

Profile and Plan Essentials

LEA Type		AUN
School District		125236903
Address 1		
2821 Concord Rd		
Address 2		
City	State	Zip Code
Aston	PA	19014
Chief School Administrator		Chief School Administrator Email
Dr George Steinhoff		gsteinhoff@pdsd.org
Single Point of Contact Name		
George Steinhoff		
Single Point of Contact Email		
gsteinhoff@pdsd.org		
Single Point of Contact Phone Number		
610-497-6300		

LEA Profile

The Penn-Delco School District (PDSD) is a suburban district located in Southeastern Pennsylvania approximately 15 miles southwest of Philadelphia. The district serves the municipalities of Aston Township, Brookhaven Borough, and Parkside Borough. Approximately 3,093 students are enrolled in grades Kindergarten through 12. The district is comprised of four elementary, one middle and one senior high school: Aston Elementary, Coebourn Elementary, Parkside Elementary, Pennell Elementary, Northley Middle School, and Sun Valley High School. The district has an aid ratio that places it squarely in the middle of all Delaware County School Districts on that measure (.452)

The district has a stable student enrollment with annual fluctuations in enrollment rarely in excess or decrease of 20 students districtwide. There is significant support for the school district by residents and parents as it has historically had an exemplary Return on Investment evidenced by above average student achievement with below average student expenditures. The district has been recognized with an A plus grade for Effective Return on Educational Investment by the Center for American Progress, indicative of the efforts from staff to drive high levels of achievement and systemwide performance on constrained revenues. The school district maintains an outstanding financial rating from Standard and Poors, with recent ratings assigned to the district as A Stable.

The school district continues to attract families and residents seeking stable and welcoming communities that are supported by a strong school district. Home values have increased substantially and homes sell quickly as families seek to move into its communities. The district is part of the Ches-Mont athletic conference which includes many other districts of distinction within the region. 5 school districts border Penn-Delco: WSSD, GVSD, CUSD, CSD, and RTMSD. In the past decade, the school district made substantial commitments to improving the physical infrastructure of its facilities, renovating 5 of its 6 schools and building an entirely new Coebourn elementary to replace the original structure at that site. 3 of the school districts schools have earned Blue Ribbon Status from the US Department of Education with Coebourn also earning a Green Ribbon award for its commitment to environmental sustainability. Parkside Elementary recieved the PA Blue Ribbon Award in 2025

Many parents of Penn-Delco students attended Penn-Delco themselves, with a large number having graduated from Sun Valley High School. Families within its communities often choose to reside in their hometowns as young adults as well. Aston and Brookhaven are communities that have been attracting new businesses and even large warehouses, indicative of the selection by businesses of locations within towns that have positive futures and growth. The Penn-Delco school district has always had high-levels of parents participation within its schools and events. PTL groups play a large role in funding student spirit assembly programs and it is never difficult to find parent volunteers. The school district has always been known for its commitment to excellence in the performing arts. PDSD has earned a Best Community for Music Education Award from the NAMM organization on 4 separate occasions. Northley Middle School recently earned its 4th School To Watch distinction and is widely considered a child-centered, high-performing middle school.

The school district has historically offered a half-day Kindergarten Program. PDSD began to offer full-day Kindergarten program as a result of its commitment to best practices for students in the 2023-2024 school year. All schools utilize a Multi-Tiered System of Supports to provide targeted academic and social-emotional interventions for students as needed. Currently, 18.8% of the students in PDSD qualify for Special Education, a number that is just below the state average. Just under 2% of its students qualify for English Language Services, a number that is also below the state average. Similar to other county school districts, the percentage of students who qualify for Free-Reduced meals has grown in each of the past 7 years, with the district averaging close to 35% of students who qualify.

Penn-Delco offers a comprehensive K-12 1:1 chromebook program to ensure that each student has access to a computing device. This enables the district to pivot quickly to online instruction should such a step be necessary. Physical safety is a priority for the district and school sites have been retrofitted or redesigned to provide enhanced security at district properties. The Sun Valley High School can rightly boast of above-average graduation rates with classes routinely graduating more than 95% of its class. Two thirds of these graduates indicate they will be or plan to attend a 2 or 4 year college, with the remainder entering the military, trades, or workforce. Penn-Delco has supported the increase in the number of students who are interested in pursuing a career and technical education, primarily through offerings by the DCIU and DCCC. Students attending these programs typically do well on industry-based assessments and credentialing programs.

The School district operates a fleet of busses (55) to provide transportation to all public and parochial school students who live within the district, and qualify for bussing. The district acknowledges a trend towards significantly greater numbers of students being driven directly to school and this has a negative and limiting effect on traffic patterns at the schools during arrival and dismissal.

With respect to academic achievement measures, the school district generally falls within the middle of the county in performance, with highly affluent districts scoring just above and the more economically challenged districts scoring below PDSD. Scores that correlate to economic aid factors have been consistent for nearly two decades despite varying instructional approaches and programs being used to target achievement. District surveys of parents and community members indicate that preparing students for life beyond Penn-Delco is significantly more important than preparing students for state tests. This practical view is manifested in programmatic decisions but also presents a drag on testing fidelity that translates into standardized test scores that don't adequately reflect student knowledge.

Within previous Strategic Plans, the school district adopted a Portrait of a Graduate that is defined by the PDSD 5 C's: Character, Creativity, Critical Thinking, Collaboration, and Communication. These are skills areas that correlate to success in life and career and the district staff attempt to develop these areas within the students that it serves.

Opportunities for students to participate in athletics, the arts, activities, or other academic extra-curricular programs are available, generally beginning at the upper elementary grades. Student service opportunities are begun at the earliest grades with students responding positively to charitable drives.

School district curriculum is revised in line with a 6-year timeline. In other words, all subjects should be minimally reviewed for alignment and articulation once every 6 years. Dual Enrollment opportunities are offered to students at the High School level and the district operates its own very successful cyber education program for families seeking a superior and localized option to cyber charter schools.

Reflecting a commitment to class size and adequate staff support, the district has added ten teaching positions over the past 4 years despite having a 5% drop in student enrollment. The district has 276 professional educators assigned throughout the district. It has a small administrative group numbering just 22 persons and covering academics, central office operations, special education, transportation, facilities, and district and building administration.

When surveyed, parents report that they are "Penn-Delco Proud" of what the school district accomplishes with constrained revenues, and also particularly proud of the staff and high-quality education that students receive. Parents and staff agree that the school climate of its schools are all quite positive, while noting that safety and student wellness must always be a district priority.

The school district's tagline has evolved from Excellence in Education to Committed to Excellence, which represents an acknowledgement of the multi-faceted role all district departments play in supporting the community, often in ways that are less directly tied to formalized education.

Community Information:

Aston

Aston was first settled in 1682 as a municipality and was incorporated as a township in 1688 (one of the first townships in Pennsylvania). Prior to 1687, Aston was known as Northley. Edward Carter, who was the constable of the township, changed the name from Northley to Aston in remembrance of his old home of Aston in Oxfordshire, England.

In 1906, Aston became a first class township. The current boundaries of Aston were established in 1945 when the northwestern portion of the township seceded to form the borough of Chester Heights.

Aston Township is located in southwestern Delaware County. According to the United States Census Bureau, the township has a total area of 5.8 square miles.

In a recent census, there were 16,203 people, 5,838 households, and 4,285 families residing in the township. The racial makeup of the township was 96.66% White, 1.48% African American, 0.03% Native American, 0.78% Asian, 0.02% Pacific Islander, 0.28% from other races, and 0.75% from two or more races. Hispanic or Latino of any race were 1.01% of the population.

Brookhaven

Brookhaven, Pennsylvania was originally part of a land grant given to William Penn in 1681 by King Charles II of England. The Proprietor negotiated with the Lenni-Lenape Indians, who were the original occupants of the land. The land was then divided into municipal districts. The area of Brookhaven was included in the Municipal District of Chester Township. These original grants were

parceled eventually into smaller pieces of land including to Thomas Coebourn who settled in 1682.

For approximately two hundred and fifty years, the region was dependent upon a farming and dairy economy as well as two thriving mill businesses. Bisected by the 1687 Edgmont Great Road, Brookhaven developed into a town of small crossroads. Brookhaven's mills were perhaps its most notable commercial activity. Thomas Coebourn established the second gristmill in the new Pennsylvania colony.

At the time of Brookhaven Borough's incorporation on April 4, 1945, the Borough had 672 persons and 150 homes. Brookhaven has evolved from a dairy and stock farm economy to a residential community of over 8,000 people living in over 3,600 homes, apartments, and condominiums and supporting hundreds of businesses.

In a recent census, there were 7,985 people, 3,476 households, and 2,200 families residing in the borough. The racial makeup of the borough was 95.64% White, 2.02% African American, 0.08% Native American, 1.24% Asian, 0.44% from other races, and 0.59% from two or more races. Hispanic or Latino of any race were 1.13% of the population.

Parkside

Parkside Borough was incorporated from Chester Twp. on June 26, 1919. The borough is one of the smallest municipalities in Delaware County. Predominantly residential, the Borough was almost completely developed in a 25-year span from about 1910 to 1935.

Pedestrian orientation is a prime ingredient of Parkside. The tree-lined sidewalks, front-facing homes entrances, and open front porches contribute to the Borough's friendly and intimate community character.

In a recent census, there were 2,267 people living in Parkside, 869 households, and 604 families residing in the borough. The racial makeup of the borough was 95.63% White, 2.43% African American, 0.18% Native American, 0.57% Asian, 0.04% Pacific Islander, 0.35% from other races, and 0.79% from two or more races. Hispanic or Latino of any race were 1.76% of the population.

Mission and Vision

Mission

The Mission of the Penn-Delco School District is to enable all students to achieve, succeed, and excel: - Achieve mastery of essential academic competencies - Succeed at acquiring "Ready for Life" skills - Excel in the pursuit of a personal interest or talent

Vision

We envision a districtwide culture committed to ensuring that all graduates are Ready for Life, prepared and capable of making a positive contribution to society. The Penn-Delco Portrait of a Graduate delineates 7 Core Ready for Life Competencies (our 7C's) that all graduates should possess upon completion of our program of studies: Character, Critical Thinking, Communication, Collaboration, Creativity, Connection, and Competency The School District Tagline is: "Committed To Excellence"

Educational Values

Students

The students of the Penn Delco School District can help to successfully attain the mission and the vision of the district by attending school regularly, being prepared, organized, and attentive, completing and returning assignments, respecting themselves and others, observing student rules, and by being kind at all times.

Staff

The staff of the Penn Delco School District can help to attain the mission and the vision of the district by providing a safe and caring learning environment for students. The learning environment should be grounded on instruction that is standards-based and reflects effective best practices. Staff should also provide appropriate and meaningful assignments for students, encourage parents to check and monitor student homework and assignments, and regularly communicate to students and parents by providing information related to student's progress. All staff can help ensure students are Ready for Life by reinforcing or developing our 7C Skills: Character, Critical Thinking, Communication, Collaboration, Creativity, Connections and Competency

Administration

The administration is charged with leading and supporting the school community by creating a student-centered environment and culture. Administrators must ensure that there are a variety of learning experiences and personalized levels of academic rigor that prepares each child for their future. The Administration will practice fiscal responsibility, maintain safe and effective operations, engage in collaboration and shared decision making with staff and stakeholder groups, and work to utilize individual strengths of their team. The Administrators must clearly articulate to employees the mission and vision of our district through word and deed.

Parents

Penn-Delco School District parents can help to attain the mission and the vision of the district by ensuring that children are punctual and attend school regularly, supporting the school discipline policies, establishing and monitoring healthy study habits and routines, attending to their children's overall health and wellness, and encouraging digital citizenship and reduced use of social media from their children. Parents should reiterate the importance of working hard at student school work and collaborate with district staff. Parents can be effective and essential partners to ensure that their children are receiving and responding to an excellent educational program. Parents should have confidence that they can trust school staff to make the best-intentioned and well-informed decisions for their child's education.

