

Pottsville Area SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		129546103
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Address 2		
City	State	Zip Code
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LEA Profile

Summary of Pottsville Area School District:

The Pottsville Area School District (PASD) is located in central Schuylkill County, Pennsylvania. PASD serves Kindergarten through 12th grade students residing in the City of Pottsville and five additional municipalities: the boroughs of Mechanicsville, Mount Carbon, Port Carbon, Palo Alto, and Norwegian Township. Additionally, PASD has had tuition-based agreements since the 1989-1990 school year with the Saint Clair Area School District (SCASD) for their 9th through 12th grade students to attend the Pottsville Area High School. The Pottsville Area School District encompasses 12 square miles and also serves the HS students residing within the approximately 48 square miles of SCASD from the boroughs of Middleport, New Philadelphia, and Saint Clair, combined with the townships of Blythe, East Norwegian, and New Castle. The populations within both districts consist of urban, suburban, and rural communities.

The City of Pottsville is home to approximately 13,404 residents as of 2025, with a median household income of \$53,465¹. As the county seat of Schuylkill County, Pottsville, along with the surrounding areas, has transitioned from the historical coal and textile industries to a workforce comprised of healthcare and service providers, distribution center employees, governmental agency workers and small business owners. The District's proximity to transportation corridors, including Interstates 78, 80, and 81, allows for easy access to metropolitan areas.

The Pottsville Area School District has three schools: John S. Clarke Elementary Center (K-4th grades), DHH Lengel Middle School (5th – 8th grade), and Pottsville Area High School (9th – 12th grades). The high school, built in 1933, features a 1500-seat auditorium, a Little Theatre, a planetarium, and two gymnasiums. The middle school, constructed in 1970, houses Martz Hall and is a premier sports venue in Pennsylvania. The John S. Clarke Elementary Center, formerly the Van Heusen plant, was constructed in 1982 and features an upper and lower campus. Due to the aging facilities that have not been renovated, the District is in the midst of work on the Martz Hall roof through a RACP grant and is in the planning process to use ESSER funds for HVAC upgrades in every building and possibly masonry work at PAHS.

The PASD has a one-to-one iPad program across all grade levels. Students have access to virtual learning through a combination of PASD faculty and third-party providers. Pottsville Area High School students are able to apply for Schuylkill Technology Centers, which has 21 programs. PAHS also partners with Schuylkill EMS and Lehigh Valley Health Network to provide the only High School EMT program in the county that will allow graduates of this program to be job-ready upon successful completion of their National Registry certification exam. The District has a partnership with Child Development, which educates preschool children within Pottsville and Schuylkill County. The Child Development program earned a PA Keystone STARS 4 Rating and progressively serves students and their families through Head Start and Pre-K Counts with a focus on Social-Emotional Learning and Positive Behavior Interventions and Supports, in addition to academics. Local post-secondary options include Alvernia University, Penn State Schuylkill Campus, Lehigh Carbon Community College, Empire Beauty School, and Schuylkill Technology Centers. District students, staff and families benefit educationally, financially and socially from relationships with local businesses and organizations located in the school district such as the **Schuylkill Chamber of Commerce**, **Northeast PA Manufacturers & Employers Association**, **CareerLink**, **Pottsville Business Association**, **Salvation Army**, **Schuylkill YMCA**, **Yuengling Brewery**, **Pottsville Housing Authority**, **CACL Financial**, **Explore Schuylkill**, **Schuylkill County Council for the Arts** and many more. The District is experiencing growth and

revitalization due to the addition of a variety of small businesses, **Alvernia University's Pottsville CollegeTowne** , and the planned Granbury Manor Estates in the Peach Mountain section of Norwegian Township.

A variety of athletics, clubs, and program opportunities are offered to Pottsville Area School District students including:

- ACHIEVE After School Program
- PIAA Athletics – Basketball, Baseball, Cross Country, Football, Golf, Softball, Soccer, Swimming, Tennis, Track & Field, Volleyball, and Wrestling
- Band (including Flags and Majorettes) and Chorus with additional small musical group opportunities
- Big Impact Group
- Cheerleading
- Clubs – AID, Alethea, Art, Astronomy, Interact-Key Club-Leo, Ecology, Lit/Art Magazine, Senior Mural, SADD, Sketch, Student Council, TKD and World Languages
- Career Programming including YES (Your Employability Skills) and Martz Hall serves as a hub for College & Career Fairs for Schuylkill County
- Field Trips
- National Honor Society
- Math 24 and Math Counts
- Musical Productions
- Local presenters, including Clarissa from SARCC and Porcupine Pat
- Observatory – Pottsville Area High School
- Publications – Award winning Yearbook, TideLines and Lengel Lingo
- School Dances, Holiday Prom and Senior Prom
- Spelling Bee
- STEM – including Envirothon, K'nex competition, What's So Cool About Manufacturing and Tech Club
- Tutoring
- Youth Summit and Junior Advisory

A greater focus on building positive relationships and decision making is reflected in the PRIDE Positive Behavior Intervention and Supports programming and reward system.

Along with these activities, the school buildings and facilities serve as the hub of our community. Family events to showcase student work and performances include the Art Show, Book Fairs, Title I Family Nights, Career programming and more. Various organizations such as Gabriel Youth Symphony Orchestra, Youth Basketball and Wrestling, Midget Football and Cheerleading, Parent-Teacher Organizations (PTO), Teener League Baseball and the Winter Carnival use the school grounds and facilities for activities throughout the year.

