Elizabethtown Area SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		113362403
Address 1		
600 E High St		
Address 2		
City	**State**	**Zip Code**
Elizabethtown	PA	17022
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Single Point of Contact Name		
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Single Point of Contact Email		
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Single Point of Contact Phone Number		
717-367-1521		

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LEA Profile

District Overview

The Elizabethtown Area School District (EASD) serves approximately 3,500 students across four municipalities: Elizabethtown Borough, Conoy Township, West Donegal Township, and a portion of Mount Joy Township. Located in Lancaster County, the district combines the close-knit feel of a small community with the opportunities of nearby regional centers, including Lancaster, York, and Harrisburg. Local employers such as M&M/Mars, Wenger Feeds, and the Nordstrom Fulfillment Center, along with partners like Elizabethtown College and Masonic Village, help create a strong base of community pride, volunteerism, and support for our schools.

Strengths

EASD is guided by a three-part approach that emphasizes academics, student support, and a culture of belonging.

Life Ready Model: Prepares students for life after graduation—college, workforce, or military—through rigorous academics and real-world learning experiences.

Student Supports: Comprehensive services ensure children can overcome academic, social, or emotional challenges and fully engage in learning.

Culture of Belonging: Every student feels safe, valued, and connected, fostering engagement and success.

Challenges

Rising Costs: Special education, cyber charter tuition, and healthcare strain district resources.

Staffing: Reductions make it challenging to maintain program breadth and provide student support.

Facilities & Renovations: Ongoing maintenance and renovation needs require careful planning and resources to ensure safe, modern, and effective learning environments.

Engagement: Ensuring access and engagement across all schools as student needs diversify.

Trends

College Preparedness: Students and families value opportunities such as College-in-the-High School, dual enrollment, and AP courses that prepare students for postsecondary success.

Career-Connected Learning: Families and students increasingly seek learning pathways that provide real-world, career-connected experiences.

Early Learning & Kindergarten: Piloting a full-day kindergarten program reflects the district's focus on strong early learning experiences and supporting school readiness for all students.

Conditions

Accountability Framework: Work is guided by a Benefits-Based Accountability Framework, aligning instruction and outcomes to seven core pillars.

Community Partnerships: Collaborations with higher education institutions, businesses, and organizations enhance capacity to meet complex student needs.

Community Support: Strong investment and engagement enable quality programs and opportunities.

Resource Management: Commitment to transparency and efficient use of resources amid rising costs and accountability pressures.

Mission and Vision

Mission

Our mission is to inspire and support every learner to reach their fullest potential through rigorous academics, personal growth, and meaningful connections that prepare them to contribute responsibly and thrive in a changing world.

Vision

We envision a district where learning is personalized, innovation is embraced, and graduates leave capable, caring, and ready to live, learn, and thrive in a global community.

Educational Values

Students

We will grow in knowledge, character, and skills. We will take ownership of our learning and our future. We will contribute positively to our school and community.

Staff

We will put students first in all we do. We will build safe, supportive, and welcoming environments. We will foster curiosity, creativity, and collaboration. We will model lifelong learning, resilience, and adaptability.

Administration

We will put students first in all we do. We will ensure fairness, access, and opportunity for all students. We will listen, support, and remove barriers. We will align resources and practices to the mission and vision. We will offer, plan, and facilitate professional development opportunities for staff that support the mission and vision. We will partner with staff, families, and the community for student success. We will advocate for and support our children's learning and growth. We will value education as a foundation for our community's strength. We will model lifelong learning, resilience, and adaptability.

Parents

We will put students first in all we do. We will advocate for and support our children's learning and growth. We will work as active partners with our schools and our teachers. We will encourage independence, responsibility, and resilience. We will nurture a positive, safe environment at home and in the community. We will value education as a foundation for our community's strength. We will listen, support, and remove barriers for our students.

Community

We will partner with schools to create opportunities and open doors. We will share resources, expertise, and experiences with students. We value education as a foundation for community strength. We will help students discover passions and step confidently into their futures. We will advocate for and support students' learning and growth.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA State Assessment Measure - MATHEMATICS	Bear Creek School met the interim goal/improvement target for mathematics and has been above state average for two years in a row.
PSSA State Assessment Measure - SCIENCE	While there are no results for the 2024-2025 school year, Bear Creek School exceeded the interim goal/improvement target for Science, and exceeded the 2033 statewide goal in 2023-2024.
PVAAS Data - MATHEMATICS	The district is meeting or exceeding the PVAAS Growth Index in grades 4, 5, 7, and 8 in Math.
PVAAS Data - KEYSTONE EXAMS	The district is meeting or exceeding the PVAAS Growth Index in Algebra, Biology, and Literature.

Challenges

Indicator	Comments/Notable Observations
PSSA State Assessment Measure - ELA - Bear Creek	Bear Creek School did not meet the interim goal/improvement target for ELA, and was below the statewide average in 2024-2025. Bear Creek also decreased in performance from the previous years in 2023-2024 and 2024-2025.
PSSA State Assessment Measure ELA - Middle School	While the Elizabethtown Area Middle School exceeded the interim goal/improvement target statewide average in ELA for two years in a row, current year results indicate that the interim goal/improvement targets were not met.
PSSA State Assessment Measure MATHEMATICS - Middle School	While the Elizabethtown Area Middle School exceeded the interim goal/improvement target statewide average in Math for two years in a row, current year results indicate that the interim goal/improvement targets were not met.
PSSA State Assessment Measure SCIENCE - Middle School	While there are no results for the 2024-2025 school year, the middle school goal/improvement target for Science was not met in 2023-2024.
End of Course Grades	The district's end of course grades do not align with state assessment achievement scores. • For example, in Grade 6 ELA 80-100% of students are earning an A, B, or C in the course; however, PSSA Scores in ELA are 59.2%. • In Grade 7 ELA, 81-100% of students are earning an A, B, or C in the course; however, our PSSA Scores in ELA are 57.2%. • In Grade 8 mathematics, 100% of our students are earning an A, B, or C in the course, and yet our PSSA Scores in Grade 8 mathematics are 47.4%. This trend continues across all tested subject areas.

