA and Math as measured by the PSSA.	Drive the implementation and monitoring of effective, data-driven instructional intervention within Danville Middle School. Collaborate with teachers and instructional teams to use assessment data to guide instruction and interventions with the goal of increasing PSSA proficiency by at least 6 percentage points on an annual basis in ELA and Math as measured by the PSSA.	Drive the implementation and monitoring of effective, data-driven instructional intervention within Danville Middle School. Collaborate with teachers and instructional teams to use assessment data to guide instruction and interventions with the goal of increasing PSSA proficiency by at least 10 percentage points on an annual basis in ELA and Math as measured by the PSSA.

Priority: By establishing formal leadership consistency and implementing rigorous monitoring of dynamic curriculum cycles, the district guarantees equitable growth and seamless alignment to eliminate instructional gaps across all grade levels. This sustainable infrastructure replaces variability with a resilient, high quality framework, ensuring every student benefits from a predictable and cumulative pathway to academic excellence.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
Identify a consistent system to screen incoming kindergarteners. Provide professional development for kindergarten teachers on the implementation of the screener, the analysis of the assessment data, and the development of corresponding best instructional practices.		
Measurable Goal Nickname (35 Character Max)		
Kindergarten Screener		
Target Year 1	**Target Year 2**	**Target Year 3**
Identification and use of a consistent kindergarten screening tool.	Professional development for teachers on the implementation of the screener and the analysis of the assessment data.	Identify a consistent system to screen incoming kindergarteners. Provide professional development for kindergarten teachers on the implementation of the screener, the analysis of the assessment data, and the development of corresponding best instructional practices.

Priority: Our district must prioritize professional development that enables Middle School teachers to fully understand and utilize our tiered system of instruction. While we currently devote significant time to data analysis our Middle School teachers require explicit training in the best practices and instructional moves necessary to use that data for effective differentiation. By deepening teacher understanding of our tiered framework and the specific instructional strategies required at each level we will ensure that every student including those already meeting proficiency receives the targeted intervention or enrichment needed to achieve significant annual growth.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Establish a district-wide curriculum development cycle that ensures both the vertical and horizontal alignment of curriculum in all subject areas across the district.		
Measurable Goal Nickname (35 Character Max)		
Alignment of Curriculum		
Target Year 1	**Target Year 2**	**Target Year 3**
Develop a curriculum review and enhancement process for the district. This must include a long term curricular decision making and design process as well as annual review protocols.	Actively work with the administration team and curriculum leads to put this process into place.	Establish a district-wide curriculum development cycle that ensures both the vertical and horizontal alignment of curriculum in all subject areas across the district.

Action Plan

Measurable Goals

Instructional Improvement at the Middle School	Kindergarten Screener
Alignment of Curriculum	

Action Plan For: High Impact Instructional Strategies

Measurable Goals:
• Drive the implementation and monitoring of effective, data-driven instructional intervention within Danville Middle School. Collaborate with teachers and instructional teams to use assessment data to guide instruction and interventions with the goal of increasing PSSA proficiency by at least 10 percentage points on an annual basis in ELA and Math as measured by the PSSA.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Analyze areas of instructional concern through student data analysis and classroom observations.		2026-03-01	2029-03-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction	NWEA Map results; Firefly results	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Weekly teacher professional development on instructional best practices		2026-03-01	2029-03-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction	ELA curriculum	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Individual instructional coaching for select middle school teachers		2026-03-01	2029-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
ELA Instructional Coach	ELA curriculum	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improved PSSA ELA and math data in grades 6-8	NWEA Map assessments are given and analyzed three times a year. Firefly assessments are given and analyzed twice a year. Administrators conduct classroom observations throughout the school year.

Action Plan For: Evidence-based Early Screening and Data-Based Instruction

Measurable Goals:
• Identify a consistent system to screen incoming kindergarteners. Provide professional development for kindergarten teachers on the implementation of the screener, the analysis of the assessment data, and the development of corresponding best instructional practices.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify an evidence-based kindergarten screener.		2026-03-01	2026-05-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Director of Curriculum and Instruction	Kindergarten Screener	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Professional development on the implementation of the kindergarten screener		2026-05-01	2026-09-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction and Elementary Principal	Kindergarten Screener	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide professional development on the analysis of screening data and the corresponding best instructional practices.		2026-08-01	2029-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction and Elementary Principal	Kindergarten Screener	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Improved knowledge of incoming kindergarteners, ability to monitor kindergarten growth over time, and individualized interventions for kindergarten students	Professional development provided by Director of Curriculum and Instruction and Elementary Principal. Ongoing classroom observations by Elementary Principal. Data analysis of screener and other kindergarten growth measures.