Resource links:

Big Impact (formerly Big Brothers/Big Sisters): <https://www.bigschuylkillcounty.org>

Pottsville City Redevelopment Authority: <http://www.city.pottsville.pa.us>

City of Pottsville: <http://www.city.pottsville.pa.us>

PADCO (Pottsville Area Development Corporation): <https://www.downtownpottsville.com>

Child Development: <http://childdevelop.org>

Port Carbon Library: <https://www2.iu29.org/ptcpl/>

Pottsville Area Little League: <https://www.facebook.com/PottsvilleAreaLittleLeague>

Pottsville Cruise: <https://www.facebook.com/events/humane-fire-company/2021-great-pottsville-cruise/899278594205832>

Pottsville Free Public Library: <http://www.pottsvillelibrary.org>

Pottsville Area Soap Box Derby: <https://www.facebook.com/Pottsville-Area-Soap-Box-Derby-1459764207659113>

Schuylkill Intermediate Unit #29: <https://www.iu29.org> and

<https://www.facebook.com/SchuylkillIntermediateUnit29>

Schuylkill Technology Centers: <https://www.stcenters.org> and

<https://www.facebook.com/STCProud>

(1) Data retrieved on October 20, 2021 from <https://www.census.gov/search-results.html?searchType=web&cssp=SERP&q=Pottsville%20city,%20PA>

Mission and Vision

Mission

Pottsville Area School District... Discover possibilities Uncover potential Develop purpose

Vision

The Pottsville Area School District's vision focuses on students uncovering their potential and developing purpose. In collaboration with families and community partners, school staff will guide students to discover possibilities for becoming productive members of society.

Educational Values

Students

The Pottsville Area School District believes that all students can learn. Learning styles differ, but all students are entitled to reach their highest potential. We believe high standards and differentiated instruction result in higher achievement.

Staff

A dedicated staff, caring community, and safe environment in which to learn are essential for the success of the educational program.

Administration

The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline.

Parents

Parents/Guardians are partners with the Pottsville Area School District to ensure students have access and opportunities to discover possibilities, uncover potential, and develop purpose. We encourage families to participate with their child(ren) in the learning process within and beyond our physical school buildings.

Community

Our educational community believes that excellence in education is worth the commitment of time, effort, and monetary investment. The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encouraging personal responsibility, hard work, and self-discipline.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Attendance	Overall attendance has increased. It has only decreased marginally at the middle school.
Graduation Cohort	The 4 yr. graduation cohort has increased and is above the state average of 88%.
Career Standards	High school and middle school are above the state average and have increased since the previous year
ELA Achievement at the HS	ELA at the HS (57.2% is above the state average of 49.9%)

Challenges

Indicator	Comments/Notable Observations
Math achievement	Math achievement at the HS (39.8%), MS (28.2%), and ES (37.5%) are below the state average (41.7%)
ELA achievement	ELA achievement at the MS (33.7%) and the ES (34.7%) are below the state average (49.9%)

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

Strengths

Indicator ELA Growth Grade Level(s) and/or Student Group(s) Elementary (3 and 4) HS	Comments/Notable Observations PVAAS all student group has an academic growth score of 99(ES) PVAAS all student group has an academic growth score of 76(HS) Hispanic (79), white (92), ED (86), SWD (77), and combined ethnicity (88) all have increased in growth (ES)
Indicator Math Growth Grade Level(s) and/or Student Group(s) Elementary (3 and 4) MS (6-8)	Comments/Notable Observations PVAAS all student group has an academic growth score of 99(ES) PVAAS all student group has an academic growth score of 89(MS) White (86) and economically disadvantaged (89) groups at the middle school are showing growth in math (MS) Hispanic (82), white (93), ED (80), and combined ethnicity (79) have all increased in growth(ES)

Challenges

Indicator ELA achievement Grade Level(s) and/or Student Group(s) High school All subgroups have decreased achievement at the high school Middle school all subgroups except for 2 or more races have decreased achievement Elementary school - All subgroups have decreased achievement	Comments/Notable Observations All subgroups have decreased achievement at the high school Middle school all subgroups except for 2 or more races have decreased achievement Elementary school - All subgroups have decreased achievement
Indicator Math achievement Grade Level(s) and/or Student Group(s) High school all subgroups	Comments/Notable Observations all subgroups have decreased achievement at the high school middle school - all subgroups decreased in achievement except for the Hispanic subgroup which slightly increased (19.3 to 19.6) Elementary School - all subgroups decreased in math achievement

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.

Attendance: Overall attendance has increased. It has only decreased marginally at the middle school.
The all student group in ELA PVAAS in HS and ES has an academic growth (76 and 99 respectively)
The all student group in Math PVAAS in MS and ES has an academic growth (89 and 99 respectively)

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.

