Morrisville Borough SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		122097203
Address 1		
550 W Palmer St		
Address 2		
City	**State**	**Zip Code**
Morrisville	PA	19067
Chief School Administrator		**Chief School Administrator Email**
Dr Andrew J Doster		adoster@mv.org
Single Point of Contact Name		
Dr. Andrew J Doster		
Single Point of Contact Email		
adoster@mv.org		
Single Point of Contact Phone Number		
215-736-2681		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Sara Stern	Board Member	Morrisville School District	sstern@mv.org
Kevin Smith	Board Member	Morrisville School District	ksmith@mv.org
David May	Board Member	Morrisville School District	dmay1@mv.org
Julieann Cappuccino	Administrator	Morrisville School District	jcappuccino@mv.org
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Luz Waters	Parent	Morrisville School District	luzwaters6@gmail.com
Chad Evans	Community Member	Bucks County IU	CEvans@Bucksiu.org

LEA Profile

Education has always been a priority to the citizens of Morrisville and schools have been a part of Morrisville's landscape for over 245 years. As early as 1764, a deed was drawn conveying a one half acre lot at the western end of Union Street for the purpose of building a school house. This little one-room, one-story school was Morrisville's first school. It was constructed of local stone and it was possible to crowd 50 students of all ages onto the rough wooden seats. This was not a public school as we know it today, for only those children whose parents were able to pay for the privilege could attend classes. The first school instructor was hired at a very low salary but was given free lodging in the homes of the students. He took turns and spent several weeks living with each student throughout the school year. In 1813, a second room was added to the existing school structure. The girls of the village used the new room and the boys used the old. Many years later, this building would be torn down and in 1857 a new elementary school was built on Chambers Street. This was a two-room, brick building. During this time, high school students had to attend Trenton High School to complete their formal education. In 1892, the school on Chambers Street became Morrisville's first high school. The William E. Case School followed in 1894 and in 1912 a four-room wing was added. As Morrisville prospered, five additional schools were added to replace the smaller outdated school buildings. Between 1924 and 1957, Capitol View, Robert Morris High School, Manor Park and Grandview schools were built to educate the borough's growing number of children. In 1959, the present day Morrisville Intermediate/Senior High School opened. An extensive addition was added in 1975. Today, the School District of Borough of Morrisville is currently comprised of Morrisville Middle/Senior High School, Morrisville Intermediate School, and Grandview Elementary School. Many recent updates in the areas of communication, curriculum, infrastructure, facilities, and technology have strengthened the School District of Borough of Morrisville's presence within our educational community and continue to provide our students with opportunities to meet the Mission and Vision of the district as confident, productive, and responsible students in a global society. The School District of Borough of Morrisville is a diverse educational community which values and respects the social, economic, racial, and cultural differences that its children bring to our schools. Morrisville continues to be a community that recognizes the importance of providing an education to all its past, present, and future students.

Mission and Vision

Mission

We are dedicated to cultivating a nurturing learning environment where academic, social, and civic skills converge to foster profound personal growth. The mission of the School District of Borough of Morrisville is to prepare confident students who are knowledgeable and capable of utilizing academic and social skills necessary to thrive in a complex society by providing a superior education in a stimulating, secure environment through the effective use of challenging instructional strategies, technology and extra-curricular activities that are designed to meet the needs of individual students, capitalizing upon its unique position as a small district within a large area rich in historic and cultural resources.

Vision

Our Vision for The School District of Borough of Morrisville is expanding horizons and individualizing excellence for each and every student. Our dynamic and caring environment for everyone who works and attends our schools is achieved because our staff, students, parents, community work exceptionally well together and focus upon the same mission.

Educational Values

Students

We believe we are lifelong learners who have high expectations for ourselves and others. We have respect for ourselves, our community, and those who are different than ourselves.

Staff

We believe that students learn best in caring and engaged communities. As all students learn at different rates and in different ways our diversity a strength. Education is the shared responsibility of the student, school, family, and community.