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

Strengths

Indicator Bear Creek School's PA Future Ready Index in mathematics shows goals/improvement targets were met in the following sub groups: Asian, Hispanic, White, and EL groups. **Grade Level(s) and/or Student Group(s)** Grades 3, 4, 5	**Comments/Notable Observations** Goals/improvement targets were met in the All Student Group, as well as the Asian, Hispanic, White, and EL groups for two years in a row in mathematics.
Indicator Bear Creek School's PA Future Ready Index in science shows goals/improvement targets were met in the following sub groups: White and ED subgroups. **Grade Level(s) and/or Student Group(s)** Grades 3, 4, 5	**Comments/Notable Observations** Goals/improvement targets were met in the White and ED sub groups.

Challenges

Indicator Grade 3 Reading **Grade Level(s) and/or Student Group(s)** Grade 3: All Student Group, Economically Disadvantaged Group, and Students with Disabilities Group	**Comments/Notable Observations** Early Indicators of Success for Grade 3 Reading for the following groups are: All Students - 49.3% Economically Disadvantaged - 26.6% Students with Disabilities 15.2% Hispanic - 20.8% Other student groups according to the 2024-2025 PA Future Ready Breakdowns show an insufficient sample.
Indicator Grade 7 Mathematics **Grade Level(s) and/or Student Group(s)** Grade 7: All Student Group, Economically Disadvantaged Group, and Students with Disabilities Group	**Comments/Notable Observations** Early Indicators of Success for Grade 7 Mathematics for the following groups are: All Students - 53.4% Economically Disadvantaged - 33.7% Students with Disabilities 3.6% Other student groups according to the 2024-2025 PA Future Ready Breakdowns show an insufficient sample.
Indicator PA Future Ready Index - Attendance **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** The Hispanic and ED subgroups at the secondary level are not meeting the performance standard. The Students with Disabilities and EL Subgroups at the High School are not meeting the performance standard.

Middle School & High School Hispanic ED Subgroups High School Students with Disabilities and EL Subgroups	

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.

PA Future Ready Index - MATHEMATICS - Bear Creek School and the high school exceeded the math growth target for two years. The middle school exceeded the math growth target in 2024-2025.
PA Future Ready Index - ATTENDANCE - The district is meeting or exceeding the attendance performance standard in all schools.
PA Future Ready Index - ENGLISH GROWTH & ATTAINMENT - The district is meeting or exceeding the English Growth & Attainment goal/improvement target at Bear Creek.

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.

PA Future Ready Index - ELA - With few exceptions, the district has not met the goal/improvement target in ELA in any grade level or any sub group for the past two years. Last year, the district did not meet the goal/improvement target in any grade level or sub group.
PA Future Ready Index - MATHEMATICS - The district is not meeting growth or state assessment measures in our ELD and Special Education sub groups.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSAs and Keystone Exams	Required standardized assessments
Common Assessments	Exist for trigger course
PVAAS	Growth scores as indicator toward proficiency
Attendance Data	Tracking participation based on standardized assessments compared to daily attendance rates
DIBELS 8 - Acadience	Used for BOY, MOY, and EOY MTSS data tracking and need for intervention(s)
End of course grades	Used for comparison to state assessment results

English Language Arts Summary

Strengths

Keystone Exam Literature Scores are holding steady. The district is meeting the annual growth expectation per PVAAS in the All student group.

Challenges

Bear Creek & Middle School - ELA PSSA scores are trending downward. The district is not meeting the growth target or the goal/improvement targets.

Mathematics

Data	Comments/Notable Observations
PSSAs and Keystone Exams	Required standardized assessments
Common Assessments	Exist for trigger course

Mathematics Summary

Strengths

PVAAS scores at the High School, Middle School, & Bear Creek are exceeding the standard for demonstrating growth.
Middle School - The district is seeing a positive trend in PSSA mathematics scores.

Challenges

High School & Middle School - Did not meet the goal/improvement target for mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSAs and Keystone Exams	Required standardized assessments

Science, Technology, and Engineering Education Summary

Strengths

Historical science PSSA scores for Bear Creek and the Middle School remain steady.

Challenges

There is a downward trend in Keystone Biology scores at the High School.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready Index - CAREER STANDARDS	Meet or exceed the career standards benchmark at all levels.
Student - Industry Recognized Credentials and Work Based Learning Experiences for Non CTE students	Industry Certifications have been awarded.
Smart Futures	Tracking system for career ready evidence by grade span.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Completers for the Agriculture Productions Operations	Students need to complete a series of courses over 4 years that comprise the CTE approved program

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Pennsylvania College of Health Sciences

Agreement Type

Dual Credit

Program/Course Area

Dual Enrollment allows Students to take a PA College course on-campus or online for postsecondary credit at a rate of 50% of the annual per credit hour tuition rate up to seven credits per academic semester.