Community

The Penn-Delco School District Community can assist the district in attaining its mission and vision by supporting our district through deed and word. The community can help by sharing positive experiences that make us all Penn Delco Proud. The Community can assist by realizing that investments in its schools meets both a civic and personal obligation. Funding schools ensures that the students who reside in PDSD are properly prepared for life beyond high school. Additionally, it is simply smart financial sense as school support leads to increased property values as a result of effective stewardship by the district. The Community can provide relevant and engaging career and work partnerships, support in a volunteer capacity, and remain committed to making our district as best as it can be.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Growth scores for Elementary, Middle, and High School remain a point of pride	Middle School Growth Scores in ELA hit 100%. Elementary are and High School are above the state average. K-12 State PVAAS ELA Data illustrates ABOVE or WELL ABOVE GROWTH on for grades 4-8 ELA PSSAs and SVHS ELA Keystones. Professional Development in Structured Literacy: A heavy focus on "The Reading Rope" and structured literacy training (LETRS) has led to strong decoding skills in primary grades. Collaborative Culture and Professional Learning Communities (PLCs): Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction. Parkside (Blue Ribbon Award Winning for Significant Academic Grow on State Testing) highlighted high teacher retention and seasoned leadership as bedrock factors.
Elementary Student Attendance Rates are notably above the state average.	Elementary attendance consistently above 93% are a meeting or exceeding the statewide attendance goal. Student engagement and school climate are not limiting factors for achievement as an above average percentage of students continue to attend schools on a regular basis. Data based on all schools being above the statewide attendance average of 79.6% (elementary averages 94.7%)(Secondary 86%). Dedicated attendance secretaries and counselors use "scripted" email and phone reminders at the 2-day and 5-day marks to prevent truancy. Effective Communication: Success in attendance and engagement is attributed to increased, proactive communication between administration and families, as well as clear expectations. Instructional ELA Alignment: Drivers of ELA success include cohesive curriculum planning, backward design, and a focus on vertical alignment between grade levels. Positive Attendance Trends: The district maintains attendance rates that are consistently higher than the statewide average. Aggressive Outreach: Dedicated attendance secretaries and counselors use "scripted" email and phone reminders at the 2-day and 5-day marks to prevent truancy. Effective Communication: Success in attendance and engagement is attributed to increased, proactive communication between administration and families, as well as clear expectations for both staff and students. Small Learning Environments: Smaller class sizes (especially in K-2) allow for deeper family connections and better management of high level behaviors in younger students.
MS ELA (NMS) 6-8 growth shows well above average growth; ELA proficiency	Middle School Growth Scores in ELA are significantly positive continue to struggles in Mathematics Growth. Professional Development in Structured Literacy: A heavy focus on "The

higher than the state	Reading Rope" and structured literacy training (LETRS) has led to strong decoding skills in primary grades. Collaborative Culture and Professional Learning Communities (PLCs): Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction.
The High School Graduation Rate of 96% is meaningfully above the state average.	Efforts to ensure that students graduate prepared and on-time continue to be effective. Collaborative Culture and Professional Learning Communities (PLCs): Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction.
SVHS Overall ELA Proficiency Scores are above the state average.	While there is room for improvement, SVHS ELA proficiency remains above the state average. Collaborative Culture and Professional Learning Communities (PLCs): Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction.
All schools earned 100% on Career Standards Benchmark	The addition of Career Exploration Programs and Leader In Me programming has been a net positive.
All Elementary Schools are above the state average for proficiency in both ELA and Mathematics.	Effective Early Literacy Systems: The district sees significant growth in K-3 reading due to full-day Kindergarten and high-fidelity implementation of Multi-Tiered System of Supports (MTSS). Structured Interventions (MTSS & PBIS): High-fidelity implementation of Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) has fostered positive school climates and targeted growth for students receiving Tier 2 and 3 supports. Parkside (Blue Ribbon Award Winning for Significant Academic Growth on State Testing) highlighted high teacher retention and seasoned leadership as bedrock factors. Targeted ELA Interventions: ELA Success is driven by the use of specialized interventionists and reading specialists who address 100% of at-risk students in Tier 2 or 3. Instructional ELA Alignment: Drivers of ELA success include cohesive curriculum planning, backward design, and a focus on vertical alignment between grade levels. Professional Development in Structured Literacy: A heavy focus on "The Reading Rope" and structured literacy training (LETRS) has led to strong decoding skills in primary grades. Collaborative Culture and Professional Learning Communities (PLCs): Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction. Small Learning Environments: Smaller class sizes (especially in K-2) allow for deeper family connections and better management of high level behaviors in younger students.
Future Ready Index Attendance Data	Improved Safety and Wellness: There is a year-over-year decrease in risk assessment numbers

	across multiple buildings. Risk Assessment Teams, Administrators, Counselors, and Teachers systematically intervene based on the level of need in order to provide support measures at school or link families to outside resources. A culture of "all hands on deck" where staff take responsibility for all students, not just those in their specific classrooms.
PSSA and Keystone Growth Measures for ELA	Instructional practices are producing more than a year's worth of learning for many students, even those identified as being in specific sub-groups. Sun Valley High School and the district overall consistently perform above the statewide average in English Language Arts (ELA). K-12 State PVAAS ELA Data illustrates ABOVE or WELL ABOVE GROWTH on for grades 4-8 ELA PSSAs and SVHS ELA keystones. The district sees significant growth in K-3 reading due to full-day Kindergarten and high-fidelity implementation of Multi-Tiered System of Supports (MTSS). ELA Success is driven by the use of specialized interventionists and reading specialists who address 100% of at-risk students in Tier 2 or 3. Drivers of ELA success include cohesive curriculum planning, backward design, and a focus on vertical alignment between grade levels. Structured Literacy professional development in K-8: A heavy focus on "The Reading Rope" and structured literacy training (LETRS) has led to strong decoding skills in primary grades. Our 2025 Blue Ribbon Award Winning school, Parkside elementary achieved this honor for Significant Academic Growth on State Testing, which they highlighted high teacher retention and seasoned leadership as bedrock factors. A culture of "all hands on deck" where staff take responsibility for all students, not just those in their specific classrooms. Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction. Instructional ELA Alignment: Drivers of ELA success include cohesive curriculum planning, backward design, and a focus on vertical alignment between grade levels. Parkside (Blue Ribbon Award Winning for Significant Academic Growth on State Testing) highlighted high teacher retention and seasoned leadership as bedrock factors. Collaborative Culture and Professional Learning Communities (PLCs): Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction.
Rigorous Course Work and postsecondary preparation	District programming and graduation expectations demonstrate advanced coursework opportunities, AP and Dual Enrollment offerings, and graduation requirements that are aligned to core subjects. At the HS level, AP participation and passing rates lie in the upper quartile nationally. Success in advanced courses (AP and Dual Enrollment) is linked to knowledgeable faculty who provide high levels of support and encouragement to students.
MTSS Process is strong in ELA, generating positive Growth/Achievement	The district sees significant growth in K-3 reading due to full-day Kindergarten and high-fidelity implementation of Multi-Tiered System of Supports (MTSS). Structured Interventions (MTSS &

Performance	PBIS): High-fidelity implementation of Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) has fostered positive school climates and targeted growth for students receiving Tier 2 and 3 supports. Targeted ELA Interventions: ELA Success is driven by the use of specialized interventionists and reading specialists who address 100% of at-risk students in Tier 2 or 3. Instructional ELA Alignment: Drivers of ELA success include cohesive curriculum planning, backward design, and a focus on vertical alignment between grade levels.
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Challenges

Indicator	Comments/Notable Observations
Elementary and especially Secondary Mathematics Scores: Proficiency on PSSA/Keystone	Secondary Mathematics scores have consistently been below expectations and comparable peer districts. Elementary Math Scores are below district expectations. Foundational Skill Gaps: Teachers across multiple levels noted that students often enter high school or middle school lacking basic math facts (addition, subtraction, multiplication) and reading stamina, which hinders higher-order thinking. Specifically, students in Special Education and those who are Economically Disadvantaged consistently score below statewide averages in both math and reading. Lack of Automaticity: A significant "root cause" for low math proficiency is a lack of basic fact fluency, which prevents students from engaging in higher-level problem-solving. Professional Learning Communities (PLCs): Although Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction. However, teams communicated that there is not enough time for PLCs built into the school year calendar. In addition, teams requested more horizontal and vertical PLC meetings to review student data, curriculum, instruction, and interventions.
The percentage of students scoring ADVANCED on ELA AND MATH assessments at both Elementary and Secondary schools remains unacceptably low relative to expectations.	While a large segment of students meet proficiency, efforts to have a greater percentage score Advanced remain ineffective.
Secondary Attendance Rates are declining relative to Elementary Attendance Rates.	Staff expressed a need for more universal standards regarding attendance accountability and student promotion/grading across all grade levels. Rising student anxiety and stress are cited as primary drivers for chronic absenteeism and a recent uptick in students moving to cyber school. Students with chronic absenteeism are often driven by external factors such as mental health issues (anxiety), students working long hours to support families, and a lack of at-home

	support.
5 of 6 schools are falling short of the statewide interim and long-term proficiency goals for Mathematics	Mathematics achievement remains the key area of academic concern. Math is cited as lacking the same level of intervention personnel and dedicated time as ELA. Additionally, high teacher turnover in certain grades and increasing English Learner (EL) populations without proportional staffing create systemic strain. Foundational Skill Gaps: Teachers across multiple levels noted that students often enter high school or middle school lacking basic math facts (addition, subtraction, multiplication) and reading stamina, which hinders higher-order thinking. Specifically, students in Special Education and those who are Economically Disadvantaged consistently score below statewide averages in both math and reading. Lack of Automaticity: A significant "root cause" for low math proficiency is a lack of basic fact fluency, which prevents students from engaging in higher-level problem-solving.
Math Proficiency significantly lags growth measures	While growth is strong, math proficiency remain well below statewide and long-term targets. 2033 goal is 71.8%, all PDSB schools well below that target. Math is cited as lacking the same level of intervention personnel and dedicated time as ELA. Additionally, high teacher turnover in certain grades and increasing English Learner (EL) populations without proportional staffing create systemic strain. Foundational Skill Gaps: Teachers across multiple levels noted that students often enter high school or middle school lacking basic math facts (addition, subtraction, multiplication) and reading stamina, which hinders higher-order thinking. Specifically, students in Special Education and those who are Economically Disadvantaged consistently score below statewide averages in both math and reading. Lack of Automaticity: A significant "root cause" for low math proficiency is a lack of basic fact fluency, which prevents students from engaging in higher-level problem-solving. The "Summer Slide": Significant drops in ELA and Math Acadience scores from end-of-year to beginning-of-year suggest a need for better summer engagement.
Future Ready Index Attendance Data	Complex Attendance Barriers: Rising student anxiety and stress are cited as primary drivers for chronic absenteeism and a recent uptick in students moving to cyber school. Chronic absenteeism is often driven by external factors such as mental health issues (anxiety), students working long hours to support families, and a lack of at-home support. Staff expressed a need for more universal

	standards regarding attendance accountability and student promotion/grading across all grade levels.
Future Ready Index Achievement & Growth Data	While academic growth is occurring, it is not yet at a scale to sufficient close evident achievement gaps. Students with Disabilities are meaningfully behind in ELA Proficiency, while Students who are Economically Disadvantaged are significantly behind in Math Proficiency. The "Summer Slide": Elementary teachers noted significant drops in ELA and Math Acadience scores from end-of-year to beginning-of-year suggest a need for better summer engagement. Secondary teachers noted a drop in reading stamina and comprehension as students move into middle and high school. Resiliency: Staff observed a drop in student "grit" and self-advocacy. Students struggle with "productive struggle" and often lack the social skills to ask for help or support peers. The "Summer Slide": Significant drops in ELA and Math Acadience scores from end-of-year to beginning-of-year suggest a need for better summer engagement.
MTSS Process is a challenge for mathematics, attributing to lower Growth/Achievement Performance	Mathematics achievement remains the key area of academic concern. Math is cited as lacking the same level of intervention personnel and dedicated time as ELA. Additionally, high teacher turnover in certain grades and increasing English Learner (EL) populations without proportional staffing create systemic strain. Foundational Skill Gaps: Teachers across multiple levels noted that students often enter high school or middle school lacking basic math facts (addition, subtraction, multiplication) and reading stamina, which hinders higher-order thinking. Specifically, students in Special Education and those who are Economically Disadvantaged consistently score below statewide averages in both math and reading. Lack of Automaticity: A significant "root cause" for low math proficiency is a lack of basic fact fluency, which prevents students from engaging in higher-level problem-solving.