Student achievement in math decreased in all 3 schools (all 3 schools are below the state average)
Student achievement in ELA decreased in the MS and ES and are below the state average
Student attendance in the high school (70.2%), the middle school 79.4%), and the elementary school (74.3%) are below the state average of 79.6%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IXL	Elementary - - Continue using iXL reading program as an additional intervention and data tool to track reading progress in K-4 (Added for the 2023-2024 school year and will continue to be utilized.) Middle School- iXL benchmark data will be utilized to form intervention groups to target students' needs in the classrooms. - iXL benchmark data will be reviewed by classrooms teachers to help guide instruction. High School - IXL is utilized by grades 9-11 students in Keystone trigger courses along with special education students. 46% of teachers have utilized IXL regularly within their classrooms 4356 skills are proficient 2635 skills have been mastered 14% of students are far below grade level 1% of students are below grade level 1% of students are at grade level 1% of students are above grade level 83% of students are not pinpointed at this time
DiBELS	- DIBELS scores are used to form intervention groups and identify those students needing extra reading support from the Title I Team. - DIBELS 23-24 Student Data across grade levels: - Kindergarten: 88/89 students increased letters named in one minute. 98.9% of students showed BOY to EOY Growth. - Kindergarten: BOY - 30% Benchmark or Above and EOY - 66% Benchmark or Above - First Grade: 78/80 students increased the number of letter sounds in Nonsense words. 97.5% of students had BOY to EOY 2025 Growth. - First Grade: BOY - 36% Benchmark or Above and EOY - 51% Benchmark or Above - Second Grade: 90/93 students improved their accuracy when reading during the DIBELS ORF probe. 96.78% of students showed growth from BOY to EOY 2025. - Second Grade: BOY - 42% Benchmark or Above and EOY - 53% Benchmark or Above - Third Grade: 61/64 students improved their accuracy when reading during the DIBELS ORF probe. 95.3% of students showed BOY to EOY 2025. - Third Grade: BOY - 40% Benchmark or Above and EOY - 44% Benchmark or Above - Fourth Grade: 29/42 students improved their accuracy when reading during the AMIRA progress monitoring. 69% of students showed BOY 2025 to EOY Growth. - Fourth Grade (AMIRA): BOY - 57% at or above 50th percentile and EOY - 57% at or above 50th percentile Middle School - - Title I benchmark data will continue to be utilized to form intervention groups to target students' needs. - PVAAS projection data will be utilized to form intervention groups to target students' needs.
Into Reading Series: K-5	- All grade levels have submitted the pacing snapshot to ensure the scope and sequence is being followed. We will continue this in the 25-26 school year. - Based on the snapshot data collected throughout the school year, pacing is still an issue with the ELA series. - Into Reading introduced a Structured Literacy component to the series in 24-25. The 24-25 school year was a transitional year for Structured Literacy. Teachers need to use ALL elements of Structured Literacy.
AIMS Web Data	52% of students showed growth. All student group-66.8% Students with disabilities--18.6% Large discrepancy between TSI subgroup and all student group
Reading Plus	76% of students showed growth in reading. Reading Plus was implemented beginning in 20/21 and is continued to be used to date. 76% of students enrolled in Reading Plus demonstrated growth in overall reading skills.

English Language Arts Summary

Strengths

IXL Students in grades 9-11 have grown with respect to the average change in diagnostic levels. The iXL program correlates with our ELA series in grade 5 and curriculum in grades 6-8.
Reading Plus in the high school: 76% of students with disabilities showed growth in reading.
AIMSWEB in the high school: 52% of students with disabilities showed growth.
DIBELS, benchmarking data, and progress monitoring have assisted teachers and reading specialists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.

Challenges

Into Reading introduced a Structured Literacy component to the series in 24-25. The 24-25 school year was a transitional year for Structured Literacy. Teachers need to use ALL elements of Structured Literacy. Instruction and development of literacy, within and outside of the classroom, need to be a priority. The gap in reading levels and the presence of many students reading well below grade level may be attributed to this.
Based on data collected throughout the school year, pacing is an issue with the ELA series. All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.
Students still need additional support to fill learning gaps in phonics, phonemic awareness, vocabulary, reading comprehension, and fluency, as well as writing, spelling, and oral language. We will be training in LETRS for the next two school years to help address these gaps.
One challenge we face is ensuring consistent use of programs and data. While we've built an MTSS process and prioritized Tier I differentiated instruction through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction.

Mathematics

Data	Comments/Notable Observations
PSSA: Grades 5-8	- Cohort data, student-specific data, and PVAAS projections will be analyzed to identify opportunities for growth.
iXL Benchmarks	Middle School IXL - iXL benchmark data will continue being utilized to form intervention groups to target students' needs in the classrooms. - iXL benchmark data will continue being reviewed by classrooms teachers to help guide instruction. High School IXL 5936 skills are proficient 2285 skills are mastered 9th-grade students have grown respectfully to their diagnostic levels each month

Mathematics Summary

Strengths

The Title I interventionists all provided additional support in Math for the 24-25 school year.
The iXL program was implemented across grade levels and utilized for benchmarking purposes. Benchmarking data from iXL has assisted teachers and math interventionists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.
A new math series will be considered for Algebra for the middle and high school for the 26-27 school year. The new math series offers numerous instructional tools that can assist teachers in providing targeted instruction to students.
High School- Essentials for Algebra (SRA), an intervention math program, has been utilized since the 20/21 school year and is aligned with the PA Core Standards. There are 29 students enrolled in the program which provides 1 additional period of math per week for a total of 36 periods per year.

Challenges

All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.
IXL All 10th & 11th-grade students have decreased within their diagnostic levels
Higher absentee rates prevent some students from benchmarking. This makes utilizing benchmarking data and conducting diagnostic assessments more difficult with the special education population.
Elementary - One challenge we face is ensuring consistent use of programs and data. While we've built a strong MTSS process and prioritized Tier I differentiated instruction through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Common classroom assessments	Teachers are utilizing a new science series aligned with STEELS.

Science, Technology, and Engineering Education Summary

Strengths

Teachers are utilizing a new science series aligned with STEELS.
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Challenges

Reviewing the master schedule to accommodate time for the phenomena science method.

Related Academics

Career Readiness

Data	Comments/Notable Observations
In each grade level, PA Career Readiness Standards are taught. A career readiness project is completed in every grade level in addition to presentations and/or activities.	Smart Futures is being utilized as a supplemental resource.

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

Alvernia University

Agreement Type

Local Articulation

Program/Course Area

Education Programs

Uploaded Files

Alvernia 2022-2025.pdf

Partnering Institution

Kutztown University of Pennsylvania

Agreement Type

Local Articulation

Program/Course Area

Education Programs

Uploaded Files

Kutztown 2025-2030.pdf

Partnering Institution

Commonwealth University of Pennsylvania

Agreement Type

Local Articulation

Program/Course Area

Education Programs

Uploaded Files

Commonwealth 2023-2028.pdf

Partnering Institution

Lebanon Valley College

Agreement Type

Local Articulation

Program/Course Area

Education Programs

Uploaded Files

LVC 2023-2026.pdf

Partnering Institution

Marywood University

Agreement Type

Local Articulation

Program/Course Area

Education Programs

Uploaded Files

Marywood 2025-2026.pdf

Partnering Institution

Millersville University of Pennsylvania

Agreement Type

Local Articulation

Program/Course Area

Education Programs

Uploaded Files

Millersville 2025-2029.pdf

Partnering Institution

Susquehanna University

Agreement Type

Local Articulation

Program/Course Area

Education Programs

Uploaded Files

Susquehanna Univ 2025-2026.pdf

Partnering Institution

The Pennsylvania State University

Agreement Type

Dual Credit

Program/Course Area

High School Dual Credit

Uploaded Files

PSU.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.