Uploaded Files

PA Col Health Sci Dual Enrollment 07012022 SIGNED.pdf

Partnering Institution

Central Penn College

Agreement Type

Other

Program/Course Area

Edcelerated to Success Program Pathways MOU

Uploaded Files

2023 Edcelerated Central Penn College Fully Signed.pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type

Dual Credit

Program/Course Area

Dual Credit/Enrollment

Uploaded Files

HACC Dual Enrollment Agreement2012.pdf

Partnering Institution

Elizabethtown College

Agreement Type

Dual Credit

Program/Course Area

Dual Credit/Enrollment

Uploaded Files

Etown College_EASD Dual Enrollment Agreement 07282025-06302027.pdf

Partnering Institution

Thaddeus Stevens College of Technology

Agreement Type

Dual Credit

Program/Course Area

Dual Credit/Enrollment

Uploaded Files

TSCT_EASD MOU Early Enrollment 2025_2026 (need TSCT signature).pdf

Partnering Institution

Delaware Valley University

Agreement Type

Local Articulation

Program/Course Area

Animal Science, Equine Science and/or Greenhouse and Landscape Programs

Uploaded Files

Delaware Valley Articulation Agreement SIGNED 10202020.pdf

Partnering Institution

Harrisburg University of Science and Technology

Agreement Type

Dual Credit

Program/Course Area

STEM

Uploaded Files

Harrisburg University of Science Dual Enrollment signed 6_26_19.pdf

Partnering Institution

Saint Francis University

Agreement Type

Dual Credit

Program/Course Area

Introduction to Pedagogy & Introduction to Special Education

Uploaded Files

Scan From Toshiba 2025-09-03_08-06-20_45398.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.

The High School exceeds the Career Standards Benchmark performance standard for the Students with Disabilities subgroup.
The district meets the Career Standards Benchmark performance standard at all levels.

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.

Bear Creek did not meet the Career Standards Benchmark performance standard for the Students with Disabilities subgroup.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready Index - Growth	ELs are meeting or exceeding the PVAAS growth expectations at the Middle School in mathematics and ELA.
Future Ready Index - Achievement	ELs are meeting the PVAAS goal/improvement target at Bear Creek.
Future Ready Index - Attendance	ELs are not meeting the performance standard for Attendance at High School & Middle School.
Future Ready Index - Growth & Attainment	ELs are meeting the English Growth & Attainment goal/improvement target at Bear Creek.

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Index - Attendance	Students w/Disabilities are not meeting the goal/improvement target at the High School.
Future Ready Index - Attendance	Students w/Disabilities are meeting the goal/improvement target at Bear Creek and the Middle School.
Future Ready Index - Career Standards	Students w/Disabilities are not meeting the goal/improvement target at Bear Creek.
Future Ready Index - Career Standards	Students w/Disabilities are meeting or exceeding the goal/improvement target at the Middle School and High School.
Future Ready Index - State Assessment Measures	Students w/Disabilities are not meeting the goal/improvement target at Bear Creek, Middle School, or High School in mathematics or ELA.
Future Ready Index - Growth Expectations	Students w/Disabilities are meeting or exceeding the PVAAS growth target at the High School, Bear Creek, and the Middle School in mathematics.
Future Ready Index - Growth Expectations	Students w/Disabilities are not meeting the PVAAS growth target at Bear Creek, Middle School or High School in ELA.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index - Growth Expectations	Students considered Economically Disadvantaged (ED) are not meeting the PVAAS growth target at Bear Creek, Middle School, or High School in ELA.
Future Ready Index - Growth Expectations	Students considered Economically Disadvantaged (ED) are exceeding or meeting the PVAAS growth target at Bear Creek, Middle School, or High School in mathematics.
Future Ready Index - State Assessment Measures	Students considered Economically Disadvantaged (ED) are not meeting the goal/improvement target at Bear Creek, Middle School, or High School in ELA or mathematics.
Future Ready Index - Career Standards	Students considered Economically Disadvantaged (ED) are meeting the performance standard at Bear Creek, Middle School, and High School.
Future Ready Index - Attendance	Students considered Economically Disadvantaged (ED) are meeting the performance standard for Attendance at Bear Creek.
Future Ready Index - Attendance	Students considered Economically Disadvantaged (ED) are not meeting the performance standard for Attendance at the High School or Middle School.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Hispanic students are not meeting the goal/improvement target in ELA or mathematics at Bear Creek, High School, and Middle School.
Black	Black students are not meeting the goal/improvement target in ELA or mathematics at Bear Creek and Middle School.
Hispanic	Hispanic students are meeting the PVAAS growth target in ELA and mathematics at Bear Creek, High School, and Middle School.
Black	Black students are meeting the Attendance performance standard at Bear Creek and Middle School.
Black	Black students are not meeting the Attendance performance standard at High School.
Hispanic	Hispanic students are meeting the Attendance performance standard at Bear Creek.
Hispanic	Hispanic students are not meeting the Attendance performance standard at High School or Middle School.

Summary

Strengths

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

PVAAS growth targets in mathematics at Bear Creek, the Middle School, or the High School are being met in all subgroups.
Future Ready Index Career Standards Benchmarks are meeting the performance standard in all subgroups except for Bear Creek students with disabilities.
Future Ready Index Attendance Benchmarks are being met in all subgroups at Bear Creek.

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.