Administration

We believe that students learn best in caring and engaged communities. As all students learn at different rates and in different ways our diversity a strength. Education is the shared responsibility of the student, school, family, and community. We believe we are to provide safe and nurturing environments where students have equitable access to professionals and resources that support their growth and learning.

Parents

We believe that students learn best in caring and engaged communities. As all students learn at different rates and in different ways our diversity a strength. Education is the shared responsibility of the student, school, family, and community. We believe we must be engaged and supportive of our learners and the greater school community.

Community

We believe that students learn best in caring and engaged communities. As all students learn at different rates and in different ways our diversity a strength. Education is the shared responsibility of the student, school, family, and community.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth	Elementary mathematics program exceeded the growth measure (PVAAS)
English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth	Elementary English Language Arts met the growth measure (PVAAS)
Career Standards Benchmark All Student Group Meets Performance Standard	Secondary students are meeting the CEW benchmarks standard

Challenges

Indicator	Comments/Notable Observations
Science/Biology All Student Group Did Not Meet the Standard Demonstrating Growth	Elementary science did not meet the growth measure (PVAAS)
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Elementary English Language Arts did not meet proficiency expectations
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	Elementary mathematics did not meet proficiency expectations
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	Elementary science exceeds the statewide average but did not meet proficiency expectations
Regular Attendance All Student Group Did Not Meet Performance Standard	Our attendance is meeting the statewide average at the elementary level but below the performance expectations.
Career Standards Benchmark All Student Group Did Not Meet Performance Standard	Our students are exceeding the statewide average but below the performance standard at elementary
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Secondary is not meeting the interim or growth goals.
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	Secondary is not meeting the interim or growth goals.
Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	Secondary is not meeting the interim or growth goals.

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

Strengths

Indicator Mathematics **Grade Level(s) and/or Student Group(s)** Secondary Subgroups	**Comments/Notable Observations** While overall achievement remains lower, we saw improvement in all student groups except our white student subgroup.
Indicator Science	**Comments/Notable Observations**

Grade Level(s) and/or Student Group(s) Secondary Subgroups	While overall achievement remains lower, we saw improvement in some student groups including our Black, Hispanic, and combined ethnicity subgroups.
Indicator English language arts Elementary **Grade Level(s) and/or Student Group(s)** Subgroups	**Comments/Notable Observations** While overall achievement remains lower, we saw improvement in some student groups including our White, and economically disadvantaged subgroups.
Indicator Mathematics Elementary **Grade Level(s) and/or Student Group(s)** Subgroups	**Comments/Notable Observations** While overall achievement remains lower, we saw improvement in all but one student subgroups (White, Black, Hispanic, Economically Disadvantaged, and Combined Ethnicity

Challenges

Indicator English Language Arts Secondary **Grade Level(s) and/or Student Group(s)** Subgroup populations	**Comments/Notable Observations** Most subgroup populations in our 6-12 ELA programming saw regression during the 22-23 school year on the state assessments
Indicator Science Secondary **Grade Level(s) and/or Student Group(s)** Subgroup populations	**Comments/Notable Observations** We saw regression in science amongst our white, economically disadvantaged, and students with disabilities subgroups.
Indicator English Language Arts Elementary **Grade Level(s) and/or Student Group(s)** Subgroups	**Comments/Notable Observations** We saw regression within the Black, Hispanic, Students with disabilities, and combined ethnicity subgroups.
Indicator Mathematics Elementary **Grade Level(s) and/or Student Group(s)** Students with disabilities	**Comments/Notable Observations** We saw regression within the Students with disabilities, and subgroup.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Our elementary mathematics programming is trending in the right direction. While achievement is lower than we would like, it has shown improvement and across most subgroup populations.
Our secondary mathematics programming is trending in the right direction. While achievement is much lower than we would like, it has shown improvement and across most subgroup populations.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Our elementary ELA achievement is lower than we would like and trending in the wrong direction.
Our secondary ELA achievement is lower than we would like and trending in the wrong direction.
Our mathematics achievement and growth is an opportunity to focus and improve the conditions for our learners.
Our science achievement and growth is an opportunity to focus and improve the conditions for our learners, especially with the new STEELS standards implementation on the horizon.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
LinkIt! Benchmark K ELA 23-24 Form B to C	Growth from 69% average to 85% average.
LinkIt! Benchmark Gr. 1 ELA 23-24 Form A to C	Growth from 45% average to 60.4% average.
LinkIt! Benchmark Gr 2 ELA 23-24 Form A to C	Growth from 35% average to 36% average.
LinkIt! Benchmark Gr 3 ELA 23-24 Form A to C	Growth from 48% average to 58% average.
LinkIt! Benchmark Gr 4 ELA 23-24 Form A to C	Growth from 39% average to 42% average.
LinkIt! Benchmark Gr 5 ELA 23-24 Form A to C	Growth from 42% average to 46% average.
LinkIt! Benchmark Gr 6 ELA 23-24 Form A to C	Growth from 43% average to 55% average.
LinkIt! Benchmark Gr 7 ELA 23-24 Form A to C	Growth from 35% average to 39% average.
LinkIt! Benchmark Gr 8 ELA 23-24 Form A to C	Growth from 43% average to 60% average.
LinkIt! Benchmark Keystone Literature 23-24 Form A to C	Growth from 39% average to 51% average.