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

Strengths

Indicator Keystone ELA GROWTH Measure Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
	ELA performance is showing meaningful, above-average growth in proficiency at the HS level. Despite proficiency gaps, growth scores are consistently at or above the statewide growth standard (70) in ELA.

9-12 - All student groups	
Indicator Career Readiness Benchmarks Grade Level(s) and/or Student Group(s) All Grades and Sub-groups	Comments/Notable Observations The district continues to successfully embed career readiness skills into K-12 programming for all student groups.
Indicator Future Ready Index Attendance Data Grade Level(s) and/or Student Group(s) All Grades and Sub-groups	Comments/Notable Observations Student engagement and school climate are not limiting factors for achievement as an above average percentage of students continue to attend schools on a regular basis. Data based on all schools being above the statewide attendance average of 79.6% (elementary averages 94.7%)(Secondary 86%). Dedicated attendance secretaries and counselors use "scripted" email and phone reminders at the 2-day and 5-day marks to prevent truancy. Effective Communication: Success in attendance and engagement is attributed to increased, proactive communication between administration and families, as well as clear expectations for both staff and students. Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction.
Indicator PSSA and Keystone Growth Measures for ELA Grade Level(s) and/or Student Group(s) All Grades and Sub-Groups for ELA	Comments/Notable Observations Instructional practices are producing more than a year's worth of learning for many students, even those identified as being in specific sub-groups.

Challenges

Indicator PSSA and Keystone Mathematics Proficiency Grade Level(s) and/or Student Group(s) 6-8; 9-12. All Groups.	Comments/Notable Observations Students are clearly making progress given above average growth measures. However, too many students are scoring proficiencies that remain below grade-level expectations. Foundational Skill Gaps: Teachers across multiple levels noted that students often enter high school or middle school lacking basic math facts (addition, subtraction, multiplication) and reading stamina, which hinders higher-order thinking. Specifically, students in Special Education and those who are Economically Disadvantaged consistently score below statewide averages in both math and reading. Lack of Automaticity: A significant "root cause"
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	for low math proficiency is a lack of basic fact fluency, which prevents students from engaging in higher-level problem-solving. Math is cited as lacking the same level of intervention personnel and dedicated time as ELA. Additionally, high teacher turnover in certain grades and increasing English Learner (EL) populations without proportional staffing create systemic strain. Professional Learning Communities (PLCs): Although Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction. However, teams communicated that there is not enough time for PLCs built into the school year calendar. In addition, teams requested more horizontal and vertical PLC meetings to review student data, curriculum, instruction, and interventions in the area of Mathematics.
Indicator Percentage of Students Scoring "Advanced" Grade Level(s) and/or Student Group(s) All grade levels; Spec education and Economically Disadvantaged	Comments/Notable Observations Current programming is not yet maximizing outcomes for higher-achieving students as an insufficient number of students are scoring Advanced on state tests. For example, Elementary ELA Advanced averages are below the state average, as are Secondary ELA and Math. Foundational Skill Gaps: Teachers across multiple levels noted that students often enter high school or middle school lacking basic math facts (addition, subtraction, multiplication) and reading stamina, which hinders higher-order thinking. Specifically, students in Special Education and those who are Economically Disadvantaged consistently score below statewide averages in both math and reading. Lack of Automaticity: A significant "root cause" for low math proficiency is a lack of basic fact fluency, which prevents students from engaging in higher-level problem-solving.
Indicator Subgroup Achievement Gaps Grade Level(s) and/or Student Group(s) All Grades; Students with Disabilities and Economically Disadvantaged	Comments/Notable Observations While academic growth is occurring, it is not yet at a scale to sufficient close evident achievement gaps. Students with Disabilities are meaningfully behind in ELA Proficiency, while Students who are Economically Disadvantaged are significantly behind in Math Proficiency. The "Summer Slide": Elementary teachers noted significant drops in ELA and Math Acadience scores from end-of-year to beginning-of-year suggest a need for better summer engagement. Secondary teachers noted a drop in reading stamina and comprehension as students move into middle and high school. Resiliency: Staff observed a drop in student "grit" and self-advocacy. Students struggle with "productive struggle" and often lack the social skills to ask for help or support peers.

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 School Graduation Rates remain above the state average
Student Attendance is above the state average but drops significantly beginning with secondary grades
ELA Growth for student sub-groups remains a net positive
Student access to Career-Standards Programming remains a strength
Large percentages of students are experiencing academic growth that exceeds annual expectations.

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.

Mathematics Scores continue to lag districtwide expectations and state averages at all grade levels.
The percentage of students scoring Advanced on PSSA and Keystone Assessments is below the state average
Significant Achievement Gaps remain for students with disabilities and those who are economically disadvantaged
There is substantial variation in ELA proficiency (>20%) across peer elementary schools, as measured by the Early Measure of Success Indicator of 3rd grade ELA proficiency.
Rising student anxiety and stress are cited as primary drivers for chronic absenteeism and a recent uptick in students student achievement, school avoidance, and/or moving to cyber school.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading K-5	Multi-year Acadience data show consistent student growth from BOY to EOY across grades K–5, despite annual changes in student cohorts, suggesting that district early literacy programming and instructional systems are stable and effective. BOY data consistently reflect variability in incoming literacy readiness, particularly in the primary grades, reinforcing the importance of strong Tier 1 instruction and early identification of skill gaps. Growth patterns indicate that foundational literacy skills developed in Kindergarten and Grade 1 are largely sustained and built upon in Grades 2–5, supporting vertical coherence in literacy instruction. Diagnostic assessments administered following benchmark windows allow educators to move quickly from identification to targeted instruction, supporting MTSS decision-making and progress monitoring. Overall trends suggest that continued emphasis on structured literacy practices and timely intervention will positively impact long-term reading outcomes and Future Ready PA Index indicators.
IXL Level Up Diagnostic K-8	IXL Level Up Diagnostic data provide a detailed view of student performance across discrete literacy skills, complementing benchmark and state assessment data. Data indicate wide ranges of proficiency within grade levels, highlighting the need for differentiated instruction and flexible grouping within Tier 1 classrooms. Growth patterns across diagnostic windows suggest that students benefit from targeted practice aligned to identified skill gaps, particularly when instructional adjustments are made based on diagnostic results. The adaptive nature of the assessment supports ongoing progress monitoring, allowing educators to track student growth over time rather than relying on a single data point. Steering committee members noted that IXL data are most impactful when used collaboratively in PLCs to align instructional focus areas across classrooms and grade levels.
Firefly ELA Benchmark 3-8	Firefly benchmark data offer insight into student performance on standards-aligned reading and writing tasks, bridging classroom instruction and state assessment expectations. Data reveal strong alignment between curriculum, instruction, and assessment, with student performance reflecting skills emphasized during instruction. As students progress into upper elementary and middle grades, results indicate increasing challenges with text complexity, written response, and analytical thinking, consistent with rising academic demands. Firefly data support identification of students who may require additional support to meet grade-level expectations, particularly in preparation for PSSA and Keystone assessments. The steering committee noted that consistent use of Firefly data across grades supports instructional coherence and strengthens readiness for state assessments and Future Ready PA Index State Assessment Measures.

English Language Arts Summary

Strengths

Consistent Literacy Growth Across Benchmark Windows (K–5) - Multi-year Acadience ELA data indicate consistent BOY–MOY–EOY growth across Kindergarten through Grade 5, despite changing student cohorts. These stable growth patterns suggest that the district’s early literacy systems, curriculum alignment, and instructional practices are effectively supporting foundational skill development. This strength directly supports Future Ready PA Index On-Track Measures, particularly early literacy indicators.
Strong Data Infrastructure and Data Use Practices - The district has a well-established system for collecting, housing, and analyzing formative and benchmark data through LinkIt!. Acadience, IXL Level Up Diagnostics, and Firefly Benchmarks are used intentionally within PLCs and MTSS meetings to inform instruction, intervention, and progress monitoring. This strength enables timely instructional adjustments and supports continuous improvement tied to state assessment and growth measures.
Alignment Between Elementary and Secondary Literacy Skill Expectations - Review of Firefly ELA benchmarks (Grades 3, 6, and 7) and IXL Level Up Diagnostic data (Grades 7–8) shows clear alignment in skill expectations across grade spans, particularly in reading comprehension, vocabulary, and language conventions. This vertical coherence supports smoother transitions between elementary and secondary grades and contributes to sustained literacy growth as academic demands increase.
Multiple Formative Measures Providing a Comprehensive Picture of Student Performance - The district uses multiple complementary formative and benchmark assessments (Acadience, IXL Level Up, Firefly) to capture different aspects of literacy performance. This triangulated approach strengthens instructional decision-making, reduces reliance on a single data source, and supports targeted instruction aligned to Future Ready PA Index State Assessment Measures.

Challenges

Variability in Incoming Literacy Readiness Across Grade Levels - Across multiple years, BOY Acadience data in K–5 and fall IXL Level Up Diagnostic data in Grades 7–8 show wide variability in incoming student performance. While growth is evident over time, this variability presents challenges for Tier 1 instruction and requires ongoing differentiation to ensure all students access grade-level content.
Persistent Skill Gaps for a Subset of Students Despite Overall Growth - While most students demonstrate progress, a consistent subset of students continues to require Tier 2 and Tier 3 supports across grade levels. Firefly and IXL data indicate that gaps in comprehension, written response, and language conventions persist for some learners, which may impact PSSA and Keystone performance if not addressed with sustained, targeted intervention.
Increasing Literacy Demands in Upper Elementary and Middle Grades - As texts and tasks become more complex in Grades 3–8, Firefly and IXL data suggest that some students struggle to maintain growth trajectories, particularly with higher-level comprehension and written analysis. Strengthening instruction in complex text analysis and evidence-based responses is critical to improving Future Ready PA Index State Assessment and On-Track Measures.
Need for Greater Consistency in Instructional Response Across Courses and Classrooms - Although high-quality data are available, instructional responses to formative data can vary by grade level, course, or classroom, particularly in secondary ELA. Increasing

consistency in how Firefly and IXL data are used to adjust instruction and interventions would strengthen system-wide impact and support improved outcomes on state and local performance measures.

Mathematics

Data	Comments/Notable Observations
Acadience Math K-5	Acadience Math data across grades K–5 indicate consistent student growth across benchmark windows, suggesting that core mathematics instruction and intervention systems are supporting foundational numeracy development. BOY and MOY data reflect variability in incoming math readiness, particularly in early grades, reinforcing the importance of strong Tier 1 instruction and early identification of skill gaps. Growth patterns suggest that foundational math skills developed in the primary grades are generally sustained into upper elementary, though some students require continued support as concepts increase in complexity. The data support the use of Acadience Math as an effective early indicator of students needing targeted intervention, particularly in number sense, computation, and fluency. Steering committee members noted that consistent administration and review of Acadience Math data allow for timely instructional adjustments and MTSS decision-making aligned to district math priorities.
IXL Level-Up Diagnostic K-8	IXL Level Up Diagnostic data provide granular insight into specific math skill development, complementing benchmark and classroom assessment data. Results show wide ranges of proficiency within grade levels, highlighting the need for differentiation and flexible grouping within Tier 1 math instruction. Diagnostic trends indicate that students demonstrate growth when instruction and practice are aligned to identified skill gaps, particularly in foundational computation and problem-solving skills. The adaptive nature of the assessment supports ongoing progress monitoring, allowing educators to track student growth across diagnostic windows. Steering committee members noted that IXL Math data are most impactful when used collaboratively within PLCs to align instructional focus areas and support consistent math practices across classrooms.
Firefly Math 3-11	Firefly Math benchmark data provide insight into student performance on standards-aligned mathematical reasoning and problem-solving tasks, closely aligned to curriculum expectations and state assessment formats. Data indicate that as students progress into upper elementary and middle grades, increased conceptual demands and multi-step problem-solving present challenges for some learners. Performance trends highlight the importance of continued emphasis on conceptual understanding, mathematical reasoning, and application, not just procedural fluency. Firefly data support identification of students who may require additional instructional support or intervention to meet grade-level expectations and prepare for PSSA and Keystone assessments. Steering committee members observed that consistent use of Firefly benchmarks strengthens instructional alignment and supports readiness for Future Ready PA Index State Assessment Measures, particularly in mathematics.