State Assessment measures in ELA at Bear Creek, the Middle School, or the High School are not being met in all subgroups.
State Assessment measures in Mathematics at the Middle School or the High School are not being met in all subgroups.
Future Ready Index Attendance Benchmarks are not being met in the ED, EL, Black, Hispanic, or Asian subgroups at the High School.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Based on the Future Ready PA Index, the district's main areas of focus for students with IEPs need to be on seeing an increase in proficient scores and in growth on both the ELA and Math State Assessment measures. Both attendance and college and careers measures are strong and the district anticipates them staying strong. The district's Special Education Plan addresses specifically how we plan to achieve the academic growth targets.
Title 1 Program	The district currently has two schools with school-wide programs.
Student Services	The district assists struggling schools and students using a multi-pronged approach which includes an analysis of: 1. Educational learning opportunities (Curricular, instructional approach) 2. Climate and culture (Safe, welcoming, students wanting to come to school, students seeing a benefit to school) 3. Incorporating Well-Being and Culture of Belonging strategies into the daily instructional model to help identify barriers that are currently impeding students (Mental Health, Trauma) and then providing the appropriate resources required to address the gaps identified within the overall analysis.
K-12 Guidance Plan (339 Plan)	This plan addresses the College and Career Measure. The district continues to 'meet if not exceed standards' for the career standards. Each year the K-12 counselors write SMART goals for each grade level in the areas of career, social/emotional learning and academics as part of the K-12 Guidance Plan. The goals support these measures and are shared yearly with the Community Advisory Council. The percent of 4-year cohort graduation measure is at 91.79% at the high school, and currently 'meets standards'.
Technology Plan	The district administers an annual technology survey conducted by the department of technology services.
English Language Development Programs	The English Language Development Program continues to grow through increased enrollment, especially of newcomer students who require the most support. Additionally, we have more SLIFE (Students with Limited or Interrupted Formal Education) students.

Strengths

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

The district implements a multi-pronged, systems-based approach to school improvement that integrates curriculum, instruction, climate and culture, and student well-being.
The district places a strong emphasis on safe, welcoming school environments, and a culture of belonging supports student engagement and attendance.
The district meets or exceeds College and Career Readiness standards, supported by a comprehensive K-12 Guidance Plan.
Graduation outcomes remain a strength as they meet state standards.
The district regularly assesses instructional infrastructure and access through an annual technology survey.

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.

Students with disabilities are not consistently demonstrating sufficient academic growth, indicating gaps in access to grade-level curriculum with appropriate supports and specially designed instruction.
English Learners are not consistently meeting academic expectations across content areas, suggesting insufficient integration of language development within content instruction.
Use of disaggregated data for English Learners is not consistently informing instructional planning and support, limiting the district's ability to provide targeted and timely interventions.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	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	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

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

Foster a vision and culture of high expectations for success for all students, educators, and families
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Ensure effective, standards-aligned curriculum and assessment
Coordinate and monitor supports aligned with students' and families' needs
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
PA Future Ready Index - MATHEMATICS - Bear Creek School and the high school exceeded the math growth target for two years. The middle school exceeded the math growth target in 2024-2025.	False
PA Future Ready Index - ATTENDANCE - The district is meeting or exceeding the attendance performance standard in all schools.	False
Keystone Exam Literature Scores are holding steady. The district is meeting the annual growth expectation per PVAAS in the All student group.	False
PVAAS scores at the High School, Middle School & Bear Creek are exceeding the standard for demonstrating growth.	False
The district is seeing a positive trend in PSSA mathematics scores at the Middle School.	False
Historical science PSSA scores for Bear Creek & the Middle School remain steady.	False
The High School exceeds the Career Standards Benchmark performance standard for the Students with Disabilities subgroup.	False
The district meets the Career Standards Benchmark performance standard at all levels.	False
PVAAS growth targets in mathematics at Bear Creek, the Middle School. or the High School are being met in all subgroups.	False
Future Ready Index Career Standards Benchmarks are meeting the performance standard in all subgroups except for Bear Creek students with disabilities.	False
Future Ready Index Attendance Benchmarks are being met in all subgroups at Bear Creek.	False
PA Future Ready Index - ENGLISH GROWTH & ATTAINMENT - The district is meeting or exceeding the English Growth & Attainment goal/improvement target at Bear Creek.	False
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Coordinate and monitor supports aligned with students' and families' needs	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
Ensure effective, standards-aligned curriculum and assessment	True

The district implements a multi-pronged, systems-based approach to school improvement that integrates curriculum, instruction, climate and culture, and student well-being.	False
Strong emphasis on safe, welcoming school environments and a culture of belonging supports student engagement and attendance.	False
The district meets or exceeds College and Career Readiness standards, supported by a comprehensive K-12 Guidance Plan.	False
Graduation outcomes remain a strength and meet state standards.	False
The district regularly assesses instructional infrastructure and access through an annual technology survey.	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
PA Future Ready Index - ELA - With few exceptions, the district has not met the goal/improvement target in ELA in any grade level or any sub group for the past two years. Last year, the district did not meet the goal/improvement target in any grade level or sub group.	False
PA Future Ready Index - MATHEMATICS - The district is not meeting growth or state assessment measures in our ELD and Special Education sub groups.	False
Bear Creek & the Middle School's ELA PSSA scores are trending downward. The district is not meeting the growth target or the goal/improvement targets.	True
The High School and Middle School did not meet the goal/improvement target.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True
There is a downward trend in Keystone Biology scores at the High School.	True
Bear Creek did not meet the Career Standards Benchmark performance standard for the Students with Disabilities subgroup.	False
State Assessment measures in ELA at Bear Creek, the Middle School, or the High School are not being met in all subgroups.	True
State Assessment measures in Mathematics at the Middle School or the High School are not being met in all subgroups.	True