Action Plan For: Aligned Curriculum

Measurable Goals:
• Establish a district-wide curriculum development cycle that ensures both the vertical and horizontal alignment of curriculum in all subject areas across the district.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop a six-year curriculum selection and development process.		2026-03-01	2026-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction	curriculum cycle; curriculum maps	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement the six-year curriculum selection and development process with the administrative team and teacher curriculum leads		2026-06-02	2029-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction	curriculum cycle; curriculum maps	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop an annual curriculum review process.		2026-03-01	2026-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction	curriculum process; curriculum maps	No	Yes

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Implement the annual curriculum review process with the administrative team and teacher curriculum leads		2026-06-01	2029-03-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Director of Curriculum and Instruction	curriculum process; curriculum maps	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Fully executed long term curriculum development cycle and annual curriculum review process.	These processes will be created by the Director of Curriculum and Instruction who will then oversee their execution by administration and curriculum leads on an annual basis.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High Impact Instructional Strategies	Analyze areas of instructional concern through student data analysis and classroom observations.
High Impact Instructional Strategies	Weekly teacher professional development on instructional best practices
Evidence-based Early Screening and Data-Based Instruction	Professional development on the implementation of the kindergarten screener
Evidence-based Early Screening and Data-Based Instruction	Provide professional development on the analysis of screening data and the corresponding best instructional practices.
Aligned Curriculum	Implement the six-year curriculum selection and development process with the administrative team and teacher curriculum leads
Aligned Curriculum	Implement the annual curriculum review process with the administrative team and teacher curriculum leads

Instructional Best Practices in a Middle School Setting

Action Step		
• Weekly teacher professional development on instructional best practices • Provide professional development on the analysis of screening data and the corresponding best instructional practices.		
Audience		
Middle School Math and ELA Department Leads, General Education and Special Education Teachers		
Topics to be Included		
Data analysis with beginning, middle and end of year analysis, development of intial and adjustment of instructional groupings related to the data, best practice strategies.		
Evidence of Learning		
Increase in students meeting proficiency on end of the year benchmarks and state summative assessment		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum and Instruction, Building Principal and Assistant Principal	2026-03-02	2027-03-02

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	weekly sessions
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Professional Development on the Implementation of the Kindergarten Screener

Action Step
• Professional development on the implementation of the kindergarten screener • Provide professional development on the analysis of screening data and the corresponding best instructional practices.
Audience
Head Start Teachers, Kindergarten Teachers, Reading Specialists, Specail Education Teachers

Topics to be Included		
Implementation of the chosen screener, data analysis, utilizing data to inform instructional practices		
Evidence of Learning		
Screener implementation, differentiated instruction; small group instruction, interventions		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Instruction and Curriculum, Building Principal	2026-03-02	2026-10-02

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Curriculum Cycle Implementation and Review Process

Action Step		
• Implement the six-year curriculum selection and development process with the administrative team and teacher curriculum leads • Implement the annual curriculum review process with the administrative team and teacher curriculum leads		
Audience		
Administrators, Curriculum teacher leads, content teachers		
Topics to be Included		
How to read and utilize the curriculum maps, corresponding resources, and corresponding assessments, horizontal and vertical alignment, state standards		
Evidence of Learning		
Curriculum implemented in the classroom		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum and Instruction	2026-03-31	2029-03-31

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	As needed per the curriculum cycle
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Communicating About Student Data

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	DASD Board of Directors; teachers; parents	After each assessment: NWEA Maps, Firefly, and PSSA scores are shared at a public board meeting, on our website, with teachers in professional development, and with parents in individual student reports.	Director of Curriculum and Instruction	03/01/2026	03/31/2029

Communications

Type of Communication	Frequency
Presentation	After each assessment: NWEA Maps, Firefly, and PSSA scores are shared at a public board meeting, on our website, with teachers in professional development, and with parents in individual student reports.
Letter	After each assessment: NWEA Maps, Firefly, and PSSA scores are shared at a public board meeting, on our website, with teachers in professional development, and with parents in individual student reports.
Posting on district website	After each assessment: NWEA Maps, Firefly, and PSSA scores are shared at a public board meeting, on our website, with teachers in professional development, and with parents in individual student reports.

Communication about Kindergarten Screening					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Kindergarten teachers , kindergarten families, Board of Directors	Results of kindergarten screeners	Director of Curriculum and Instruction	05/01/2026	03/31/2029

Communications

Type of Communication	**Frequency**
Letter	Individual student results shared with each family.
Presentation	Overall scores shared with the Board of Directors
Presentation	Professional development presentation for kindergarten teachers

Curriculum Communication					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	DASD Board of Directors and curriculum lead teachers	Explanation of the curriculum development process	Director of Curriculum and Instruction	06/01/2026	03/31/2029

Communications

Type of Communication	**Frequency**
Presentation	Presentation to the Board of Directors; Presentation to the curriculum leads

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date