Mathematics Summary

Strengths

Consistent Growth in Foundational Numeracy (K–5) - Acadience Math data across grades K–5 demonstrate consistent growth across benchmark windows, indicating that the district’s core math instruction supports development of foundational numeracy, computation, and early problem-solving skills. Despite changing student cohorts, growth patterns remain stable, suggesting effective and consistent Tier 1 math instruction aligned to district curriculum and standards.
Strong Use of Multiple Data Sources to Inform Instruction -The district uses multiple complementary math data sources (Acadience, IXL Level Up, Firefly) to provide a well-rounded view of student performance. This triangulated approach strengthens instructional decision-making, supports MTSS processes, and allows educators to identify both broad trends and specific skill gaps across grade levels.
Alignment Between Instruction and Standards-Based Assessment - Firefly Math benchmark data (Grades 3–8, including Algebra I) indicate strong alignment between curriculum, instruction, and assessment expectations, particularly in standards-based problem-solving and reasoning tasks. This alignment supports student familiarity with assessment formats and contributes to readiness for PSSA and Keystone Exams.
Data-Informed Intervention and Progress Monitoring Practices - Acadience and IXL Math data are used intentionally to identify students in need of additional support, guide small-group instruction, and monitor progress over time. This systematic use of data supports timely instructional adjustments and targeted interventions, contributing to improved student outcomes in math.

Challenges

Variability in Incoming Math Readiness Across Grade Levels - BOY and diagnostic data reveal wide ranges of math readiness within grade levels, particularly in early elementary grades. This variability presents challenges for Tier 1 instruction and requires ongoing differentiation to ensure all students can access grade-level math content.
Persistent Gaps in Conceptual Understanding and Problem Solving - While many students demonstrate growth, Firefly and IXL data indicate that some students struggle with conceptual understanding, multi-step problem-solving, and application of math skills, particularly as academic demands increase in upper elementary and middle grades.
Difficulty Sustaining Growth as Math Content Becomes More Complex - As students progress into Grades 5–8 and Algebra I, data suggest that growth trajectories flatten for some learners, especially when tasks require reasoning, modeling, and application rather than procedural fluency. This challenge may impact future performance on PSSA and Keystone assessments if not addressed.
Need for Greater Consistency in Instructional Response to Data - Although high-quality math data are available, instructional responses to formative and benchmark data can vary across classrooms and grade levels. Increasing consistency in how teachers use Acadience, IXL, and Firefly data to adjust instruction and intervention would strengthen system-wide impact and support improved Future Ready PA Index outcomes.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom Diagnostic Tools (CDT) – Science (Grades 6–8)	Science CDT data across grades 6–8 provide insight into student performance on standards-aligned content and practices, including scientific reasoning and application. Data indicate variation in student readiness across grade levels, with some students demonstrating strong content understanding while others require additional support. Patterns suggest that students generally perform better on foundational content knowledge than on tasks requiring deeper reasoning or application of scientific concepts. CDT results are used within PLCs to identify instructional strengths, target specific content standards, and inform adjustments to curriculum pacing and instructional focus. The steering committee noted that CDT data are particularly useful for identifying instructional gaps prior to state assessment windows.
Biology CDT – High School (Grades 10 & 12)	Biology CDT data provide a diagnostic view of student understanding of key biology concepts aligned to Keystone-related standards. Data suggest that while many students demonstrate adequate recall of biological concepts, application and analysis tasks remain more challenging, particularly for students who have previously struggled with the Biology Keystone. CDT results are used to support instructional planning, remediation, and targeted review, especially for students without a pathway or with prior Keystone performance concerns. Steering committee members noted that CDT data help teachers refine instructional emphasis on scientific reasoning and evidence-based explanations, not just content coverage.
Firefly Science Benchmarks – Grade 5 and Grade 8	Firefly Science benchmark data provide an initial baseline measure of student performance on standards-aligned science tasks, including content knowledge and scientific practices. As this is the first year of Firefly Science implementation, the data serve primarily as a baseline rather than a longitudinal trend. Results indicate variability in student performance, particularly on tasks requiring application, reasoning, and interpretation of data, consistent with increased expectations in standards-aligned science assessments. The steering committee noted that Firefly data offer valuable insight into student readiness for PSSA and Keystone-style science assessments and will become increasingly useful as additional years of data are collected.
Standards-Based Science Assessments (Grades 6–8) – LinkIt!	Standards-based assessment data housed in LinkIt! provide unit-level and standards-specific insight into student performance throughout the school year. Data reveal areas of relative strength in content acquisition, as well as areas where students struggle with scientific practices such as modeling, explanation, and analysis. Teachers use these data within PLCs to adjust instruction, plan re-teaching, and identify students needing additional support. Steering committee members noted that standards-based assessments support ongoing instructional responsiveness and complement CDT and Firefly data by offering more frequent feedback.

Science, Technology, and Engineering Education Summary

Strengths

Multiple Complementary Science Data Sources - The district uses multiple formative and diagnostic science assessments (CDTs, Firefly, and standards-based measures) to gain a comprehensive view of student performance across grade spans. This triangulated approach supports informed instructional planning and alignment to state expectations.
Alignment Between Curriculum, Instruction, and Standards - Across grades 5–12, science data indicate strong alignment between written curriculum, instruction, and assessment, particularly in content coverage and foundational scientific knowledge. This alignment supports readiness for state assessments and Future Ready PA Index indicators.
Intentional Use of Data to Support Instruction and Intervention - Science assessment data are used within PLCs, MTSS meetings, and course teams to identify instructional needs, target remediation, and support students requiring additional intervention, particularly in middle and high school science courses.
Growing Emphasis on Standards-Based Science Practices - Assessment data highlight an increasing instructional focus on scientific reasoning, analysis, and application, aligning with state standards and preparing students for higher-level science coursework and assessments.

Challenges

Variability in Student Readiness Across Grade Levels - Data across all science assessments show wide ranges of student performance, particularly in middle school, which presents challenges for Tier 1 instruction and requires continued differentiation and support.
Difficulty with Application and Scientific Reasoning - While students demonstrate understanding of content knowledge, application, data analysis, and evidence-based explanation tasks remain challenging, especially in grades 6–12. Addressing this will be critical for improving state assessment outcomes.
Limited Longitudinal Data for New Assessments - Because Firefly Science assessments are newly implemented, trend data are not yet available, limiting the ability to evaluate growth over time. Continued use will be necessary to establish reliable longitudinal patterns.
Need for Continued Vertical Coherence in Science Practices - Data suggest the need for stronger vertical alignment of scientific practices across grades to ensure that students build reasoning and application skills progressively from elementary through high school.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Staff feedback/Survey: Although the district earns a high score (100%) on career readiness, employees report uncertainty over the most impactful and meaningful measurements that should be considered priorities in this district .	There is a need to identify 5-7 of the most critical outcomes and measurements that matter to engender greater focus and targeted assistance across the district.

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)

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

Data	Comments/Notable Observations
175 of 208 students (84%) passed the state required Civics and Government Assessment in the most recent administration of the test.	Passing rate on the Civics and Government Assessment has increased vs prior years. However, there remains limited numbers of students scoring a perfect score.

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

West Chester University

Agreement Type

Dual Credit

Program/Course Area

Multiple Subject Areas

Uploaded Files

Concurrent Enrollment Agreement with WCU_f42d563a.pdf

Concurrent Enrollment Agreement with WCU_44a132a5.pdf

Concurrent Enrollment Agreement with WCU.pdf

Concurrent Enrollment Agreement with WCU_103a3833.pdf

Partnering Institution

University of Delaware

Agreement Type

Dual Credit

Program/Course Area

Business/Entrepreneurship

Uploaded Files

MOU with U of D for Horn Entrepreneurship_60c2b59b.pdf

MOU with U of D for Horn Entrepreneurship_493088aa.pdf

MOU with U of D for Horn Entrepreneurship.pdf

Partnering Institution

Delaware County Community College

Agreement Type

Dual Credit

Program/Course Area

Multiple Subject Areas

Uploaded Files

DCCC Signed_Penn-Delco_25_26_OPEN.docx_e31a107a.pdf

DCCC Signed_Penn-Delco_25_26_OPEN.docx.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.

Career Readiness and access to Career Exploration and Career Development programming remains a significant strength in the district. Notably, all schools scored a 100% on the Career Standards Benchmark in the Future Ready Index
The district continues to demonstrate a strong level of student engagement in prosocial activities with growing participation in school-sponsored activities.
Reports of serious risk behaviors, remain very low across all grade levels suggesting the presence of positive peer norms and health social modeling that support sound decision-making.
The percentage of students reporting that they have NOT been bullied or made fun of by other students continues to increase and reflects a positive long-term, multi-year trend.

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.

Secondary Physical Education Classes continue to explore core physical education principles but can benefit from extensions into more relevant personal wellness instruction covering topics not traditionally addressed in Health and Physical Education.
Per the PAYS data, student perceptions of the importance of school declined between 2019 and 2023 in grades 6,8, and 10 (increased at grade 12).
Per the PAYS data, student perceptions on the meaningfulness of assigned coursework declined since 2019 at the secondary level.
The school district has an established Portrait of a Graduate with specified competencies but remains challenged with putting the Portrait into everyday practice given traditional curriculum expectations.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	MTSS is notably carried forward and addressed within the Comp plan to compliment its address within Special Education Plan.
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	The 339 Plan ensures students have a clear pathway to specialized training at the DCIU and also through advanced credit opportunities. The plan can build upon Career Portfolio expectations. The plan capitalizes on the use of the Smart Futures program
Technology Plan	N/A
English Language Development Programs	N/A
Human Resources Department Focus Plan	Employee Retention, Compensation, Recognition, and Support efforts have been studied for impact to direct favorable outcomes.

Strengths

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

Healthcare Benefits are widely viewed as a positive area of compensation by District employees
Employee Wellness Initiatives are widely supported and notably appreciated.

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.

Recognizing that Human Capital is our most important resource, the use of "retention interviews" could be considered to broaden the collection of staff perspectives.
Support Staff Employees welcome additional professional development opportunities, FID roles, and mentoring supports that can be increased beyond current provision.
Recognizing the Human Capital is our most important resource, a collaborative assessment of step movement practices may be warranted as the district seeks to Attract, Hire, Retain and Reward Talented and Dedicated Employees.
The limited number of staff appreciation honors by nature limits broader efforts to publicize appreciation for a larger group of employees

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
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	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Organize and Allocate Resources and Services Strategically and Equitably: The district continues to excel at using limited fiscal funds in a targeted manner, based on assessment data and specific student needs.
Focus on Continued Improvement of Instruction: The district is making increased use of high-quality personalized learning options to ensure that professional learning opportunities are relevant and targeted based on identified needs.
Foster a vision and Culture of High Expectations: Efforts from previous comp plans to provide clarity on district mission and vision have been effective and have helped to drive targeted strategies to support student success.
Provide Student Centered Supports: Efforts to utilize an effective and defined MTSS practice in our K-8 schools have led to increased academic growth for student subpopulations as a result of directing specific instructional resources to students most in need.
Coordinate fiscal resources to achieve the district's goals and priorities: The school district continues to do an exceptional job managing limited financial resources (per pupil revenue vs peers) to achieve districts goals and priorities. We believe continued best practices in this area will yield positive results during the period of this next comprehensive plan.

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.