Future Ready Index Attendance Benchmarks are not being met in the ED, EL, Black, Hispanic, or Asian subgroups at the High School.	True
Students with disabilities are not consistently demonstrating sufficient academic growth, indicating gaps in access to grade-level curriculum with appropriate supports and specially designed instruction.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True
English Learners are not consistently meeting academic expectations across content areas, suggesting insufficient integration of language development within content instruction.	False
Use of disaggregated data for English Learners is not consistently informing instructional planning and support, limiting the district's ability to provide targeted and timely interventions.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The district is challenged by resource allocation and fiscal constraints; maintaining consistency of high quality instruction across the district; leadership development; and the need for strengthened governance processes and communication strategies between the school board, district employees, and the community at large. Our academic achievement and growth are not at an acceptable level of proficiency overall and within subgroups.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Partner with local businesses, community organizations, and other agencies to meet the needs of the district		False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data		False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Through a self-assessment, district leadership identified a need to update tools used for classroom visits to better capture constructive feedback for the teacher. Additionally, administrators have identified instructional leadership as an area for further growth. It will be the focus of administrative professional development for the duration of the Comprehensive Plan.	True
Bear Creek & the Middle School's ELA PSSA scores are trending downward. The district is not meeting the growth target or the goal/improvement targets.	There is a need for vertical alignment of the curriculum, common assessments, and Tier 1 interventions particularly between grades 3-8. Additionally, there is a need to align local assessments with PSSA eligible content to assist teachers with identifying areas of student need. Finally, Bear Creek has recently adopted a new K-5 curriculum (CKLA) and time is needed for the implementation process to demonstrate improvement and to provide professional development to support the teachers.	True
The High School and Middle School did not meet the goal/improvement target		False
There is a downward trend in Keystone Biology scores at the High School.		False
State Assessment measures in ELA at Bear Creek, the Middle School, or the High School are not being met in all subgroups.	There is a need to fully implement a K-12 multi-tiered system of support for all students in the district. This would include a standards aligned Tier 1 core curriculum, common assessments, progress monitoring, data teams, data analysis, and targeted support and interventions for struggling students.	True
State Assessment measures in Mathematics at the Middle School or the High School are not being met in all subgroups.	There is a need to fully implement a K-12 multi-tiered system of support for all students in the district. This would include a standards aligned Tier 1 core	True

	curriculum, common assessments, progress monitoring, data teams, data analysis, and targeted support and interventions for struggling students.	
Future Ready Index Attendance Benchmarks are not being met in the ED, EL, Black, Hispanic, or Asian subgroups at the High School.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Foster a vision and culture of high expectations for success for all students, educators, and families	By developing a culture of high expectations for all, the district hopes to increase student engagement, and therefore ownership of their own learning.
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	The district plans to continue its efforts to expand MTSS to all levels, achieve increased fidelity in the implementation of Tier 1 instruction, and used evidence-based instructional strategies to differentiate lessons when needed.
Coordinate and monitor supports aligned with students' and families' needs	To increase student engagement in their learning, the district plans to partner with parents and families to support student attendance, reduce reoccurring disciplinary infractions, and increase graduation rates.
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	The teaching staff is an asset of our district. Their skill and expertise will allow us to expand MTSS, increase the quality & effectiveness of instruction, and help to improve student achievement and growth data.
Ensure effective, standards-aligned curriculum and assessment	The district's curriculum review process includes both standards alignment and alignment with PSSA & Keystone eligible Tier 1 content. Through continued review & analysis, the district will work to improve overall alignment between the curriculum, the standards, and the local assessments we create. This will help the district to measure proficiency levels and intervene to reduce learning gaps before state assessments are administered.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district's instructional leaders need to plan effective professional development in tiered interventions as part of a full implementation of K-12 MTSS, and constructive feedback and coaching needs to be provided to teachers through classroom visits and observations.
	MTSS lacks consistency across grade levels, and assessment data are collected, but not consistently analyzed or acted upon to inform instruction.

	Instructional quality varies across schools and classrooms, and there has been limited evidence of higher-order questioning, rigor, and consistent academic expectations for student engagement.
	Data analysis needs to be used more consistently to identify achievement gaps early so appropriate interventions can be administered to struggling students.

Goal Setting

Priority: The district's instructional leaders need to plan effective professional development in tiered interventions as part of a full implementation of K-12 MTSS, and constructive feedback and coaching needs to be provided to teachers through classroom visits and observations.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 2029, the district will implement a consistent K-12 Multi-Tiered System of Supports (MTSS) in 100% of schools with at least 90% fidelity, as evidenced by common screening, progress monitoring, and Tier 2 and 3 intervention protocols, resulting in improvement Tier 1 instructional effectiveness and increased student achievement and growth.		
Measurable Goal Nickname (35 Character Max)		
K-12 Multi-Tiered System of Supports		
Target Year 1	**Target Year 2**	**Target Year 3**
The district will adopt a districtwide K-12 MTSS framework with common expectations for screening, progress monitoring, and interventions, it will establish baseline MTSS fidelity data across all schools. and it will provide MTSS-focused professional development for administrators and instructional staff.	The district will achieve at least 75% fidelity to the MTSS framework in all schools, it will use MTSS data consistently to inform Tier 1 instructional adjustments, it will demonstrate improved student growth trends on local and state assessments, and it will begin to reduce the percentage of students requiring Tier 2 or 3 supports.	By June 2029, the district will implement a consistent K-12 Multi-Tiered System of Supports (MTSS) in 100% of schools with at least 90% fidelity, as evidenced by common screening, progress monitoring, and Tier 2 and 3 intervention protocols, resulting in improvement Tier 1 instructional effectiveness and increased student achievement and growth.