English Language Arts Summary

Strengths

Data analysis through the MTSS process to properly identify student areas of needed growth and apply the proper intervention
Improved small group differentiated learning experiences across the K-12 environment
New programs purchased through grants to support improved curriculum alignment and assessment

Challenges

Recruitment and retention of highly qualified teachers and administrators to support continued growth and sustain change
Establish a pedagogical model for K-12, including indicators of success, assessment, and a professional development plan

Mathematics

Data	Comments/Notable Observations
LinkIt! Benchmark K Math 23-24 Form B to C	Saw growth from B (68%) to C (81%)
LinkIt! Benchmark Gr 1 Math 23-24 Form A to C	Saw growth from A (50%) to C (64%)
LinkIt! Benchmark Gr 2 Math 23-24 Form A to C	Saw growth from A (44%) to C (64%)
LinkIt! Benchmark Gr 3 Math 23-24 Form A to C	Saw growth from A(34%) to C (68%)
LinkIt! Benchmark Gr 4 Math 23-24 Form A to C	Saw growth from A (40%) to C (50%)
LinkIt! Benchmark Gr 5 Math 23-24 Form A to C	Saw growth from A (35%) to C (59%)
LinkIt! Benchmark Gr 6 Math 23-24 Form A to C	Saw growth from A (39%) to C (54%)
LinkIt! Benchmark Gr 7 Math 23-24 Form A to C	Saw growth from A (39%) to C (43%)
LinkIt! Benchmark Gr 8 Math 23-24 Form A to C	Saw growth from A (33%) to C (53%)
LinkIt! Benchmark Keystone Algebra 1 Math 23-24 Form A to C	Saw growth from A (30%) to C (51%)

Mathematics Summary

Strengths

Data analysis through the MTSS process to properly identify student areas of needed growth and apply the proper intervention
Improved small group differentiated learning experiences across the K-12 environment
New programs purchased through grants to support improved curriculum alignment and assessment

Challenges

Recruitment and retention of highly qualified teachers and administrators to support continued growth and sustain change
Establish a pedagogical model for K-12, including indicators of success, assessment, and a professional development plan

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt! Benchmark Science Grade 4 23-24 Form A to C	Saw growth from A (42%) to C (46%)
Linkit! Benchmark Science Grade 8 23-24 Form A to C	Saw regression from A (56%) to C (52%)
Linkit! Benchmark Keystone Biology 23-24 Form A to C	Saw growth from A (27%) to C (43%)

Science, Technology, and Engineering Education Summary

Strengths

Improved small group differentiated learning experiences across the K-12 environment

Challenges

Alignment to STEELS standards
Pedagogical practice to match STEELS and creating models in the learning experiences

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark (MHS)	We have seen improved successful completion amongst our entire population and all subgroups to where we are meeting the standard.
Career Standards Benchmark (MIS)	Whie we are not meeting the standard, we have seen improvement on successful completion and are trending in the right direction.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

True 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.