Ensure effective standards-aligned curriculum and assessment: The condition of ensuring that there is a certain and effective standards-aligned curriculum and assessment system in place at all grade levels, K-12, received an EMERGING tag primarily due to gaps in the secondary curriculum, particularly in the area of meaningful, standards-aligned assessment.
Ensure effective standards-aligned curriculum and assessment: District continuous improvement processes would benefit from quarterly or more periodic assessments in lieu of annual assessments.
Established a focused system of continuous improvement and ensure organizational coherence: It is evident that the district makes every attempt to drive impressive growth in all aspects of academic achievement for students. Still, efforts could be more effective if the district prioritized measures that matter most for student success and skill diagnosis.
Partner with local business, community organizations, and other agencies to meet the needs of the district: With increased student interest in job, skill and workforce related training and experiences, the district should increase its partnership with businesses and community agencies to expand its scope and opportunity in this area.
Implement Data-Driven Human Capital Strategies: The district will implement recommendations from its employee energage survey to better attract, hire, retain, and reward the Best People

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
High School Graduation Rates remain above the state average	False
Student Attendance is above the state average but drops significantly beginning with secondary grades	False
ELA Growth for student sub-groups remains a net positive	False
Student access to Career-Standards Programming remains a strength	False
Large percentages of students are experiencing academic growth that exceeds annual expectations.	False
Student Attendance is clear system strength	False
Consistent Literacy Growth Across Benchmark Windows (K–5) - Multi-year Acadience ELA data indicate consistent BOY–MOY–EOY growth across Kindergarten through Grade 5, despite changing student cohorts. These stable growth patterns suggest that the district’s early literacy systems, curriculum alignment, and instructional practices are effectively supporting foundational skill development. This strength directly supports Future Ready PA Index On-Track Measures, particularly early literacy indicators.	False
Strong Data Infrastructure and Data Use Practices - The district has a well-established system for collecting, housing, and analyzing formative and benchmark data through LinkIt!. Acadience, IXL Level Up Diagnostics, and Firefly Benchmarks are used intentionally within PLCs and MTSS meetings to inform instruction, intervention, and progress monitoring. This strength enables timely instructional adjustments and supports continuous improvement tied to state assessment and growth measures.	False
Alignment Between Elementary and Secondary Literacy Skill Expectations - Review of Firefly ELA benchmarks (Grades 3, 6, and 7) and IXL Level Up Diagnostic data (Grades 7–8) shows clear alignment in skill expectations across grade spans, particularly in reading comprehension, vocabulary, and language conventions. This vertical coherence supports smoother transitions between elementary and secondary grades and contributes to sustained literacy growth as academic demands increase.	False
Multiple Formative Measures Providing a Comprehensive Picture of Student Performance - The district uses multiple complementary formative and benchmark assessments (Acadience, IXL Level Up, Firefly) to capture different aspects of literacy performance. This triangulated approach strengthens instructional decision-making, reduces reliance on a single data source, and supports targeted instruction aligned to Future Ready PA Index State Assessment Measures.	False

Consistent Growth in Foundational Numeracy (K–5) - Acadience Math data across grades K–5 demonstrate consistent growth across benchmark windows, indicating that the district’s core math instruction supports development of foundational numeracy, computation, and early problem-solving skills. Despite changing student cohorts, growth patterns remain stable, suggesting effective and consistent Tier 1 math instruction aligned to district curriculum and standards.	False
ELA Growth for student sub-groups remains a net positive	False
Student access to Career-Standards Programming remains a strength	False
Large percentages of students are experiencing academic growth that exceeds annual expectations.	False
Strong Use of Multiple Data Sources to Inform Instruction -The district uses multiple complementary math data sources (Acadience, IXL Level Up, Firefly) to provide a well-rounded view of student performance. This triangulated approach strengthens instructional decision-making, supports MTSS processes, and allows educators to identify both broad trends and specific skill gaps across grade levels.	False
Alignment Between Instruction and Standards-Based Assessment - Firefly Math benchmark data (Grades 3–8, including Algebra I) indicate strong alignment between curriculum, instruction, and assessment expectations, particularly in standards-based problem-solving and reasoning tasks. This alignment supports student familiarity with assessment formats and contributes to readiness for PSSA and Keystone Exams.	False
Data-Informed Intervention and Progress Monitoring Practices - Acadience and IXL Math data are used intentionally to identify students in need of additional support, guide small-group instruction, and monitor progress over time. This systematic use of data supports timely instructional adjustments and targeted interventions, contributing to improved student outcomes in math.	False
Multiple Complementary Science Data Sources - The district uses multiple formative and diagnostic science assessments (CDTs, Firefly, and standards-based measures) to gain a comprehensive view of student performance across grade spans. This triangulated approach supports informed instructional planning and alignment to state expectations.	False
Organize and Allocate Resources and Services Strategically and Equitably: The district continues to excel at using limited fiscal funds in a targeted manner, based on assessment data and specific student needs.	False
Focus on Continued Improvement of Instruction: The district is making increased use of high-quality personalized learning options to ensure that professional learning opportunities are relevant and targeted based on identified needs.	True
Foster a vision and Culture of High Expectations: Efforts from previous comp plans to provide clarity on district mission and vision have been effective and have helped to drive targeted strategies to support student success.	False
Provide Student Centered Supports: Efforts to utilize an effective and defined MTSS practice in our K-8 schools have led to increased academic growth for student subpopulations as a result of directing specific instructional resources to students most in need.	False

Coordinate fiscal resources to achieve the district's goals and priorities: The school district continues to do an exceptional job managing limited financial resources (per pupil revenue vs peers) to achieve districts goals and priorities. We believe continued best practices in this area will yield positive results during the period of this next comprehensive plan.	False
Career Readiness and access to Career Exploration and Career Development programming remains a significant strength in the district. Notably, all schools scored a 100% on the Career Standards Benchmark in the Future Ready Index	False
Alignment Between Curriculum, Instruction, and Standards - Across grades 5–12, science data indicate strong alignment between written curriculum, instruction, and assessment, particularly in content coverage and foundational scientific knowledge. This alignment supports readiness for state assessments and Future Ready PA Index indicators.	False
Intentional Use of Data to Support Instruction and Intervention - Science assessment data are used within PLCs, MTSS meetings, and course teams to identify instructional needs, target remediation, and support students requiring additional intervention, particularly in middle and high school science courses.	False
Growing Emphasis on Standards-Based Science Practices - Assessment data highlight an increasing instructional focus on scientific reasoning, analysis, and application, aligning with state standards and preparing students for higher-level science coursework and assessments.	False
Where reported on Future Ready Data, African American students often meet or exceed the statewide growth standard. When supported, this group of students learns at expected or accelerated rates.	False
Students in sub-groups such as economically disadvantaged, or students with disabilities, are receiving notable instruction that leads them to measurable academic growth despite falling short on proficiency.	False
Students in sub-groups are meeting the career standards benchmarks as members of an all-school measure for career readiness.	False
Healthcare Benefits are widely viewed as a positive area of compensation by District employees	False
Employee Wellness Initiatives are widely supported and notably appreciated.	False
The district continues to demonstrate a strong level of student engagement in prosocial activities with growing participation in school-sponsored activities.	False
Reports of serious risk behaviors, remain very low across all grade levels suggesting the presence of positive peer norms and health social modeling that support sound decision-making.	False
The percentage of students reporting that they have NOT been bullied or made fun of by other students continues to increase and reflects a positive long-term, multi-year trend.	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
Mathematics Scores continue to lag districtwide expectations and state averages at all grade levels.	True
The percentage of students scoring Advanced on PSSA and Keystone Assessments is below the state average	True
Significant Achievement Gaps remain for students with disabilities and those who are economically disadvantaged	True
Variability in Incoming Literacy Readiness Across Grade Levels - Across multiple years, BOY Acadience data in K-5 and fall IXL Level Up Diagnostic data in Grades 7-8 show wide variability in incoming student performance. While growth is evident over time, this variability presents challenges for Tier 1 instruction and requires ongoing differentiation to ensure all students access grade-level content.	False
Persistent Skill Gaps for a Subset of Students Despite Overall Growth - While most students demonstrate progress, a consistent subset of students continues to require Tier 2 and Tier 3 supports across grade levels. Firefly and IXL data indicate that gaps in comprehension, written response, and language conventions persist for some learners, which may impact PSSA and Keystone performance if not addressed with sustained, targeted intervention.	False
Increasing Literacy Demands in Upper Elementary and Middle Grades - As texts and tasks become more complex in Grades 3-8, Firefly and IXL data suggest that some students struggle to maintain growth trajectories, particularly with higher-level comprehension and written analysis. Strengthening instruction in complex text analysis and evidence-based responses is critical to improving Future Ready PA Index State Assessment and On-Track Measures.	False
Significant Achievement Gaps remain for students with disabilities and those who are economically disadvantaged	False
There is substantial variation in ELA proficiency (>20%) across peer elementary schools, as measured by the Early Measure of Success Indicator of 3rd grade ELA proficiency.	False
Rising student anxiety and stress are cited as primary drivers for chronic absenteeism and a recent uptick in students student achievement, school avoidance, and/or moving to cyber school.	True
Need for Greater Consistency in Instructional Response Across Courses and Classrooms - Although high-quality data are available, instructional responses to formative data can vary by grade level, course, or classroom, particularly in secondary ELA. Increasing consistency in how Firefly and IXL data are used to adjust instruction and interventions would strengthen system-wide impact and support improved outcomes on state	False

and local performance measures.	
Variability in Incoming Math Readiness Across Grade Levels - BOY and diagnostic data reveal wide ranges of math readiness within grade levels, particularly in early elementary grades. This variability presents challenges for Tier 1 instruction and requires ongoing differentiation to ensure all students can access grade-level math content.	True
Persistent Gaps in Conceptual Understanding and Problem Solving - While many students demonstrate growth, Firefly and IXL data indicate that some students struggle with conceptual understanding, multi-step problem-solving, and application of math skills, particularly as academic demands increase in upper elementary and middle grades.	False
Difficulty Sustaining Growth as Math Content Becomes More Complex - As students progress into Grades 5–8 and Algebra I, data suggest that growth trajectories flatten for some learners, especially when tasks require reasoning, modeling, and application rather than procedural fluency. This challenge may impact future performance on PSSA and Keystone assessments if not addressed.	True
Need for Greater Consistency in Instructional Response to Data - Although high-quality math data are available, instructional responses to formative and benchmark data can vary across classrooms and grade levels. Increasing consistency in how teachers use Acadience, IXL, and Firefly data to adjust instruction and intervention would strengthen system-wide impact and support improved Future Ready PA Index outcomes.	True
Secondary Physical Education Classes continue to explore core physical education principles but can benefit from extensions into more relevant personal wellness instruction covering topics not traditionally addressed in Health and Physical Education.	False
Variability in Student Readiness Across Grade Levels - Data across all science assessments show wide ranges of student performance, particularly in middle school, which presents challenges for Tier 1 instruction and requires continued differentiation and support.	False
Difficulty with Application and Scientific Reasoning - While students demonstrate understanding of content knowledge, application, data analysis, and evidence-based explanation tasks remain challenging, especially in grades 6–12. Addressing this will be critical for improving state assessment outcomes.	False
Limited Longitudinal Data for New Assessments - Because Firefly Science assessments are newly implemented, trend data are not yet available, limiting the ability to evaluate growth over time. Continued use will be necessary to establish reliable longitudinal patterns.	False
The proficiency percentages for Students with disabilities in Mathematics is especially concerning and represents the greatest gap in achievement in tested subjects.	True
Ensure effective standards-aligned curriculum and assessment: District continuous improvement processes would benefit from quarterly or more periodic assessments in lieu of annual assessments.	False
Across all grade levels and assessed subject areas, there is a notable gap in both achievement and academic	False

growth for students considered to be economically disadvantaged.	
Established a focused system of continuous improvement and ensure organizational coherence: It is evident that the district makes every attempt to drive impressive growth in all aspects of academic achievement for students. Still, efforts could be more effective if the district prioritized measures that matter most for student success and skill diagnosis.	False
Partner with local business, community organizations, and other agencies to meet the needs of the district: With increased student interest in job, skill and workforce related training and experiences, the district should increase its partnership with businesses and community agencies to expand its scope and opportunity in this area.	True
Ensure effective standards-aligned curriculum and assessment: The condition of ensuring that there is a certain and effective standards-aligned curriculum and assessment system in place at all grade levels, K-12, received an EMERGING tag primarily due to gaps in the secondary curriculum, particularly in the area of meaningful, standards-aligned assessment.	False
Implement Data-Driven Human Capital Strategies: The district will implement recommendations from its employee energage survey to better attract, hire, retain, and reward the Best People	True
Need for Continued Vertical Coherence in Science Practices - Data suggest the need for stronger vertical alignment of scientific practices across grades to ensure that students build reasoning and application skills progressively from elementary through high school.	False
African American students demonstrate mixed performance on the Future Ready Index. Encouraging signs with academic growth but persistent gaps in math achievement.	False
Students with Disabilities groups continues to show significant gaps in achievement that, while mirroring statewide trends, merits priority attention.	False
Recognizing that Human Capital is our most important resource, the use of "retention interviews" could be considered to broaden the collection of staff perspectives.	False
Support Staff Employees welcome additional professional development opportunities, FID roles, and mentoring supports that can be increased beyond current provision.	False
Recognizing the Human Capital is our most important resource, a collaborative assessment of step movement practices may be warranted as the district seeks to Attract, Hire, Retain and Reward Talented and Dedicated Employees.	False
The limited number of staff appreciation honors by nature limits broader efforts to publicize appreciation for a larger group of employees	False
Per the PAYS data, student perceptions of the importance of school declined between 2019 and 2023 in grades 6,8, and 10 (increased at grade 12).	False
Per the PAYS data, student perceptions on the meaningfulness of assigned coursework declined since 2019 at	False

the secondary level.	
The school district has an established Portrait of a Graduate with specified competencies but remains challenged with putting the Portrait into everyday practice given traditional curriculum expectations.	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.