Various articulation agreements in place for student opportunity.

We have a system named Smartfutures in place k-12 to track career readiness standards.
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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.

Considering the opportunities available through dual credit, being able to assist families financially to pursue the opportunities through District funding.
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Tracking student compliance with career readiness standards when students enroll from other districts.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ACCESS Data	5% of our English Language Learners demonstrated growth on ACCESS testing

Students with Disabilities

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

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.

There is an ESL teacher in each building.

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 attendance in all sub-groups can be a challenge.

Designated Schools

Lengel MS

Priority Challenge	Comments and Notable Observations
Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in ELA. The following subgroup also decreased in performance from the previous year: Black.	If students are engaged in their learning and teachers consistently analyze student data from local assessments with building leaders, then the all student subgroup achievement will increase in ELA.
Future Ready PA Index data 23-24: In 23-24, no student subgroup met or exceeded the interim goal/improvement in Mathematics. The following subgroups also decreased in performance from the previous year: Hispanic and Students with Disabilities.	If students are engaged in their learning and teachers consistently analyze student data from local assessments with building leaders, then the all student subgroup achievement will increase in Math.

Systemic LEA Challenges
Increasingly complex student needs and growing concerns about foundational skill gaps, coupled with the absence of a cohesive, evidence-based system to track and monitor multi-tiered systems of support.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	We offer a continuum of special education services to our students.
Title 1 Program	Two of our schools, the elementary school and the middle school are school wide title 1 schools
Student Services	We offer ACHIEVE, ESAP, SAP, Guidance, PBIS, after school tutoring, ESL summer tutoring. We added a graduation coach at the high school, and hired a District employed ESL teacher.
K-12 Guidance Plan (339 Plan)	We added a school counselor at our elementary school and added an additional school counselor at the middle and high schools.
Technology Plan	We are a 1 to 1 iPad program school district and added a STEM teacher in our elementary school.
English Language Development Programs	Our services for the ELD program are provided through IU 29. We added one District employed ESL teacher during the 2022-2023 school year and an additional ESL teacher during the 2023-2024 school year.

Strengths

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

We added additional personnel to meet the needs of our learners.
We added a District employed ESL teachers due to the increasing EL population.
We added school counselors at each school to provide support for all students

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.

Consistent attendance by students
Lack of substitute teacher availability
Consistent data benchmarking needs to be implemented.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	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.

The district successfully leverages grants, Title I services, and community partnerships, supported by sound fiscal practices.
Since the previous comprehensive planning cycle, the district has expanded personnel to enhance academic instruction and behavioral support for students. (3 Assistant principals, a full-time police officer, a graduation coach, certified school counselors, special education teachers, ESL teacher, Behavior interventionists, reading and math interventionists, class-size reduction teachers, school nurse, and librarians.)
Robust elective opportunities for students at the high school level.
Administrators, faculty, and staff are student-centered and cognizant of increasing student needs.
District leadership coordinates with families, community organizations, and agencies to provide comprehensive supports aligned to student needs

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.

Increasingly complex student needs and growing concerns about foundational skill gaps, coupled with the absence of a cohesive, evidence-based system to track and monitor multi-tiered systems of support.
Identifying student needs through performance data and implementing instructional strategies and programs to support success for all learners.
Constraints within the existing master schedules reduce opportunities for high-quality instruction, collaborative planning, and continuous professional development.
The condition and age of facilities are reducing access to safe, appropriate spaces for instruction and student activities.

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
Attendance: Overall attendance has increased. It has only decreased marginally at the middle school.	False
Attendance: Overall attendance has increased. It has only decreased marginally at the middle school.	False
The all student group in ELA PVAAS in HS and ES has an academic growth (76 and 99 respectively)	False
The all student group in ELA PVAAS in HS and ES has an academic growth (76 and 99 respectively)	False
The all student group in Math PVAAS in MS and ES has an academic growth (89 and 99 respectively)	False
IXL Students in grades 9-11 have grown with respect to the average change in diagnostic levels. The iXL program correlates with our ELA series in grade 5 and curriculum in grades 6-8.	False
The all student group in Math PVAAS in MS and ES has an academic growth (89 and 99 respectively)	False
Reading Plus in the high school: 76% of students with disabilities showed growth in reading.	False
IXL Students in grades 9-11 have grown with respect to the average change in diagnostic levels. The iXL program correlates with our ELA series in grade 5 and curriculum in grades 6-8.	False
Reading Plus in the high school: 76% of students with disabilities showed growth in reading.	False
AIMSWEB in the high school: 52% of students with disabilities showed growth.	False
AIMSWEB in the high school: 52% of students with disabilities showed growth.	False
DIBELS, benchmarking data, and progress monitoring have assisted teachers and reading specialists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.	False
DIBELS, benchmarking data, and progress monitoring have assisted teachers and reading specialists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.	False
The Title I interventionists all provided additional support in Math for the 24-25 school year.	False
The Title I interventionists all provided additional support in Math for the 24-25 school year.	False
The iXL program was implemented across grade levels and utilized for benchmarking purposes. Benchmarking data from iXL has assisted teachers and math interventionists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.	False