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.

Increased knowledge and awareness around the career readiness standards
School counselors include career readiness in their current classroom lessons

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.

Incorporating more frequent experiences for students in their first year in the MS
Adding an additional counselor to support career readiness work in both the MS & HS

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Access for ELLS	Amongt our high school ELs we are seeing some progress towards increased proficiency and exiting programming, but this may be an area of growth.
Access for ELLs	We have limited longitudinal data for ELs at the 6-8 level but believe this is a continued area of focus.

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA Grade 8 ELA	Students identified with IEPs were 4% proficient/advanced as compared to their grade level peers who were 27% proficient or advanced.
PSSA Grade 7 ELA	Students identified with IEPs were 23% proficient/advanced as compared to their grade level peers who were 31% proficient or advanced.
PSSA Grade 6 ELA	Students identified with IEPs were 18% proficient/advanced as compared to their grade level peers who were 36% proficient or advanced.
Keystone Literature	Students identified with IEPs were 9% proficient/advanced as compared to their grade level peers who were 40% proficient or advanced.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
LinkIt! Benchmarks Grades 3-5 ELA	We see overall growth on local benchmark assessments but still falling into the lower quartiles overall.
Linkit! Benchmarks Grades 6-8 ELA	Overall growth in grade 8 and 6, slight regression in grade 7. Movement to bubble proficiency in grade 6
LinkIt! Benchmarks Grades 3-5 Math	We see overall growth on local benchmark assessments but still falling into the lower quartiles overall.
Linkit! Benchmarks Grades 6-8 Math	We see overall growth on local benchmark assessments but still falling into the lower quartiles overall.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	We see growth amongst our black student population on the Linkit! ELA Benchmark, averaging about 10% proficiency points growth from baseline to end of year.
Hispanic	We see growth amongst our hispanic student population on the Linkit! ELA Benchmark, averaging about 7% proficiency points growth from baseline to end of year.

2 or More Races	We see mixed results of growth and regression on the ELA benchmark amongst our multi racial population. The regression is amongst the current 7th grade cohort.
White	We see strong growth amongst our white student population on the ELA benchmark in grades 6-8 with an average of 15% proficiency growth from baseline to the end of the year.

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.

Students in most subgroups show growth from the beginning of the school year
MTSS process and data analysis allow for targeted interventions as a result of data analysis

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.

Our percentage of students proficient in all subgroups is below the state average
Our students with disabilities fall well below their grade level peers on state assessments

Designated Schools

Morrisville HS

Priority Challenge	Comments and Notable Observations
1. Implementation of SmartFutures across grades K-12. 2. Alignment of total number of credits needed for graduation completion with transition outcomes and Act 158.	High school administration and counseling continue to work on alignment
1. Implementation of SmartFutures across grades K-12. 2. Insertion of data onto PIMS in a timely manner.	PIMS is handled by an outside agency at this time
Implementation of professional learning communities to review data on a monthly basis and align teaching strategies to student needs.	Professional Development plan is currently being revised to meet student needs

Systemic LEA Challenges
Recruitment and retention of faculty/staff/administration
Pedagogical model K-12

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

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.

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	Operational

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

>

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Coordinate and monitor supports aligned with students' and families' needs
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

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.

>

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities
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
Our elementary mathematics programming is trending in the right direction. While achievement is lower than we would like, it has shown improvement and across most subgroup populations.	False
Our secondary mathematics programming is trending in the right direction. While achievement is much lower than we would like, it has shown improvement and across most subgroup populations.	False
Data analysis through the MTSS process to properly identify student areas of needed growth and apply the proper intervention	True
Improved small group differentiated learning experiences across the K-12 environment	False
New programs purchased through grants to support improved curriculum alignment and assessment	False
Data analysis through the MTSS process to properly identify student areas of needed growth and apply the proper intervention	False
Improved small group differentiated learning experiences across the K-12 environment	False
New programs purchased through grants to support improved curriculum alignment and assessment	False
Improved small group differentiated learning experiences across the K-12 environment	False
Increased knowledge and awareness around the career readiness standards	False
School counselors include career readiness in their current classroom lessons	False
Students in most subgroups show growth from the beginning of the school year	False
MTSS process and data analysis allow for targeted interventions as a result of data analysis	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False
Coordinate and monitor supports aligned with students' and families' needs	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True