Priority: MTSS lacks consistency across grade levels, and assessment data are collected, but not consistently analyzed or acted upon to inform instruction.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By June 2029, the district will increase student engagement in academic learning by improving attendance and reducing classroom disciplinary incidents by 10% and by demonstrating increase student achievement and growth on PSSAs, Keystone Exams, and PVAAS measures.
Measurable Goal Nickname (35 Character Max)
Student Engagement in Learning

Target Year 1	Target Year 2	Target Year 3
The district will establish a district-wide definition of academic engagement aligned to Danielson's Domain 3, it will provide professional development to administrators and teachers on engagement strategies, it will establish baseline data for attendance, classroom discipline, PSSA/Keystone achievement, and PVAAS growth, and it will implement engagement-focused walkthrough tools in all schools.	The district will demonstrate consistent implementation of engagement strategies in at least 50% of classrooms, as measured by walkthrough data, it will improve average daily attendance rates and reduce classroom disciplinary incidents, and it will show improvement trends in student achievement and/or growth.	By June 2029, the district will increase student engagement in academic learning by improving attendance and reducing classroom disciplinary incidents by 10% and by demonstrating increase student achievement and growth on PSSAs, Keystone Exams, and PVAAS measures.

Priority: Instructional quality varies across schools and classrooms, and there has been limited evidence of higher-order questioning, rigor, and consistent academic expectations for student engagement.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 2029, the district will increase instructional quality and rigor across classrooms by ensuring consistent implementation of high-quality Tier 1 instructional practices aligned to standards and Danielson's Domain 3, as evidenced by classroom observation data showing increased use of higher-order questioning and active student engagement, and by improved student achievement and growth on PSSA, Keystone, and PVAAS measures.		
Measurable Goal Nickname (35 Character Max)		
Instructional Quality, Rigor, and Academic Engagement		
Target Year 1	**Target Year 2**	**Target Year 3**
The district will establish a district-wide definition of high-quality Tier 1 instruction that emphasizes rigor, higher-order questioning, and active student engagement, it will align observation, walkthrough, and other feedback tools to the district's instructional expectations, it will provide professional development to administrators and teachers focused on higher-order questioning, rigor, and student engagement	The district will demonstrate consistent implementation of rigorous instructional practices in at least 50% of classrooms, it will increase evidence of higher-order questioning and active engagement across grade levels and content areas, and it will demonstrate improvement in student achievement and growth trends.	By June 2029, the district will increase instructional quality and rigor across classrooms by ensuring consistent implementation of high-quality Tier 1 instructional practices aligned to standards and Danielson's Domain 3, as evidenced by classroom observation data showing increased use of higher-order questioning and active student engagement, and by improved student

strategies, and it will collect baseline classroom observation and student achievement data.		achievement and growth on PSSA, Keystone, and PVAAS measures.

Priority: Data analysis needs to be used more consistently to identify achievement gaps early so appropriate interventions can be administered to struggling students.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 2029, the district will implement consistent, data-informed practices in 100% of schools to identify achievement gaps early and adjust instruction and interventions accordingly, resulting in improved student growth and a reduction in the number of students requiring intensive academic interventions.		
Measurable Goal Nickname (35 Character Max)		
Data-Informed Identification of Achievement Gaps		
Target Year 1	**Target Year 2**	**Target Year 3**
The district will establish district-wide expectations and protocols for data analysis within PLCs, data teams, and/or MTSS meetings, it will provide professional development to administrators and teachers on data analysis and progress monitoring to identify achievement gaps, it will establish baseline data for student achievement, growth, and tier placement across schools, and it will ensure all schools begin universal screenings and scheduled data reviews.	The district will demonstrate consistent use of data analysis protocols in at least 50% of PLCs and/or MTSS meetings across all schools, it will use data to identify students in need of intervention earlier in the school year, it will show improved growth trends on local and state assessments for identified student groups, and it will begin reducing the percentage of students requiring Tier 3 academic interventions.	By June 2029, the district will implement consistent, data-informed practices in 100% of schools to identify achievement gaps early and adjust instruction and interventions accordingly, resulting in improved student growth and a reduction in the number of students requiring intensive academic interventions.

Action Plan

Measurable Goals

K-12 Multi-Tiered System of Supports	Student Engagement in Learning
Instructional Quality, Rigor, and Academic Engagement	Data-Informed Identification of Achievement Gaps

Action Plan For: Data Driven Professional Learning Communities

Measurable Goals:

- By June 2029, the district will implement consistent, data-informed practices in 100% of schools to identify achievement gaps early and adjust instruction and interventions accordingly, resulting in improved student growth and a reduction in the number of students requiring intensive academic interventions.
- By June 2029, the district will increase instructional quality and rigor across classrooms by ensuring consistent implementation of high-quality Tier 1 instructional practices aligned to standards and Danielson's Domain 3, as evidenced by classroom observation data showing increased use of higher-order questioning and active student engagement, and by improved student achievement and growth on PSSA, Keystone, and PVAAS measures.
- By June 2029, the district will implement a consistent K-12 Multi-Tiered System of Supports (MTSS) in 100% of schools with at least 90% fidelity, as evidenced by common screening, progress monitoring, and Tier 2 and 3 intervention protocols, resulting in improvement Tier 1 instructional effectiveness and increased student achievement and growth.
- By June 2029, the district will increase student engagement in academic learning by improving attendance and reducing classroom disciplinary incidents by 10% and by demonstrating increase student achievement and growth on PSSAs, Keystone Exams, and PVAAS measures.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement district-wide data analysis protocols within PLCs and/or MTSS teams to identify achievement gaps		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Data Analysis Protocols; Agendas for PLCs and/or MTSS teams; Assessment Databases or Dashboards	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Use data analysis to adjust instruction and interventions in a timely manner		2027-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Principals & Instructional Coaches	Progress monitoring tools; Intervention resources	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports		2027-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals & Instructional Coaches	MTSS data reports; Coaching cycles; PLC data protocols	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Use MTSS and PLC data to proactively address engagement-related barriers to learning (attendance, behavior, academic disengagement)		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals, Director of Pupil Services, Supervisor of Student Supports, & Assistant Superintendent	MTSS data systems; Agendas for PLCs and/or MTSS teams; Attendance & discipline dashboard	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Targeted instructional adjustments; Reduced classroom disruptions; Reduced Tier 2 or 3 placement; Data analysis documentation; and Improved growth trends	PLCs and/or MTSS teams; District & Building Administration; Quarterly; Progress monitoring data (attendance, discipline, and academic)