The iXL program was implemented across grade levels and utilized for benchmarking purposes. Benchmarking data from iXL has assisted teachers and math interventionists in forming small groups to help students receive the correct support. Groups are flexible, thus allowing students to receive help in targeted areas specific to their learning needs.	False
A new math series will be considered for Algebra for the middle and high school for the 26-27 school year. The new math series offers numerous instructional tools that can assist teachers in providing targeted instruction to students.	False
A new math series will be considered for Algebra for the middle and high school for the 26-27 school year. The new math series offers numerous instructional tools that can assist teachers in providing targeted instruction to students.	False
High School- Essentials for Algebra (SRA), an intervention math program, has been utilized since the 20/21 school year and is aligned with the PA Core Standards. There are 29 students enrolled in the program which provides 1 additional period of math per week for a total of 36 periods per year.	False
High School- Essentials for Algebra (SRA), an intervention math program, has been utilized since the 20/21 school year and is aligned with the PA Core Standards. There are 29 students enrolled in the program which provides 1 additional period of math per week for a total of 36 periods per year.	False
Teachers are utilizing a new science series aligned with STEELS.	False
Teachers are utilizing a new science series aligned with STEELS.	False
There is an ESL teacher in each building.	False
There is an ESL teacher in each building.	False
We added additional personnel to meet the needs of our learners.	False
We added additional personnel to meet the needs of our learners.	False
We added a District employed ESL teachers due to the increasing EL population.	False
We added a District employed ESL teachers due to the increasing EL population.	False
We added school counselors at each school to provide support for all students	False
We added school counselors at each school to provide support for all students	False
The district successfully leverages grants, Title I services, and community partnerships, supported by sound fiscal practices.	True
The district successfully leverages grants, Title I services, and community partnerships, supported by sound fiscal practices.	False
Since the previous comprehensive planning cycle, the district has expanded personnel to enhance academic instruction and behavioral support for students. (3 Assistant principals, a full-time police officer, a graduation coach, certified school counselors, special education teachers, ESL teacher, Behavior interventionists, reading and math interventionists, class-size reduction teachers, school nurse, and librarians.)	True

Various articulation agreements in place for student opportunity.	False
We have a system named Smartfutures in place k-12 to track career readiness standards.	False
Since the previous comprehensive planning cycle, the district has expanded personnel to enhance academic instruction and behavioral support for students. (3 Assistant principals, a full-time police officer, a graduation coach, certified school counselors, special education teachers, ESL teacher, Behavior interventionists, reading and math interventionists, class-size reduction teachers, school nurse, and librarians.)	False
Robust elective opportunities for students at the high school level.	True
Robust elective opportunities for students at the high school level.	False
Administrators, faculty, and staff are student-centered and cognizant of increasing student needs.	True
Administrators, faculty, and staff are student-centered and cognizant of increasing student needs.	False
District leadership coordinates with families, community organizations, and agencies to provide comprehensive supports aligned to student needs	True
District leadership coordinates with families, community organizations, and agencies to provide comprehensive supports aligned to student needs	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
Student achievement in math decreased in all 3 schools (all 3 schools are below the state average)	False
Student achievement in math decreased in all 3 schools (all 3 schools are below the state average)	False
Student achievement in ELA decreased in the MS and ES and are below the state average	False
Student achievement in ELA decreased in the MS and ES and are below the state average	False
Student attendance in the high school (70.2%), the middle school 79.4%), and the elementary school (74.3%) are below the state average of 79.6%	False
Student attendance in the high school (70.2%), the middle school 79.4%), and the elementary school (74.3%) are below the state average of 79.6%	False
Into Reading introduced a Structured Literacy component to the series in 24-25. The 24-25 school year was a transitional year for Structured Literacy. Teachers need to use ALL elements of Structured Literacy. Instruction and development of literacy, within and outside of the classroom, need to be a priority. The gap in reading levels and the presence of many students reading well below grade level may be attributed to this.	False
Into Reading introduced a Structured Literacy component to the series in 24-25. The 24-25 school year was a	False

transitional year for Structured Literacy. Teachers need to use ALL elements of Structured Literacy. Instruction and development of literacy, within and outside of the classroom, need to be a priority. The gap in reading levels and the presence of many students reading well below grade level may be attributed to this.	
Based on data collected throughout the school year, pacing is an issue with the ELA series. All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.	False
Based on data collected throughout the school year, pacing is an issue with the ELA series. All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.	False
Students still need additional support to fill learning gaps in phonics, phonemic awareness, vocabulary, reading comprehension, and fluency, as well as writing, spelling, and oral language. We will be training in LETRS for the next two school years to help address these gaps.	False
Students still need additional support to fill learning gaps in phonics, phonemic awareness, vocabulary, reading comprehension, and fluency, as well as writing, spelling, and oral language. We will be training in LETRS for the next two school years to help address these gaps.	False
One challenge we face is ensuring consistent use of programs and data. While we've built an MTSS process and prioritized Tier I differentiated instruction through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction.	False
One challenge we face is ensuring consistent use of programs and data. While we've built an MTSS process and prioritized Tier I differentiated instruction through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction.	False
All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.	False
All educators need to be trained on how to effectively analyze student data and identify areas where students need additional support. The goal is for them to use the insights gleaned from the data to align instruction with students' specific needs.	False
IXL All 10th & 11th-grade students have decreased within their diagnostic levels	False
IXL All 10th & 11th-grade students have decreased within their diagnostic levels	False
Higher absentee rates prevent some students from benchmarking. This makes utilizing benchmarking data and conducting diagnostic assessments more difficult with the special education population.	False
Higher absentee rates prevent some students from benchmarking. This makes utilizing benchmarking data and	False