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
Our elementary ELA achievement is lower than we would like and trending in the wrong direction.	False
Our secondary ELA achievement is lower than we would like and trending in the wrong direction.	False
Our mathematics achievement and growth is an opportunity to focus and improve the conditions for our learners.	False
Our science achievement and growth is an opportunity to focus and improve the conditions for our learners, especially with the new STEELS standards implementation on the horizon.	False
Recruitment and retention of highly qualified teachers and administrators to support continued growth and sustain change	False
Establish a pedagogical model for K-12, including indicators of success, assessment, and a professional development plan	True
Recruitment and retention of highly qualified teachers and administrators to support continued growth and sustain change	False
Establish a pedagogical model for K-12, including indicators of success, assessment, and a professional development plan	False
Alignment to STEELS standards	False
Pedagogical practice to match STEELS and creating models in the learning experiences	False
Incorporating more frequent experiences for students in their first year in the MS	False
Adding an additional counselor to support career readiness work in both the MS & HS	False
Our percentage of students proficient in all subgroups is below the state average	False
Our students with disabilities fall well below their grade level peers on state assessments	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Establish a pedagogical model for K-12, including indicators of success, assessment, and a professional development plan		True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Data analysis through the MTSS process to properly identify student areas of needed growth and apply the proper intervention	
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we create intentional structures and systems for curriculum alignment, pedagogical development, then we will build a cohesive, rigorous, and innovative learning environment that supports both student achievement and professional excellence.
	If we create intentional structures and systems for leadership growth, then we will build a cohesive, rigorous, and innovative learning environment that supports both student achievement and professional excellence.

Goal Setting

Priority: If we create intentional structures and systems for curriculum alignment, pedagogical development, then we will build a cohesive, rigorous, and innovative learning environment that supports both student achievement and professional excellence.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, we will ensure K-12 science curriculum alignment with the STEELS standards by collaboratively reviewing, revising, and implementing curriculum, assessments, and instructional practices as evidenced by a K-12 science framework, STEELS-aligned assessments, and teacher proficiency in implementing the standards.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Alignment with STEELS Standards		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025-2026 school year, we will strengthen the K-12 science curriculum alignment with the STEELS standards by collaboratively reviewing, revising, and implementing curriculum, assessments, and instructional practices as evidenced by a K-12 science framework, STEELS-aligned assessments, and teacher proficiency in implementing the standards.	By the end of the 2026-207 school year, we will strengthen the K-12 science curriculum alignment with the STEELS standards by collaboratively reviewing, revising, and implementing curriculum, assessments, and instructional practices as evidenced by a K-12 science framework, STEELS-aligned assessments, and teacher proficiency in implementing the standards.	By the end of the 2027-2028 school year, we will ensure K-12 science curriculum alignment with the STEELS standards by collaboratively reviewing, revising, and implementing curriculum, assessments, and instructional practices as evidenced by a K-12 science framework, STEELS-aligned assessments, and teacher proficiency in implementing the standards.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, we will develop and implement a unified K-12 pedagogical model focused on differentiated instruction and skill-based learning by collaborating with educators and leaders to align practices and assessments as evidenced by teacher proficiency in the model, updated course sequencing, and student growth in core competencies.		
Measurable Goal Nickname (35 Character Max)		
Development of a pedagogical model for K-12		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025-2026 school year, we will continue to develop and implement a unified K-12 pedagogical model focused on differentiated instruction and skill-based	By the end of the 2026-2027 school year, we will continue to develop and implement a unified K-12 pedagogical model focused on differentiated instruction and skill-based learning by	By the end of the 2027-2028 school year, we will develop and implement a unified K-12 pedagogical model focused on differentiated instruction and skill-based learning by

learning by collaborating with educators and leaders to align practices and assessments as evidenced by teacher proficiency in the model, updated course sequencing, and student growth in core competencies.	collaborating with educators and leaders to align practices and assessments as evidenced by teacher proficiency in the model, updated course sequencing, and student growth in core competencies.	collaborating with educators and leaders to align practices and assessments as evidenced by teacher proficiency in the model, updated course sequencing, and student growth in core competencies.