Based on Future Ready and Internal assessment data, it is especially evident that secondary mathematics achievement is a core concern deserved of significant attention and support. Students with disabilities and also those who are economically disadvantaged continue to lag their peers in achievement and academic growth.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Mathematics Scores continue to lag districtwide expectations and state averages at all grade levels.	Professional Learning Communities (PLCs): Although Teams highlighted that strong collaboration and consistent PLC meetings allow teachers to share ownership of student data and plan cohesive instruction. However, teams communicated that there is not enough time for PLCs built into the school year calendar. In addition, teams requested more horizontal and vertical PLC meetings to review mathematics student data, curriculum, instruction, and interventions. The district will strengthen and standardize student-centered systems—including MTSS Process, PLCs, attendance supports, and committed to collaborative planning—to support consistent, equitable learning experiences for all students across K–12. Foundational Skill Gaps: Teachers across multiple levels noted that students often enter high school or middle school lacking basic math facts (addition, subtraction, multiplication) and reading stamina, which hinders higher-order thinking. Specifically, students in Special Education and those who are Economically Disadvantaged consistently score below statewide averages in both math and reading. Lack of Automaticity: A significant "root cause" for low math proficiency is a lack of basic fact fluency, which prevents students from engaging in higher-level problem-solving. Math is cited as lacking the same level of intervention personnel and dedicated time as ELA. Additionally, high teacher turnover in certain grades and increasing English Learner (EL) populations without proportional staffing create systemic strain.	True

The proficiency percentages for Students with disabilities in Mathematics is especially concerning and represents the greatest gap in achievement in tested subjects.	The district will strengthen and standardize student-centered systems—including MTSS Process, PLCs, attendance supports, and committed to collaborative planning—to support consistent, equitable learning experiences for all students across K–12.	False
The percentage of students scoring Advanced on PSSA and Keystone Assessments is below the state average		False
Partner with local business, community organizations, and other agencies to meet the needs of the district: With increased student interest in job, skill and workforce related training and experiences, the district should increase its partnership with businesses and community agencies to expand its scope and opportunity in this area.	Insufficient existing number of partnerships. This challenge will be addressed by "Building Highly Engaged Family, Community and Business Partnerships"	True
Implement Data-Driven Human Capital Strategies: The district will implement recommendations from its employee energage survey to better attract, hire, retain, and reward the Best People	Insufficient inputs impacting the score on employee engagement survey. This challenge will be addressed by "Attracting, Hiring, and Retaining and Rewarding the Best People"	True
Variability in Incoming Math Readiness Across Grade Levels - BOY and diagnostic data reveal wide ranges of math readiness within grade levels, particularly in early elementary grades. This variability presents challenges for Tier 1 instruction and requires ongoing differentiation to ensure all students can access grade-level math content.		False
Difficulty Sustaining Growth as Math Content Becomes More Complex - As students progress into Grades 5–8 and Algebra I, data suggest that growth trajectories flatten for some learners, especially when tasks require reasoning, modeling, and application rather than procedural fluency. This challenge may impact future performance on PSSA and Keystone assessments if not addressed.		False
Need for Greater Consistency in Instructional Response to Data - Although high-quality math data are available, instructional responses to formative and benchmark data can vary across classrooms and grade levels. Increasing consistency in how		True

teachers use Acadience, IXL, and Firefly data to adjust instruction and intervention would strengthen system-wide impact and support improved Future Ready PA Index outcomes.		
Significant Achievement Gaps remain for students with disabilities and those who are economically disadvantaged		False
Rising student anxiety and stress are cited as primary drivers for chronic absenteeism and a recent uptick in students student achievement, school avoidance, and/or moving to cyber school.	Maintain and expand mental health supports, including wellness days and increased access to certified mental health professionals on staff. Review and standardize attendance policies and support measures K-12. Review consistent attendance communication tools for staff, students, and parents regarding these policies and support measures. Review consistent attendance communication tools for staff, students, and parents Provide family education on attendance and learning at the school level during back to school night, newsletters, SAIP meetings, etc. Create common language for staff, students, and families: Why attendance matters When outreach happens What support looks like Align messages across: Back-to-school nights Newsletter Websites SAIP meetings Provide parent guidance on: impact of absences on learning routines for school readiness how to access help Use attendance data as part of the MTSS entry point: Require attendance to be reviewed during MTSS meetings; Identify students for intervention based on patterns; and Connect attendance to academic and SEL supports. Require monthly risk assessment team meetings to review threat and suicide cases that are classified as serious or very serious students at risk. Address the decline in reading stamina at the secondary level through high-interest reading programs and accountability measures. Deepen the implementation of Leader in Me (LiM) to focus specifically on student self-advocacy, executive function, and "grit" during productive struggle.	False
The school district has an established Portrait of a Graduate with specified competencies but remains challenged with		False

putting the Portrait into everyday practice given traditional curriculum expectations.		
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Focus on Continued Improvement of Instruction: The district is making increased use of high-quality personalized learning options to ensure that professional learning opportunities are relevant and targeted based on identified needs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	High-Quality Student-Centered Instruction: The district will strengthen and standardize student-centered systems of instruction and supports.
	Engaged Families and Community Partnerships: The district will increase its engagement and partnerships with Families, Businesses, and Community Organizations.
	Workforce Excellence: The district will increase its implementation of best-practice human capital strategies to attract, recruit, retain and reward talented and dedicated employees.
	Measuring What Matters: The district will utilize its Measures of what Matters to assess and ensure students are developing Real Skills for Real Life.

Goal Setting

Priority: Workforce Excellence: The district will increase its implementation of best-practice human capital strategies to attract, recruit, retain and reward talented and dedicated employees.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
The district will have partnered with employee groups to implement recommendations from the Workplace Satisfaction Survey to increase its employee satisfaction survey score.		
Measurable Goal Nickname (35 Character Max)		
Attract and Retain Dedicated and Talented Employees		
Target Year 1	Target Year 2	Target Year 3
The district will have shared the results of its Workplace Satisfaction Survey with employee groups for response and planning.	The district will have developed action plans to address lower scoring elements of the Workplace Satisfaction Survey.	The district will have partnered with employee groups to implement recommendations from the Workplace Satisfaction Survey to increase its employee satisfaction survey score.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
The district will benchmark employee salaries, benefits, and responsibilities against regional peers to inform total compensation packages and strategies to best support employee recruitment and retention.		
Measurable Goal Nickname (35 Character Max)		
Benefits and Compensation Benchmarking		
Target Year 1	Target Year 2	Target Year 3
The district will have gathered regional benchmarks for salaries, benefits and employee responsibilities for all employee groups.	The district will have begun efforts to implement findings from its regional compensation benchmarking exercises.	The district will benchmark employee salaries, benefits, and responsibilities against regional peers to inform total compensation packages and strategies to best support employee recruitment and retention.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		

Measurable Goal Statement (Smart Goal)		
The district will have implemented an enhanced employee recognition program designed to acknowledge and honor talented and dedicated employees.		
Measurable Goal Nickname (35 Character Max)		
Recognition of Employee Dedication and Effort		
Target Year 1	Target Year 2	Target Year 3
The district will have developed an employee recognition committee to design employee recognition initiatives.	The district will begin to articulate specific exercises and honors to recognize and reward employees for exceptional work and dedication.	The district will have implemented an enhanced employee recognition program designed to acknowledge and honor talented and dedicated employees.

Priority: Engaged Families and Community Partnerships: The district will increase its engagement and partnerships with Families, Businesses, and Community Organizations.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
The district will have chartered and activated a not-for profit charitable foundation to support the needs of economically disadvantaged students and district priorities during the term of this comprehensive plan		
Measurable Goal Nickname (35 Character Max)		
Charitable Foundation for Student Success		
Target Year 1	Target Year 2	Target Year 3
The district will have researched and acted upon the legal and governing frameworks necessary to establish a charitable foundation.	The district will have established a governing board to direct and subsequently promote initial foundation activities.	The district will have chartered and activated a not-for profit charitable foundation to support the needs of economically disadvantaged students and district priorities during the term of this comprehensive plan

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
The district will annually increase the number of active partnerships it holds with local businesses, community organizations, and agencies to better equip and support students for college, career and life experiences by 50% over a 3 year period.		
Measurable Goal Nickname (35 Character Max)		
Engaged and Active Business Community Partners		

Target Year 1	Target Year 2	Target Year 3
The district will have increased the number of active partnerships it holds with local businesses and agencies by 15%.	The district will have increased the number of active partnerships it holds with local businesses and agencies by 30%.	The district will annually increase the number of active partnerships it holds with local businesses, community organizations, and agencies to better equip and support students for college, career and life experiences by 50% over a 3 year period.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
The district will have collaborated with stakeholder groups to identify the key student success measures that matter most, while regularly promoting the results of those metrics to the community.		
Measurable Goal Nickname (35 Character Max)		
Measuring What Matters		
Target Year 1	Target Year 2	Target Year 3
The district will have established the process to effectively prioritized the most important student success metrics.	The district will have aligned strategies and resource allocation with identified success metrics that matter most to the community.	The district will have collaborated with stakeholder groups to identify the key student success measures that matter most, while regularly promoting the results of those metrics to the community.