conducting diagnostic assessments more difficult with the special education population.	
Elementary - One challenge we face is ensuring consistent use of programs and data. While we've built a strong MTSS process and prioritized Tier I differentiated instruction through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction.	False
Elementary - One challenge we face is ensuring consistent use of programs and data. While we've built a strong MTSS process and prioritized Tier I differentiated instruction through small groups—adjusting the master schedule and adding IXL reading and math—teachers are now using these programs without fully analyzing the data to guide instruction.	False
Reviewing the master schedule to accommodate time for the phenomena science method.	False
Reviewing the master schedule to accommodate time for the phenomena science method.	False
Student attendance in all sub-groups can be a challenge.	False
Student attendance in all sub-groups can be a challenge.	False
Consistent attendance by students	False
Consistent attendance by students	False
Lack of substitute teacher availability	False
Lack of substitute teacher availability	False
Consistent data benchmarking needs to be implemented.	True
Consistent data benchmarking needs to be implemented.	False
Increasingly complex student needs and growing concerns about foundational skill gaps, coupled with the absence of a cohesive, evidence-based system to track and monitor multi-tiered systems of support.	True
Increasingly complex student needs and growing concerns about foundational skill gaps, coupled with the absence of a cohesive, evidence-based system to track and monitor multi-tiered systems of support.	True
Identifying student needs through performance data and implementing instructional strategies and programs to support success for all learners.	True
Considering the opportunities available through dual credit, being able to assist families financially to pursue the opportunities through District funding.	False
Tracking student compliance with career readiness standards when students enroll from other districts.	False
Identifying student needs through performance data and implementing instructional strategies and programs to support success for all learners.	True
Constraints within the existing master schedules reduce opportunities for high-quality instruction, collaborative planning, and continuous professional development.	True
Constraints within the existing master schedules reduce opportunities for high-quality instruction, collaborative planning, and continuous professional development.	True

The condition and age of facilities are reducing access to safe, appropriate spaces for instruction and student activities.	True
The condition and age of facilities are reducing access to safe, appropriate spaces for instruction and student activities.	True

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
Consistent data benchmarking needs to be implemented.		True
Increasingly complex student needs and growing concerns about foundational skill gaps, coupled with the absence of a cohesive, evidence-based system to track and monitor multi-tiered systems of support.		True
Identifying student needs through performance data and implementing instructional strategies and programs to support success for all learners.		True
Constraints within the existing master schedules reduce opportunities for high-quality instruction, collaborative planning, and continuous professional development.		False
The condition and age of facilities are reducing access to safe, appropriate spaces for instruction and student activities.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The district successfully leverages grants, Title I services, and community partnerships, supported by sound fiscal practices.	
Since the previous comprehensive planning cycle, the district has expanded personnel to enhance academic instruction and behavioral support for students. (3 Assistant principals, a full-time police officer, a graduation coach, certified school counselors, special education teachers, ESL teacher, Behavior interventionists, reading and math interventionists, class-size reduction teachers, school nurse, and librarians.)	
Robust elective opportunities for students at the high school level.	
Administrators, faculty, and staff are student-centered and cognizant of increasing student needs.	
District leadership coordinates with families, community organizations, and agencies to provide comprehensive supports aligned to student needs	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If consistent data benchmarking practices are implemented across all grade levels and programs, then the district will be able to monitor student progress more effectively, identify learning gaps early, and provide targeted instructional supports to improve student outcomes.

	If the district implements a cohesive, evidence-based system to track and monitor multi-tiered systems of support, then staff will be able to address increasingly complex student needs, identify foundational skill gaps, and provide targeted interventions to ensure all students achieve academic success.
	If the district consistently analyzes student performance data to identify individual and group learning needs, then evidence-based instructional strategies and programs can be implemented to ensure equitable access to rigorous learning and improve outcomes for all students.
	If the district renovates and updates aging facilities to provide safe and appropriate spaces, then students and staff will have improved access to environments that support high-quality instruction, learning, and extracurricular activities.

Goal Setting

Priority: If consistent data benchmarking practices are implemented across all grade levels and programs, then the district will be able to monitor student progress more effectively, identify learning gaps early, and provide targeted instructional supports to improve student outcomes.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the three-year implementation period, administration and staff will adopt and consistently use a single, evidence-based measurement system for student achievement and growth (selected by Year 1) with at least 85% fidelity of implementation across classrooms, as measured through weekly screening, monthly progress monitoring, and quarterly growth-tracking reports. Data from this system will be used quarterly to generate predictive reports for state assessment performance.		
Measurable Goal Nickname (35 Character Max)		
Consistent Benchmark Assessments		
Target Year 1	Target Year 2	Target Year 3
Research, recommend, and adopt a consistent system for measuring student achievement and growth.	By the end of Year 2, administration and staff will implement the selected evidence-based measurement system with at least 50% fidelity across classrooms, as measured by weekly screening, monthly progress monitoring checks, and quarterly growth-tracking reports.	By the end of the three-year implementation period, administration and staff will adopt and consistently use a single, evidence-based measurement system for student achievement and growth (selected by Year 1) with at least 85% fidelity of implementation across classrooms, as measured through weekly screening, monthly progress monitoring, and quarterly growth-tracking reports. Data from this system will be used quarterly to generate predictive reports for state assessment performance.

Priority: If the district implements a cohesive, evidence-based system to track and monitor multi-tiered systems of support, then staff will be able to address increasingly complex student needs, identify foundational skill gaps, and provide targeted interventions to ensure all students achieve academic success.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By the end of three years, the administrative team will adopt and implement an evidence-based MTSS model and a consistent digital tracking system to ensure that 90% of students receiving interventions have documented tiered supports with clear entry and exit criteria,		

with quarterly progress reviews and data-driven instructional adjustments occurring within two weeks of each review.		
Measurable Goal Nickname (35 Character Max)		
MTSS implementation		
Target Year 1	Target Year 2	Target Year 3
Research, recommend, and adopt a consistent system to track and monitor Multi-Tiered Systems of Support.	Implement and consistently use a schoolwide digital tracking and monitoring system for MTSS to document tiered interventions, track student progress, and support data-informed instructional and intervention decisions, with at least 75% staff fidelity of use	By the end of three years, the administrative team will adopt and implement an evidence-based MTSS model and a consistent digital tracking system to ensure that 90% of students receiving interventions have documented tiered supports with clear entry and exit criteria, with quarterly progress reviews and data-driven instructional adjustments occurring within two weeks of each review.