Priority: If we create intentional structures and systems for leadership growth, then we will build a cohesive, rigorous, and innovative learning environment that supports both student achievement and professional excellence.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027-2028 school year, we will enhance the professional growth and instructional leadership capacity of the K-12 leadership team by engaging in targeted development opportunities and creating systems for leadership sustainability as evidenced by improved instructional coaching, an established leadership pipeline, and successful implementation of instructional rounds.		
Measurable Goal Nickname (35 Character Max)		
Professional Growth of Leadership Team		
Target Year 1	**Target Year 2**	**Target Year 3**
By the end of the 2025-2026 school year, we will enhance the professional growth and instructional leadership capacity of the K-12 leadership team by engaging in targeted development opportunities and creating systems for leadership sustainability as evidenced by improved instructional coaching, an established leadership pipeline, and successful implementation of instructional rounds.	By the end of the 2026-2027 school year, we will enhance the professional growth and instructional leadership capacity of the K-12 leadership team by engaging in targeted development opportunities and creating systems for leadership sustainability as evidenced by improved instructional coaching, an established leadership pipeline, and successful implementation of instructional rounds.	By the end of the 2027-2028 school year, we will enhance the professional growth and instructional leadership capacity of the K-12 leadership team by engaging in targeted development opportunities and creating systems for leadership sustainability as evidenced by improved instructional coaching, an established leadership pipeline, and successful implementation of instructional rounds.

Action Plan

Measurable Goals

Curriculum Alignment with STEELS Standards	Development of a pedagogical model for K-12
Professional Growth of Leadership Team	

Action Plan For: Curriculum Alignment with STEELS Standards

Measurable Goals:
• By the end of the 2027-2028 school year, we will ensure K-12 science curriculum alignment with the STEELS standards by collaboratively reviewing, revising, and implementing curriculum, assessments, and instructional practices as evidenced by a K-12 science framework, STEELS-aligned assessments, and teacher proficiency in implementing the standards.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct a comprehensive review of the current K-12 science curriculum to identify gaps in alignment with STEELS standards.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent	N/A	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish a K-12 Science Leadership Team to guide the alignment process.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent	N/A	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Plan and deliver professional development to support curriculum revisions and STEELS implementation.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary and Secondary Principals	IU support	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Revise K-12 science assessments to reflect STEELS philosophy and standards.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary and Secondary Principals	STEELS training; IU support	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2027-2028 school year, the district will develop a foundational K-12 science framework aligned with the STEELS standards. Key revisions will be made to curriculum and assessments to reflect STEELS priorities, and teachers will gain a basic understanding of how to implement the standards through targeted professional development sessions.	People: Oversight will be led by t the superintendent and/or building principals. Frequency: Progress checks will occur semi-annually. Method: Monitoring will include collecting teacher feedback on professional development, reviewing curriculum updates, and evaluating sample assessments for alignment. A brief year-end summary will highlight progress and identify next steps.

Action Plan For: Pedagogical Model K-12 Development

Measurable Goals:
• By the end of the 2027-2028 school year, we will develop and implement a unified K-12 pedagogical model focused on differentiated instruction and skill-based learning by collaborating with educators and leaders to align practices and assessments as evidenced by teacher proficiency in the model, updated course sequencing, and student growth in core competencies.