Priority: High-Quality Student-Centered Instruction: The district will strengthen and standardize student-centered systems of instruction and supports.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
The district will strengthen and standardize student-centered systems—including MTSS, PLCs, attendance supports, and collaborative planning—to support consistent, equitable learning experiences for all students across K–12.		
Measurable Goal Nickname (35 Character Max)		
Strengthen MTSS Process that supports the growth of the whole child: academically, behaviorally, emotionally, and socially.		
Target Year 1	Target Year 2	Target Year 3
Complete the PA-MTSS RTI/MTSS fidelity tool provide by PDE with each school level MTSS Team. This will provide MTSS Teams direction of the	School Level teams will implement the 2-4 MTSS Goals and Action Steps and monitor	The district will strengthen and standardize student-centered systems—including MTSS, PLCs, attendance supports, and collaborative planning—

specific areas of MTSS needs more support, training, and target 2-4 goals and action steps.	their progress toward the MTSS team goals.	to support consistent, equitable learning experiences for all students across K–12.
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Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
100% Penn-Delco schools will meet predictive expectations or be above predicted expectations for PVAAS growth in mathematics across the elementary and secondary schools. The district will strengthen foundational mathematics skills—to ensure students achieve mastery of these skills so they can engage in higher-order thinking, problem solving, and real-world applications.		
Measurable Goal Nickname (35 Character Max)		
PDSD K-12 Student Growth in Mathematics through the MTSS Process		
Target Year 1	Target Year 2	Target Year 3
50% Penn-Delco schools will meet predictive expectations or be above predicted expectations for PVAAS growth in mathematics across the elementary and secondary schools. The district will strengthen foundational mathematics skills—to ensure students achieve mastery of these skills so they can engage in higher-order thinking, problem solving, and real-world applications.	67% Penn-Delco schools will meet predictive expectations or be above predicted expectations for PVAAS growth in mathematics across the elementary and secondary schools. The district will strengthen foundational mathematics skills—to ensure students achieve mastery of these skills so they can engage in higher-order thinking, problem solving, and real-world applications.	100% Penn-Delco schools will meet predictive expectations or be above predicted expectations for PVAAS growth in mathematics across the elementary and secondary schools. The district will strengthen foundational mathematics skills—to ensure students achieve mastery of these skills so they can engage in higher-order thinking, problem solving, and real-world applications.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
Elementary schools will increase attendance rates in the Future Ready Index to be higher than 95% and Secondary schools will increase attendance rates in the Future Ready Index to be higher than 90%		
Measurable Goal Nickname (35 Character Max)		
SEL: Behavioral, Emotional, & Social Student MTSS Supports		
Target Year 1	Target Year 2	Target Year 3
Elementary schools will increase attendance rates in the Future Ready Index by 2% to be on	Elementary schools will increase attendance rates in the Future Ready Index by 2% to be on	Elementary schools will increase attendance rates in the Future Ready

target for the three year goal. Secondary schools will increase attendance rates in the Future Ready Index by 2% to be on target for the three year goal.	target for the three year goal. Secondary schools will increase attendance rates in the Future Ready Index by 2% to be on target for the three year goal.	Index to be higher than 95% and Secondary schools will increase attendance rates in the Future Ready Index to be higher than 90%
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Priority: Measuring What Matters: The district will utilize its Measures of what Matters to assess and ensure students are developing Real Skills for Real Life.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
The district will have collaborated with stakeholder groups to identify the key student success measures that matter most, while regularly promoting the results of those metrics to the community.		
Measurable Goal Nickname (35 Character Max)		
Measuring what Matters		
Target Year 1	Target Year 2	Target Year 3
The district will have completed a process to identify the most important student success metrics for the district community.	The district will have aligned strategies and resource allocation with identified success metrics that matter most to the community.	The district will have collaborated with stakeholder groups to identify the key student success measures that matter most, while regularly promoting the results of those metrics to the community.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The district will have put its Portrait of a Graduate into Practice by updating curriculum and instructional resources to support the teaching of Real Skills that are necessary for Real Life.		
Measurable Goal Nickname (35 Character Max)		
Real Skills for Real Life		
Target Year 1	Target Year 2	Target Year 3
The district will establish a Real Skills for Real Life Working Committee to identify opportunities to address Life Skills within the existing curriculum.	The district will operationalize recommendations from the Real Skills for Real Life working committee to address Life Skills within the existing curriculum.	The district will have put its Portrait of a Graduate into Practice by updating curriculum and instructional resources to support the teaching of Real Skills that are necessary for Real Life.

Action Plan

Measurable Goals

Attract and Retain Dedicated and Talented Employees	Benefits and Compensation Benchmarking
Recognition of Employee Dedication and Effort	Charitable Foundation for Student Success
Engaged and Active Business Community Partners	Measuring What Matters
Strengthen MTSS Process that supports the growth of the whole child: academically, behaviorally, emotionally, and socially.	PDSD K-12 Student Growth in Mathematics through the MTSS Process
SEL: Behavioral, Emotional, & Social Student MTSS Supports	Measuring what Matters
Real Skills for Real Life	

Action Plan For: Engaged and Active Community Partners

Measurable Goals:
The district will annually increase the number of active partnerships it holds with local businesses, community organizations, and agencies to better equip and support students for college, career and life experiences by 50% over a 3 year period.

Action Step		Anticipated Start Date	Anticipated Completion Date
The Supt will establish a Business Advisory Committee to design and implement strategies to increase school district engagement and partnerships among area businesses		2026-07-01	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. George Steinhoff - Supt.	Communications Support to assist with promotion and advertisement	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
An inventory of existing community and agency partnerships will be completed to affirm existing partners, and inform and target potential partners who are not currently working with or part of the district network.		2026-07-01	2026-10-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Allison Gangl/Communications	Meeting time with District admins, staff, and affiliated	No	Yes

Coordinator	groups		
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Action Step		Anticipated Start Date	Anticipated Completion Date
The district shall expand upon existing work-based learning opportunities and align its activities and program with identified PDE benchmarks and best-practices.		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ryan Coughlin, Supv of Secondary Curriculum	Consultations with IU/PDE for direction and technical expertise	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of this plan, the district expects the percentage of identified business and community partners to increase on an annual basis to reflect a 30% increase in established partners	The School Board shall receive an bi-annual update from the Administration; while the established Business Advisory Committee shall meet regularly to review committee progress

Action Plan For: Equity-Focused Resource Mobilization and Education Foundation Development Strategy

Measurable Goals:
The district will have chartered and activated a not-for profit charitable foundation to support the needs of economically disadvantaged students and district priorities during the term of this comprehensive plan

Action Step		Anticipated Start Date	Anticipated Completion Date
The school district shall establish a legally compliant and independent education foundation.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Erik Zebley- PDSD Business Administrator	Financial and Legal Frameworks, Applications, and Work steps	No	Yes

Action Step	Anticipated Start	Anticipated Completion
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		Date	Date
The school district shall align foundation purpose to district strategic priorities and student outcomes.		2027-07-01	2027-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
George Steinhoff - Superintendent	Will Reference District Priorities, Needs, and Portrait of Graduate.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The district shall build and implement fundraising and foundation partnerships to sustain the foundation.		2027-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
George Steinhoff - Supt; Name TBD - Appointed Chair Appointee	Fundraising Consultation	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The district shall establish practices for the foundation that will ensure transparency, oversight, and continuous improvement		2027-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Appointed Foundation Chair	Assistance from Business Administrator and Accountant. Legal Support.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
	The Supt shall report, and the school board shall receive a bi-annual update on the progress of establishing a charitable foundation and its initial activities at scheduled meetings of the School Board

Action Plan For: Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development

Measurable Goals:

- Elementary schools will increase attendance rates in the Future Ready Index to be higher than 95% and Secondary schools will increase attendance rates in the Future Ready Index to be higher than 90%
- 100% Penn-Delco schools will meet predictive expectations or be above predicted expectations for PVAAS growth in mathematics across the elementary and secondary schools. The district will strengthen foundational mathematics skills—to ensure students achieve mastery of these skills so they can engage in higher-order thinking, problem solving, and real-world applications.
- The district will strengthen and standardize student-centered systems—including MTSS, PLCs, attendance supports, and collaborative planning—to support consistent, equitable learning experiences for all students across K–12.

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will innovatively strengthen and standardize student-centered systems—including a Mathematics MTSS Process, professional learning communities (PLC), attendance supports, and committed to collaborative planning—to support consistent, equitable learning experiences for all students across K–12.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Kuminka/Assistant Superintendent	Professional development, reading specialists, math interventionists, Data Warehouse-Linkit, and curriculum resources.	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will commit to innovatively strengthening curricular horizontal and vertical math PLC alignment of essential standards, curriculum resources, essential standards, instruction, and assessments by intentionally establishing time for the K-12 math department to collaborate, share instruction practices, revise curriculum, develop common assessments aligned with standards. Successful ELA PVAAS Data, Increased AP Participation, Increased AP Passing Scores, and Increased Dual Enrollment Opportunities are attributed to the work, collaboration, and time given to administrators, counselors, and teachers. Success in advanced courses (AP and Dual Enrollment) is linked to knowledgeable faculty who provide high levels of support and encouragement to students. Parkside (Blue Ribbon Award Winning for Significant Academic Growth on State Testing) highlighted high		2026-09-01	2028-06-30

teacher retention and seasoned leadership as bedrock factors.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Kuminka/Assistant Superintendent	Professional Development through PaTTAN, PaTTAN RTI Resources, PaTTAN support	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement building-wide Math MTSS (Multi-Tiered System of Supports) to provide targeted Tier 2 and Tier 3 support during protected blocks.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Kuminka/Assistant Superintendent Danielle Murray/Director of Curriculum, Instruction, & Assessment Ryan Coughlin, Supervisor of Secondary Curriculum	PaTTAN Tier 1, 2, 3 Training, Solution Tree PLC training.	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will research, implement, and monitor innovative ways to build time in the calendar for teachers and administrators to collaborate, analyze data, and plan for instruction and interventions. Intentionally utilize professional learning communities (PLC) time and Tier 2 and Tier 3 meeting times to review student math data based on district and state assessments. Assessments that PLCs and School Level Data Teams will have access to are as follows: Acadience, AIMS Web Secondary, CDTs, Firefly, formative/summative assessments, PVAAS/Proficiency Data on State Assessments, etc.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Kuminka/Assistant Superintendent Danielle Murray/Director of Curriculum, Instruction, & Assessment Ryan Coughlin, Supervisor of Secondary Curriculum	Data Resources, Data Warehouse, PVAAS training, In-service time, Substitutes, PLC Structured time.	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion
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		Date	
The district will innovatively implement school-wide Math MTSS (Multi-Tiered System of Supports) to provide targeted Tier 2 and Tier 3 support during protected blocks. Review and restructure the personnel resources that provided math intervention. Utilize current K-8 interventionists to provide more Tier 2 and Tier 3 math interventions for K-8 students. The district and high school overall student enrollment has decreased substantially and has provided an opportunity to reallocate personnel resources. Review and assess high school enrollment to determine if the usage of existing math teachers could fill the need of a secondary math interventionist for Algebra. Review and assess high school math course enrollment and special education case loads to determine if the district can provide a co-teaching instructional setting for all students at the high school for Algebra I. The district is already in year two of providing co-teaching to math teachers and special education teachers at the high school level.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Murray/Director of Curriculum, Instruction, & Assessment Ryan Coughlin, Supervisor of Secondary Curriculum	MTSS K-12 Schedule Time for Tier 2 & 3, Student Enrollment Data, Math Personnel.	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Hire and train dedicated Math Interventionists to mirror the success seen with Reading Specialists. Intentionally include professional development for any new math and currently employed math teachers/interventionists to include evidence based instructional practices.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Murray/Director of Curriculum, Instruction, & Assessment Ryan Coughlin, Supervisor of Secondary Curriculum	Professional Development through the Montgomery County Intermediate Unit.	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will innovatively strengthen mathematics growth and achievement by ensuring consistent, high-quality instruction that develops conceptual understanding, procedural skill, and fluency, enabling all students to successfully access grade-level content and advanced coursework. In addition, the		2026-09-01	2028-06-30