Priority: If the district consistently analyzes student performance data to identify individual and group learning needs, then evidence-based instructional strategies and programs can be implemented to ensure equitable access to rigorous learning and improve outcomes for all students.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
By the end of the three-year professional development cycle, three educators will be trained to independently plan, deliver, and refine structured literacy instruction, successfully implementing evidence-based instructional strategies with at least 80% fidelity across observed lessons, as measured by a standardized fidelity checklist, to strengthen both group and individualized professional learning for instructional staff.		
Measurable Goal Nickname (35 Character Max)		
LETRS facilitator training		
Target Year 1	Target Year 2	Target Year 3
Three educators will complete facilitator training in LETRS, Volume 1, and will begin delivering structured literacy instruction and professional learning sessions, demonstrating initial implementation of evidence-based instructional practices.	Three educators will complete facilitator training in LETRS, Volume 2, and will begin delivering structured literacy instruction and professional learning sessions, demonstrating initial implementation of evidence-based instructional practices.	By the end of the three-year professional development cycle, three educators will be trained to independently plan, deliver, and refine structured literacy instruction, successfully implementing evidence-based instructional strategies with at least 80% fidelity across observed lessons, as measured by a standardized fidelity checklist, to strengthen both group and individualized professional learning for

		instructional staff.
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Priority: If the district renovates and updates aging facilities to provide safe and appropriate spaces, then students and staff will have improved access to environments that support high-quality instruction, learning, and extracurricular activities.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By June 30, 2029, a contracted provider will complete a comprehensive facilities assessment by (1) collecting and documenting current facility data for all instructional and support spaces using assessment templates, (2) compiling an analysis report summarizing health, safety, and accessibility findings, and (3) delivering a draft multi-year facilities improvement plan with prioritized projects and timelines that addresses at least 90% of identified critical issues, as measured by submitted assessment forms, the analysis report, and the draft plan.		
Measurable Goal Nickname (35 Character Max)		
Facility Plan		
Target Year 1	Target Year 2	Target Year 3
By the end of Year 1, the contracted provider will conduct a comprehensive facilities assessment of all instructional and support spaces of JSC, DHHL, PAHS, and the district office, collecting and documenting current facility data using standardized assessment templates.	By the end of Year 2, the contracted provider and district administration will develop a multi-year budget for recommended facility improvements, prioritizing projects identified in the Year 1 assessment and analysis to support health, safety, accessibility, and instructional adequacy.	By June 30, 2029, a contracted provider will complete a comprehensive facilities assessment by (1) collecting and documenting current facility data for all instructional and support spaces using assessment templates, (2) compiling an analysis report summarizing health, safety, and accessibility findings, and (3) delivering a draft multi-year facilities improvement plan with prioritized projects and timelines that addresses at least 90% of identified critical issues, as measured by submitted assessment forms, the analysis report, and the draft plan.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By June 30, 2029, Pottsville Area School District will complete a process to review, revamp, and implement a system of instructional standards and pacing for all mathematics courses from kindergarten through high school Algebra 1.

Measurable Goal Nickname (35 Character Max)		
Mathematics Standards Aligned Curriculum		
Target Year 1	Target Year 2	Target Year 3
Grades 6-9 will engage in the curriculum review process	Grades 2-5 will engage in the curriculum review process	By June 30, 2029, Pottsville Area School District will complete a process to review, revamp, and implement a system of instructional standards and pacing for all mathematics courses from kindergarten through high school Algebra 1.

Action Plan

Measurable Goals

Consistent Benchmark Assessments	MTSS implementation
LETRS facilitator training	Mathematics Standards Aligned Curriculum
Facility Plan	

Action Plan For: Structured literacy training

Measurable Goals:
By the end of the three-year professional development cycle, three educators will be trained to independently plan, deliver, and refine structured literacy instruction, successfully implementing evidence-based instructional strategies with at least 80% fidelity across observed lessons, as measured by a standardized fidelity checklist, to strengthen both group and individualized professional learning for instructional staff.

Action Step		Anticipated Start Date	Anticipated Completion Date
3 educators will be trained as facilitators in Volume 1 of LETRS		2026-07-20	2026-07-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jared A. Gerace, Director of Curriculum	LETRS training, financial resources to send the educators to Texas for the training	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The 3 LETRS facilitators will plan and deliver introductory structured literacy instruction to elementary educators.		2026-08-17	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Elementary Reading Specialist	LETRS training materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
3 educators will be trained as facilitators in Volume 2 of LETRS		2027-07-19	2027-07-23
Lead	Material/Resources/Supports Needed	PD Step?	Com Step?

Person/Position			
Jared A. Gerace	LETRS training, financial resources to send the educators to Texas for the training	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The 3 LETRS facilitators will plan and deliver structured literacy instruction to elementary educators.		2027-08-16	2028-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jared A. Gerace	LETRS training materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Classroom teachers will use LETRS structured literacy strategies to help support student literacy.		2026-08-31	2029-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	LETRS materials	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Three educators will be trained as facilitators in LETRS Volumes 1 and 2 and will deliver professional development to other educators, who will apply structured literacy strategies in their instruction, with fidelity monitored through observations and coaching feedback.	The Director of Curriculum will monitor and evaluate the implementation of structured literacy strategies by educators trained in LETRS Volumes 1 and 2. After each facilitator-led professional development session, the Director will conduct observations of classroom instruction and provide feedback based on the Danielson Framework, ensuring that teachers apply the strategies effectively and consistently. This ongoing monitoring provides actionable guidance to improve fidelity and instructional quality throughout the professional development cycle.