Action Step		Anticipated Start Date	Anticipated Completion Date
Design a K-12 pedagogical model that highlights key practices and principles for effective instruction.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent	N/A	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Create common, skill-based assessments aligned to the pedagogical model.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**

Superintendent	Best practices in learning and assessment support from IU	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement a professional development plan to support differentiated instruction and skill-based assessment.		2025-08-09	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary and Secondary Principals	N/A	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Realign faculty roles and responsibilities to better support the pedagogical model.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary and Secondary Principals	N/A	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Revise K-12 schedules and course sequences to optimize learning pathways.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary and Secondary Principals	Scheduling training; teacher evaluations identifying strengths and areas of growth; PVAAS data; local assessment data	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
By the end of the 2027-2028 school year, a foundational K-12 pedagogical model will be developed and introduced, emphasizing differentiated instruction and skill-based learning. Teachers will begin using shared principles and practices in their instruction, and preliminary updates to course sequencing	People: The superintendent and a small team of teacher leaders will oversee progress. Frequency: Reviews will take place twice per year. Method: Monitoring will include collecting teacher feedback on professional development sessions, reviewing sample skill-based assessments, and gathering informal observations of instructional practices.

and schedules will be made to support the model's implementation.	Progress will be summarized at the end of each year to guide refinements and next steps.

Action Plan For: Leadership Team Professional Growth

Measurable Goals:
• By the end of the 2027-2028 school year, we will enhance the professional growth and instructional leadership capacity of the K-12 leadership team by engaging in targeted development opportunities and creating systems for leadership sustainability as evidenced by improved instructional coaching, an established leadership pipeline, and successful implementation of instructional rounds.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide professional growth opportunities for leadership to deepen instructional knowledge, system understanding, and coaching skills.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent	Professional Development opportunities at IU and on inservice days	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Build an instructional leadership pipeline to identify and nurture future leaders from current professional staff.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent	N/A	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop and implement a robust evaluation cycle for instructional leaders.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent	Support from Intermediate Unit on evaluative best practice	No	No

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

Launch K-12 instructional rounds to foster collaborative leadership and shared best practices among administrators and teacher leaders.		2025-08-19	2028-06-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Superintendent	N/A	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
By the end of the 2027-2028 school year, the leadership team will engage in ongoing professional development to strengthen instructional knowledge and coaching skills. A foundational system for identifying and supporting future leaders within the district will be established. Instructional rounds will be introduced to encourage collaboration and shared practices among leaders, fostering a stronger culture of instructional leadership across the district.	People: Monitoring will be managed by the superintendent and key members of the leadership team. Frequency: Reviews will be conducted twice a year. Method: Progress will be tracked using basic attendance records from development opportunities, informal feedback from participants, and a simple review of instructional rounds implementation. A brief summary of outcomes will be shared at the end of each school year to guide adjustments for the following year.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Alignment with STEELS Standards	Plan and deliver professional development to support curriculum revisions and STEELS implementation.
Pedagogical Model K-12 Development	Implement a professional development plan to support differentiated instruction and skill-based assessment.

Trauma Informed Care in Each Classroom

Action Step		
• Implement a professional development plan to support differentiated instruction and skill-based assessment.		
Audience		
K-12 Educators		
Topics to be Included		
Students who have experienced trauma often struggle with learning, emotional regulation, and social interactions, which can sometimes present as disruptive behavior. A trauma-informed approach encourages educators to reframe their perspective, moving from blame to curiosity about a student's experiences and needs. By fostering a classroom environment built on consistency, strong relationships, and emotional support, teachers can create a sense of safety that empowers all students—especially those affected by trauma—to engage, learn, and thrive.		
Evidence of Learning		
Our teachers will provide feedback via surveys, and tickets out will help identify the next steps. Building principals will focus on trauma informed instruction during observations and walk throughs		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principals	2025-08-15	2025-12-31

Learning Format

Type of Activities	Frequency
Workshop(s)	One time, follow up during faculty meetings and observations
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Executive Function and Its Impact on Learning for All Learners

Action Step
• Implement a professional development plan to support differentiated instruction and skill-based assessment.
Audience
K-12 Educators
Topics to be Included

Executive function skills—such as planning, organization, impulse control, and working memory—are essential for learning but can vary widely among students. When these skills are underdeveloped, students may struggle with tasks like following directions, managing time, or completing assignments independently. A supportive classroom that incorporates explicit instruction in executive functioning, structured routines, and scaffolding strategies can help all learners develop the skills they need to succeed. By understanding the role of executive function in learning, educators can implement strategies that foster independence, reduce frustration, and create a more equitable learning environment for all students.
Evidence of Learning
Our teachers will provide feedback via surveys, and tickets out will help identify the next steps. We will look for scaffolded supports in lesson plans and during observations.