district will standardize a K-12 math instructional framework that balances conceptual curriculum with explicit math fact fluency (multiplication/division automaticity).			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Murray/Director of Curriculum, Instruction, & Assessment	Professional Development through the Montgomery County Intermediate Unit.	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will assess, implement, and monitor K-12 curriculum supplemental resources (i.e. IXL, Springmath, Study Island etc.) that teachers can use to address math fact fluency. Identify what mastery of math basic skills looks like by grade band K-8.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Murray/Director of Curriculum, Instruction, & Assessment Ryan Coughlin, Supervisor of Secondary Curriculum	Curriculum core and supplemental resources.	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will review and standardize attendance policies and support measures K-12. Review consistent attendance communication tools for staff, students, and parents regarding these policies and support measures. The district will review consistent attendance communication tools for staff, students, and parents. The district will innovatively provide family education on attendance and learning at the school level during back to school night, newsletters, SAIP meetings, etc. Create common language for staff, students, and families; Align messages; and Provide parent guidance.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sue Phillips/Principal	District Attendance Committee, Attendance Policies and Communication Coordinator	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion
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			Date
The district will use attendance data as part of the MTSS entry point: Require attendance to be reviewed during MTSS meetings to identify students for innovative interventions based on chronic patterns and connect attendance to academic and SEL supports. The district will maintain and innovatively expand on Tier 1, 2, & 3 mental health supports (i.e. wellness days) and increase access to certified mental health professionals of staff. The district will explore innovative ways to use current mental health professionals to support social-emotional learning based on student data (i.e. attendance, discipline, risk assessments, etc.) collected.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sue Phillips/Principal	District Attendance Committee, School Psychologists, and School Counselors, and Principals	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The district require systematic monthly risk assessment team meetings to review threat and suicide cases that are classified as serious or very serious students at risk. Teams will innovatively develop safety plans and supports for students classified as serious or very serious risks.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Eric Kuminka/Assistant Superintendent	CSTAG, DCIU Professional development, Navigate 360 Behavior Management Platform	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will deepen the implementation of Leader in Me (LiM) in grades K-8 to focus specifically on student self-advocacy, executive function, and "grit" during productive struggle.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tara Young/Principal	Franklin Covey's Leader in Me Curriculum and Professional development, In-service time, planning time	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion
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			Date
The district will formalize and strengthen secondary advisory structures to ensure every student has a consistent adult advocate, defined expectations for connection and attendance check-ins, and a clear process for identifying and supporting students demonstrating disengagement. The district will innovatively embed structured routines within advisory and classroom practices that require students to review attendance and academic progress, identify barriers to learning, and practice defined help-seeking behaviors (e.g., initiating communication with teachers, attending intervention periods, requesting clarification, and developing improvement plans). The district will establish structured opportunities for secondary students to provide input on school climate, course experiences, and engagement factors, and use that feedback to inform school improvement decisions. The district will use attendance, climate (PAYS), and engagement data to proactively identify secondary students demonstrating avoidance patterns and provide targeted SEL and mentorship support. The district will innovatively implement a structured process to identify and connect secondary students who are not involved in extracurricular activities or engaged with interest-aligned courses to meaningful school opportunities that increase belonging and attendance. The district will implement targeted connection and sense of belonging support during key secondary transition years (6th and 9th grade) to strengthen engagement and prevent attendance decline. Increase opportunities for students to see relevance and real-world application within secondary coursework to strengthen engagement and attendance.		2026-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
John Paul Roskos/Principal	Advisory Teams	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The district will innovatively strengthen and standardize student-centered systems—including a Mathematics MTSS Process, professional learning communities (PLC), attendance supports, and committed to collaborative planning—to support consistent, equitable learning experiences for all students across K–12.	Teaching & Learning Central Administrators, School Principals, Teacher PLC's, Risk Assessment Teams will monitor student math growth 3 times per year during school level data meetings. The assessments that will be utilized are Acadience data, CDT data, AIMS Web Data, & Summative Assessments.

Action Plan For: Prioritizing Essential Student Success Indicators

Measurable Goals:
The district will have collaborated with stakeholder groups to identify the key student success measures that matter most, while

regularly promoting the results of those metrics to the community.

Action Step		Anticipated Start Date	Anticipated Completion Date
The district shall develop a list of priority outcome metrics to help measure district efforts, results, and progress on its priorities.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
George Steinhoff - Superintendent	Work Product from Administrative Team and/or stakeholder committees	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The district shall plan and enact certain lead-measure changes, initiatives, and activities to support improvements in each of the identified success metrics.		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Murray - Director of K-12 Instruction.	N/A	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The district shall define and implement a PDE, Future-Ready Informed set of criteria and performance targets for success indicators		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Danielle Murray - Director of K-12 Instruction	Pattan, PDE, or IU Technical Assistance;	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The district shall have identified and promoted progress and metrics on select, community-supported measures of success that are most impactful to positive student outcomes.	The Superintendent shall report to the school board and community on actual data points relative to the identified measures of success at least annually.

Action Plan For: Employee Engagement and Recognition for Organizational Effectiveness

Measurable Goals:

- The district will have implemented an enhanced employee recognition program designed to acknowledge and honor talented and dedicated employees.

Action Step		Anticipated Start Date	Anticipated Completion Date
The school district shall approve a manageable plan for increased employee affirmation and recognition that is supported through collaborative efforts with employee groups.		2026-07-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dave Criscuolo - HR Director	Establishment of Shared Committee; Consultations with Peer Exemplaries	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The Superintendent shall enact a Committed To Excellence Program of Acknowledgement for exemplary employee work and dedication		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
George Steinhoff - Supt	Award and Recognition Certificates Recommendations from district employees	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of this plan, the school district will have implemented an improved and enhanced program of employee recognition and affirmation.	The Director of HR shall provide an annual summary of employee recognition efforts to employee leaders, administration and school board at the conclusion of each school year.

Action Plan For: Data-Driven Benefits and Compensation Analysis

Measurable Goals:

- The district will benchmark employee salaries, benefits, and responsibilities against regional peers to inform total compensation

packages and strategies to best support employee recruitment and retention.

Action Step		Anticipated Start Date	Anticipated Completion Date
The HR and Business Departments shall utilize resources and services from Intermediate Units, PSBA, PASA, and other professional groups to benchmark employee compensation and identify trends		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Erik Zebley - Business Administrator	Compensation Studies and Reports Data-Analytics Subscription	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
The HR Department shall confer and consult with the Health Trust and Benefits Consultants to quantify current benefit offerings against regional averages		2026-07-01	2026-11-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dave Criscuolo - Hr Director	N/A	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of this plan, the district shall have benchmarked compensation and benefits and worked collaboratively to employ data-informed decisions to support administrative recommendations on salary and benefit decisions.	The Business Administrator and HR Director shall use planned employee negotiation periods as markers for assessment completion.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Engaged and Active Community Partners	The district shall expand upon existing work-based learning opportunities and align its activities and program with identified PDE benchmarks and best-practices.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will innovatively strengthen and standardize student-centered systems—including a Mathematics MTSS Process, professional learning communities (PLC), attendance supports, and committed to collaborative planning—to support consistent, equitable learning experiences for all students across K–12.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will commit to innovatively strengthening curricular horizontal and vertical math PLC alignment of essential standards, curriculum resources, essential standards, instruction, and assessments by intentionally establishing time for the K-12 math department to collaborate, share instruction practices, revise curriculum, develop common assessments aligned with standards. Successful ELA PVAAS Data, Increased AP Participation, Increased AP Passing Scores, and Increased Dual Enrollment Opportunities are attributed to the work, collaboration, and time given to administrators, counselors, and teachers. Success in advanced courses (AP and Dual Enrollment) is linked to knowledgeable faculty who provide high levels of support and encouragement to students. Parkside (Blue Ribbon Award Winning for Significant Academic Growth on State Testing) highlighted high teacher retention and seasoned leadership as bedrock factors.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	Implement building-wide Math MTSS (Multi-Tiered System of Supports) to provide targeted Tier 2 and Tier 3 support during protected blocks.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will research, implement, and monitor innovative ways to build time in the calendar for teachers and administrators to collaborate, analyze data, and plan for instruction and interventions. Intentionally utilize professional learning communities (PLC) time and Tier 2 and Tier 3 meeting times to review student math data based on district and state assessments. Assessments that PLCs and School Level Data Teams will have access to are as follows: Acadience, AIMS Web Secondary, CDTs, Firefly, formative/summative assessments, PVAAS/Proficiency Data on State Assessments, etc.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will innovatively implement school-wide Math MTSS (Multi-Tiered System of Supports) to provide targeted Tier 2 and Tier 3 support during protected blocks. Review and restructure the personnel resources that provided math intervention. Utilize current K-8 interventionists to

	provide more Tier 2 and Tier 3 math interventions for K-8 students. The district and high school overall student enrollment has decreased substantially and has provided an opportunity to reallocate personnel resources. Review and assess high school enrollment to determine if the usage of existing math teachers could fill the need of a secondary math interventionist for Algebra. Review and assess high school math course enrollment and special education case loads to determine if the district can provide a co-teaching instructional setting for all students at the high school for Algebra I. The district is already in year two of providing co-teaching to math teachers and special education teachers at the high school level.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	Hire and train dedicated Math Interventionists to mirror the success seen with Reading Specialists. Intentionally include professional development for any new math and currently employed math teachers/interventionists to include evidence based instructional practices.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will innovatively strengthen mathematics growth and achievement by ensuring consistent, high-quality instruction that develops conceptual understanding, procedural skill, and fluency, enabling all students to successfully access grade-level content and advanced coursework. In addition, the district will standardize a K-12 math instructional framework that balances conceptual curriculum with explicit math fact fluency (multiplication/division automaticity).
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will assess, implement, and monitor K-12 curriculum supplemental resources (i.e. IXL, Springmath, Study Island etc.) that teachers can use to address math fact fluency. Identify what mastery of math basic skills looks like by grade band K-8.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will review and standardize attendance policies and support measures K-12. Review consistent attendance communication tools for staff, students, and parents regarding these policies and support measures. The district will review consistent attendance communication tools for staff, students, and parents. The district will innovatively provide family education on attendance and learning at the school level during back to school night, newsletters, SAIP meetings, etc. Create common language for staff, students, and families; Align messages; and Provide parent guidance.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will use attendance data as part of the MTSS entry point: Require attendance to be reviewed during MTSS meetings to identify students for innovative interventions based on chronic patterns and connect attendance to academic and SEL supports. The district will maintain and innovatively expand on Tier 1, 2, & 3 mental health supports (i.e. wellness days) and increase access to certified mental health professionals of staff. The district will explore innovative ways to use current mental health professionals to support social-emotional learning based on student data (i.e. attendance, discipline, risk assessments, etc.) collected.

Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district require systematic monthly risk assessment team meetings to review threat and suicide cases that are classified as serious or very serious students at risk. Teams will innovatively develop safety plans and supports for students classified as serious or very serious risks.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will deepen the implementation of Leader in Me (LiM) in grades K-8 to focus specifically on student self-advocacy, executive function, and "grit" during productive struggle.
Student-Centered, instructional focus to deliver gains in academic growth, achievement, and life skill development	The district will formalize and strengthen secondary advisory structures to ensure every student has a consistent adult advocate, defined expectations for connection and attendance check-ins, and a clear process for identifying and supporting students demonstrating disengagement. The district will innovatively embed structured routines within advisory and classroom practices that require students to review attendance and academic progress, identify barriers to learning, and practice defined help-seeking behaviors (e.g., initiating communication with teachers, attending intervention periods, requesting clarification, and developing improvement plans). The district will establish structured opportunities for secondary students to provide input on school climate, course experiences, and engagement factors, and use that feedback to inform school improvement decisions. The district will use attendance, climate (PAYS), and engagement data to proactively identify secondary students demonstrating avoidance patterns and provide targeted SEL and mentorship support. The district will innovatively implement a structured process to identify and connect secondary students who are not involved in extracurricular activities or engaged with interest-aligned courses to meaningful school opportunities that increase belonging and attendance. The district will implement targeted connection and sense of belonging support during key secondary transition years (6th and 9th grade) to strengthen engagement and prevent attendance decline. Increase opportunities for students to see relevance and real-world application within secondary coursework to strengthen engagement and attendance.
Prioritizing Essential Student Success Indicators	The district shall plan and enact certain lead-measure changes, initiatives, and activities to support improvements in each of the identified success metrics.

Aligning Practices to Measures that Matter

Action Step
The district shall plan and enact certain lead-measure changes, initiatives, and activities to support improvements in each of the identified success metrics.
Audience
Administrators; School Professional Staff; School Support Staff; Parents/Guardians and Students
Topics to be Included

Consultation on best practices to ensure alignment and use of evidenced-based strategies to improve lead and lag measures on district success indicators		
Evidence of Learning		
The compilation and dissemination of specific action steps to improve district metrics, coupled with quantifiable improvements shall serve as evidence of success.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Danielle Murray - Director, K-12 Instruction	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly and as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Business Advisory Committee Communications

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School District Community; Municipal Business Associations; Municipalities; Higher Education	Opportunities to become involved in strategic business partnerships with the school district; call for volunteers and interest; expectations of membership on the committee; updates on actions and decisions made by the Advisory Committee	Allison Gangl - Communications Coordinator	07/01/2026	06/30/2027

Communications

Type of Communication	Frequency
Newsletter	E-newsletter is published near monthly.
Posting on district website	Website is updated frequently
Presentation	Presentations at Community Business Association Meetings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date