Action Plan For: Multi Tiered System of Support

Measurable Goals:

- By the end of three years, the administrative team will adopt and implement an evidence-based MTSS model and a consistent digital tracking system to ensure that 90% of students receiving interventions have documented tiered supports with clear entry and exit criteria, with quarterly progress reviews and data-driven instructional adjustments occurring within two weeks of each review.

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional development for all educators regarding the system of support for MTSS		2026-08-17	2026-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Technical and professional support for inservice days	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The teachers will utilize the MTSS system to group students by area of need and provide appropriate interventions.		2026-08-31	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
teachers/school principals	MTSS system	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Principals will monitor student growth and monitor teacher implementation of the MTSS program and intervention practices		2026-10-01	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School principals and teachers	MTSS system, time analyze the data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will apply MTSS practices to identify student needs and deliver targeted supports that improve student outcomes.	People - school principals will monitor teachers; district level administrators will monitor principals Frequency - biweekly monitoring Method - principals and district level administrators will monitor the reports from the MTSS program as well as walkthroughs of classrooms

Action Plan For: benchmark assessments

Measurable Goals:

- By the end of the three-year implementation period, administration and staff will adopt and consistently use a single, evidence-based measurement system for student achievement and growth (selected by Year 1) with at least 85% fidelity of implementation across classrooms, as measured through weekly screening, monthly progress monitoring, and quarterly growth-tracking reports. Data from this system will be used quarterly to generate predictive reports for state assessment performance.

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify benchmark assessments to be used		2026-04-30	2026-07-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Financial resources to purchase a program	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers and administrators will be trained to utilize the benchmark system		2026-08-03	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum	Benchmark system	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will utilize the new benchmarking system to assess and monitor student progress.		2026-08-31	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
school principals	Time for students to take the benchmarks	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Data is analyzed to determine student groupings and interventions to be used		2026-08-31	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
lead teachers	time to analyze the data, the benchmarking system	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers analyze benchmark assessment results to determine student proficiency, identify skill gaps, and group students for targeted instruction.	Building Principals Quarterly In-person Data meetings

Action Plan For: Data driven facilities assessment and prioritization

Measurable Goals:
By June 30, 2029, a contracted provider will complete a comprehensive facilities assessment by (1) collecting and documenting current facility data for all instructional and support spaces using assessment templates, (2) compiling an analysis report summarizing health, safety, and accessibility findings, and (3) delivering a draft multi-year facilities improvement plan with prioritized projects and timelines that addresses at least 90% of identified critical issues, as measured by submitted assessment forms, the analysis report, and the draft plan.

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct a comprehensive facilities assessment to evaluate building conditions, safety, and alignment to instructional needs		2026-07-20	2027-01-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Facilities	Time to conduct the assessment. Computerized assessment tool	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Draft a multi-year facilities improvement plan prioritizing projects		2027-02-01	2028-02-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Facilities	Facility committee members	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Budget for recommended improvements to facilities		2027-02-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Business Manager	Budget bids and quotations	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Begin to complete the projects identified in the facilities improvement plan		2028-06-01	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Facilities	Facilities plan, funds, outside contractors	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A comprehensive facilities assessment will be completed to identify building conditions and needs. Using these data, a prioritized list of facility needs will be developed, resulting in a documented multi-year facilities plan aligned to instructional and safety priorities, with clear timelines and funding considerations for facility improvements.	people - Superintendent, director of facilities, business manager, possibly school principals frequency - bi weekly construction meetings method - construction progress updates

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured literacy training	The 3 LETRS facilitators will plan and deliver introductory structured literacy instruction to elementary educators.
Structured literacy training	3 educators will be trained as facilitators in Volume 2 of LETRS
Structured literacy training	The 3 LETRS facilitators will plan and deliver structured literacy instruction to elementary educators.
Multi-Tiered System of Support	Professional development for all educators regarding the system of support for MTSS
benchmark assessments	Teachers and administrators will be trained to utilize the benchmark system

Structured literacy training

Action Step		
- The 3 LETRS facilitators will plan and deliver introductory structured literacy instruction to elementary educators. 3 educators will be trained as facilitators in Volume 2 of LETRS - The 3 LETRS facilitators will plan and deliver structured literacy instruction to elementary educators.		
Audience		
classroom teachers		
Topics to be Included		
the science of reading and explicit instruction and classroom application		
Evidence of Learning		
lesson planning and delivery showing explicit, systematic instruction for literacy		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2026-07-20	2028-06-01

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	varies
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Language and Literacy Acquisition for All Students

MTSS

Action Step		
Professional development for all educators regarding the system of support for MTSS		
Audience		
all administrators and teachers		
Topics to be Included		
MTSS framework and purpose, tiered instruction and interventions, culturally and linguistically responsive practices		
Evidence of Learning		
creation of intervention plans and tiered support strategies based on student data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2026-08-17	2026-08-21

Learning Format

Type of Activities	Frequency
Inservice day	one training with follow up support as needed
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Benchmark assessments

Action Step
Teachers and administrators will be trained to utilize the benchmark system
Audience
teachers and administrators
Topics to be Included
overview of the assessment tool and administration procedures, timing and frequency of assessments, interpreting student data and reports
Evidence of Learning

accurate administration of benchmark assessments, interventions based on benchmark results		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum	2026-08-17	2026-08-21

Learning Format

Type of Activities	Frequency
Inservice day	once with follow up support as needed
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Data driven facilities assessment and prioritization

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Conduct a comprehensive facilities assessment to evaluate building conditions, safety, and alignment to instructional needs	stakeholders	facilities assessment, multiyear facilities improvement plan, budget	superintendent of schools	02/01/2028	06/30/2028

Communications

Type of Communication	Frequency
Presentation	quarterly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date