Action Plan For: Instructional Coaching

Measurable Goals:

- By June 2029, the district will implement consistent, data-informed practices in 100% of schools to identify achievement gaps early and adjust instruction and interventions accordingly, resulting in improved student growth and a reduction in the number of students requiring intensive academic interventions.
- By June 2029, the district will increase instructional quality and rigor across classrooms by ensuring consistent implementation of high-quality Tier 1 instructional practices aligned to standards and Danielson's Domain 3, as evidenced by classroom observation data showing increased

use of higher-order questioning and active student engagement, and by improved student achievement and growth on PSSA, Keystone, and PVAAS measures.

- By June 2029, the district will implement a consistent K-12 Multi-Tiered System of Supports (MTSS) in 100% of schools with at least 90% fidelity, as evidenced by common screening, progress monitoring, and Tier 2 and 3 intervention protocols, resulting in improvement Tier 1 instructional effectiveness and increased student achievement and growth.
- By June 2029, the district will increase student engagement in academic learning by improving attendance and reducing classroom disciplinary incidents by 10% and by demonstrating increase student achievement and growth on PSSAs, Keystone Exams, and PVAAS measures.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop and implement a district-wide definition of high-quality Tier 1 instruction emphasizing rigor and higher order thinking		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Instructional framework; walkthrough tools; Danielson rubric	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide ongoing instructional coaching focused on rigor, questioning, and student engagement		2027-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals & Instructional Coaches	Coaching cycles; PLC or MTSS team collaboration time	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Danielson-aligned instructional practices that promote active engagement and student ownership of learning across all schools		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent	Danielson framework; walkthrough tools	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Engagement-focused walkthrough tools; increased evidence of active engagement in classrooms; shared expectations of rigor; increased evidence of higher-order questions; coaching logs	Principals, instructional coaches, district administration; Quarterly; Observation and walkthrough data review; Attendance, discipline, and academic data review

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Driven Professional Learning Communities	Implement district-wide data analysis protocols within PLCs and/or MTSS teams to identify achievement gaps
Data Driven Professional Learning Communities	Use data analysis to adjust instruction and interventions in a timely manner
Data Driven Professional Learning Communities	Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports
Data Driven Professional Learning Communities	Use MTSS and PLC data to proactively address engagement-related barriers to learning (attendance, behavior, academic disengagement)
Instructional Coaching	Develop and implement a district-wide definition of high-quality Tier 1 instruction emphasizing rigor and higher order thinking
Instructional Coaching	Provide ongoing instructional coaching focused on rigor, questioning, and student engagement
Instructional Coaching	Implement Danielson-aligned instructional practices that promote active engagement and student ownership of learning across all schools

Trauma Informed Care

Action Step		
• Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports • Use MTSS and PLC data to proactively address engagement-related barriers to learning (attendance, behavior, academic disengagement)		
Audience		
All Staff		
Topics to be Included		
Recognition of the signs of trauma in students; Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support; Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma; The school entity's policies regarding trauma-informed approaches; The school entity's policies regarding connecting students with appropriate services; Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.		
Evidence of Learning		
Certificate of completion and online assessment		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Course(s)	1 time per year
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Structured Literacy

Action Step		
• Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports • Implement Danielson-aligned instructional practices that promote active engagement and student ownership of learning across all schools		
Audience		
All professional staff		
Topics to be Included		
Structured literacy is systemic, explicit instruction that provides a strong core of foundational literacy skills in the language systems of English. It integrates listening, speaking, reading, spelling, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationship among words (semantics), and the organization of spoken and written discourse. Structured Literacy trainings shall address but shall not be limited to: Evidence-based intervention practices on structured literacy; Explicit and systematic instruction in phonological and phonemic awareness; The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.		
Evidence of Learning		
Certification of completion and online assessment		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	1 time every three years
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction	

• 1f: Designing Student Assessments
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Professional Ethics

Action Step		
• Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports • Use MTSS and PLC data to proactively address engagement-related barriers to learning (attendance, behavior, academic disengagement)		
Audience		
All professional staff		
Topics to be Included		
The standards of behavior, values, and principles that inform and guide professional decision-making; These standards of behavior, values and principles include those detailed in the Pennsylvania Model Code of Ethics for Educators, as adopted by the Professional Standards and Practices Commission.		
Evidence of Learning		
Sign in sheet		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2026-07-01	2029-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	1 time every three years
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally • 4f: Showing Professionalism • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Common Ground