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2026-01-01	2026-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	One time; follow up during faculty meetings and individual feedback during observation

Observation and Practice Framework Met in this Plan
• 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Focusing on Non-Fiction Reading Strategies

Action Step
• Implement a professional development plan to support differentiated instruction and skill-based assessment.
Audience
K-12 Educators in Content Specific grouping
Topics to be Included
Reading nonfiction is essential across all content areas, yet many students struggle with skills like identifying main ideas, analyzing text structure, and synthesizing information. Explicit instruction in nonfiction reading strategies—such as annotation, questioning, and summarizing—helps students engage deeply with complex texts and build critical thinking skills. By integrating these strategies into daily instruction, educators can support comprehension, promote disciplinary literacy, and empower students to navigate and make meaning from real-world texts across subjects.
Evidence of Learning
Our teachers will provide feedback via surveys, and tickets out will help identify the next steps. We will look for nonfiction reading strategies to be implemented via lesson plans and during observations.

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2026-08-15	2026-12-31

Learning Format

Type of Activities	Frequency
Workshop(s)	One time; focus during faculty meetings and teacher observations following
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Structured Literacy Refreshers

Action Step		
• Implement a professional development plan to support differentiated instruction and skill-based assessment.		
Audience		
K-5 Educators, K-12 Special Educators, K-12 Reading Specialists, K-12 ELL Educators, and Middle Level Educators with appropriate certifications		
Topics to be Included		
Structured Literacy is an evidence-based approach that explicitly and systematically teaches the foundations of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. This approach benefits all students, especially those with dyslexia and other reading challenges, by providing direct, sequential instruction that builds strong decoding and language skills. By incorporating multisensory techniques, explicit modeling, and ample opportunities for guided practice, educators can create a literacy-rich environment that ensures all learners develop the skills necessary for reading success.		
Evidence of Learning		
Teachers participating in the professional learning will apply their learning through lesson design; principals will engage teachers in conversations about lesson design and implementation as well as during data team meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principals	2025-08-15	2025-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Professional learning refresher will occur one time but predominance of focus will be during team meetings throughout the year.
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 • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

STEELS Implementation Professional Learning

Action Step		
• Implement a professional development plan to support differentiated instruction and skill-based assessment.		
Audience		
K-12 Science Educators		
Topics to be Included		
The PA STEELS Standards promote a dynamic, three-dimensional approach to science instruction that immerses students in inquiry-based learning, engineering practices, and authentic problem-solving. Instead of focusing on rote memorization, students actively develop their understanding through experimentation, data interpretation, and collaboration, mirroring the work of real scientists and engineers. By fostering curiosity, critical thinking, and interdisciplinary connections, educators can create engaging learning experiences that equip students with the skills needed to navigate an increasingly complex world.		
Evidence of Learning		
Educators will develop revised lessons and assessment aligned to the shifts to the STEELS standards.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principals	2025-08-15	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Several times each year, during non instructional days and collaborative meetings.
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

K-12 Schedule and Course Sequence Revisions					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Revise K-12 schedules and course sequences to optimize learning pathways.	Students, Parents and Caregivers	As building schedules adjust, we will notify students and parents/caregivers about the purposes of the changes as well as how the schedules themselves are changing.	Superintendent, Building Principals	08/01/2026	08/01/2027

Communications

Type of Communication	Frequency
Email	As needed
Posting on district website	As changes occur

Approvals & Signatures

Uploaded Files
• Comp Plan Affirmation .pdf

Chief School Administrator	Date
Dr. Andrew J. Doster	2025-11-20