Action Step
• Implement district-wide data analysis protocols within PLCs and/or MTSS teams to identify achievement gaps • Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports • Use MTSS and PLC data to proactively address engagement-related barriers to learning (attendance, behavior, academic disengagement)

Audience		
All professional staff		
Topics to be Included		
Common Ground is designed to help educators to better understand and relate to students experiencing homelessness and food insecurity, military-connected students and their families, students who have experienced trauma, students with disabilities or special needs, children of migratory seasonal farm workers, and more. Regulations adopted by the State Board of Education in 2022 required PDE to identify competencies and develop associated standards for educator training in culturally relevant and sustaining education. The Common Ground Framework was developed in 2024 to provide updated guidance.		
Evidence of Learning		
Sign in sheet		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	1 time every three years
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 4c: Communicating with Families • 2b: Establishing a Culture for Learning • 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

MTSS- Tier 1 Interventions & Differentiated Instruction

Action Step
• Implement district-wide data analysis protocols within PLCs and/or MTSS teams to identify achievement gaps • Develop and implement a district-wide definition of high-quality Tier 1 instruction emphasizing rigor and higher order thinking • Use data analysis to adjust instruction and interventions in a timely manner • Provide ongoing instructional coaching focused on rigor, questioning, and student engagement • Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports • Implement Danielson-aligned instructional practices that promote active engagement and student ownership of learning across all schools • Use MTSS and PLC data to proactively address engagement-related barriers to learning (attendance, behavior, academic disengagement)

Audience		
All professional staff		
Topics to be Included		
Tier I vs. Tier II vs. Tier III: Clear distinctions; What effective differentiation looks like in practice; High-impact Tier I strategies that support all learners.		
Evidence of Learning		
Participation in professional learning; agendas and materials; classroom observations and walkthrough data; universal screening data; progress monitoring results.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent and Building Principals	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Clarity & Engagement

Action Step
• Develop and implement a district-wide definition of high-quality Tier 1 instruction emphasizing rigor and higher order thinking • Provide ongoing instructional coaching focused on rigor, questioning, and student engagement • Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports • Implement Danielson-aligned instructional practices that promote active engagement and student ownership of learning across all schools

• Use MTSS and PLC data to proactively address engagement-related barriers to learning (attendance, behavior, academic disengagement)
Audience
All professional staff
Topics to be Included
Student Talk, Voice & Choice; Learning Intentions & Success Criteria; Purposeful Planning for the Integration of Language & Literacy; Instructional Delivery; Quality Learning Intentions; Feedback & OTRs; Determining Evidence of Learning; Products & Performance Expectations; Formative Assessment; High-Leverage Practices.
Evidence of Learning
Participation in professional learning; agendas and materials; classroom observations and walkthrough data.

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent and Building Principals	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually

Observation and Practice Framework Met in this Plan
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3a: Communicating with Students • 3c: Engaging Students in Learning • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3b: Using Questioning and Discussion Techniques • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching
This Step Meets the Requirements of State Required Trainings

Improving Instructional Quality (Rigor, Higher-Order Thinking Questions, etc.)

Action Step
• Develop and implement a district-wide definition of high-quality Tier 1 instruction emphasizing rigor and higher order thinking • Provide ongoing instructional coaching focused on rigor, questioning, and student engagement

• Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports • Implement Danielson-aligned instructional practices that promote active engagement and student ownership of learning across all schools
Audience
All professional staff
Topics to be Included
Student Talk, Voice & Choice; Learning Intentions & Success Criteria; Purposeful Planning for the Integration of Language & Literacy; Instructional Delivery; Quality Learning Intentions; Feedback & OTRs; Determining Evidence of Learning; Products & Performance Expectations; Formative Assessment; High-Leverage Practices.
Evidence of Learning
Participation in professional learning, pd agendas and materials, classroom observations and walkthrough data

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent and Building Principals	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Data Literacy & Analysis

Action Step
• Implement district-wide data analysis protocols within PLCs and/or MTSS teams to identify achievement gaps • Use data analysis to adjust instruction and interventions in a timely manner

• Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports • Use MTSS and PLC data to proactively address engagement-related barriers to learning (attendance, behavior, academic disengagement)
Audience
All professional staff
Topics to be Included
Determining types of data and their use; understanding growth versus achievement; understanding how to analyze for strengths and challenges; determining how to plan instruction based on data; forming instructional groups based on need; designing meaningful formative assessments; determining instructional effectiveness for progress monitoring purposes.
Evidence of Learning
Participation in professional learning, pd agendas and materials

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent and Building Principals	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 3a: Communicating with Students • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4a: Reflecting on Teaching • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Comprehensive Plan Goals & Achievement Updates

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement district-wide data analysis protocols within PLCs and/or MTSS teams to identify achievement gaps • Use data analysis to adjust instruction and interventions in a timely manner • Strengthen Tier 1 instruction through MTSS data use to reduce reliance on Tier 2 or Tier 3 supports • Use MTSS and PLC data to proactively address engagement-related barriers to learning (attendance, behavior, academic disengagement) • Develop and implement a district-wide definition of high-quality Tier 1 instruction emphasizing rigor and higher order thinking • Provide ongoing instructional coaching focused on rigor, questioning, and student engagement • Implement Danielson-aligned instructional practices that promote active engagement and student ownership of learning across all schools	Stakeholders to include families, tax payers, school board, faculty, administration, & support staff	Academic achievement & growth, student engagement, attendance & disciplinary rates, professional development activities, progress monitoring data, etc.	Director of Community Information	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	As needed
Letter	As needed

Newsletter	Annual
Posting on district website	Continuous
Presentation	As needed

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date