

Susquehanna Community SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		119586503
Address 1		
3192 Turnpike St.		
Address 2		
City	State	Zip Code
Susquehanna	PA	18847
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
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LEA Profile

The Susquehanna Community School District is a rural school district, serving students from K-4 through grade 12, located in the northeastern corner of Susquehanna County and a small portion of western Wayne County in Northeastern Pennsylvania. The Susquehanna Community School District covers approximately 102 square miles. It serves the following municipalities: Ararat Township, Harmony Township, Oakland Borough, Oakland Township, Lanesboro Borough, Susquehanna Depot Borough, Starucca Borough, Thompson Borough, and Thompson Township.

The district campus comprises two schools, which together house approximately 800 students. A superintendent of schools, an elementary principal, a high school principal, a supervisor of curriculum, instruction, and assessment, and a special education supervisor are the administrative resources supporting the tremendous efforts of teachers, parents, and students.

The Susquehanna Community Elementary School contains students from K-4 to grade 6, and the Susquehanna Community Jr./Sr. High School contains students in grades 7 through 12. Other than the traditional educational offerings associated with most schools in Pennsylvania, the Susquehanna Community School District has a four-year-old kindergarten program, a dual enrollment program, and opportunities at the Susquehanna County Career and Technology Center for interested high school students.

The school district is located in an economically depressed region of Susquehanna County. Less than 2% of the school district's students belong to an identified minority group. The school district receives over 70% of its funding from the Commonwealth. Currently, the school district is in good fiscal condition, but future cost increases related to PSERS, charter schools, and labor costs, and declining increases in the Basic Education Subsidy cannot be resolved by increasing property taxes alone. The communities comprising the school district are blessed to have emergency service resources available. Barnes-Kasson Hospital and two local volunteer fire departments exist within the boundaries of the school district, and an established relationship with the Borough of Lanesboro provides for a law enforcement officer on the school district campus.

Mission and Vision

Mission

The mission of the Susquehanna Community School District is to ensure every student has access to engaging, rigorous, and future-ready learning experiences that build character, communication, collaboration, and critical thinking. Through strong community partnerships and a safe, inclusive environment, we empower students to take ownership of their learning while finding purposeful pathways in school, career, and life.

Vision

The vision of the Susquehanna Community School District is to prepare every student to thrive in a rapidly evolving world by developing curious thinkers, creative problem-solvers, ethical leaders, and engaged citizens. Through safe, equitable, and innovative learning environments powered by strong community partnerships, real-world experiences, and emerging technologies, we will empower students to shape their futures and create meaningful impact in their communities and beyond.

Educational Values

Students

All students have potential to become lifelong learners who respect and value diversity. Students should learn from the past, listen to the present, and lead into the future by developing individual goals that contribute to themselves, their families, and their community. We believe education should synthesize knowledge and experience.

Staff

District faculty and staff are committed to lifelong learning, professional excellence, and serving as role models while leading and guiding district students.

Administration

District administrators are responsible for a safe learning environment for all students, faculty, staff, and visitors promoting the district's mission and vision across the school community.

Parents

The family is the primary and one of the child's most influential teachers.

Community

The community contributes to the success of the educational process.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elementary Math met the standard, demonstrating growth for the 24/25 school year (PVAAS).	The statewide growth standard is 70; SCES had a 75, above the state average of 74.9.
Secondary ELA met the standard, demonstrating growth for the 24/25 school year (PVAAS).	The statewide growth standard is 70; SCHS had a 78, above the state average of 75.4.
Secondary Math met the standard, demonstrating growth for the 24/25 school year (PVAAS).	The statewide growth standard is 70; SCHS had a 74, slightly below the state average of 74.9.

Challenges

Indicator	Comments/Notable Observations
Elementary ELA did not meet the interim goal/improvement target for Pro/Adv and was below the statewide average for the 24/25 school year.	The percent Pro/Adv was 39.1% with the statewide average being 49.9%.
Elementary Math did not meet the interim goal/improvement target for Pro/Adv and was below the statewide average for the 24/25 school year.	The percent Pro/Adv was 35.6% with the statewide average being 41.7%.
Secondary ELA did not meet the interim goal/improvement target for Pro/Adv and was below the statewide 2033 goal for the 24/25 school year.	The percent Pro/Adv was 51.3% with the statewide average being 49.9% but still below the 2033 interim target.
Secondary Math did not meet the interim goal/improvement target for Pro/Adv and was below the statewide average for the 24/25 school year.	The percent Pro/Adv was 22.0% with the statewide average being 41.7%.

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

Strengths

Indicator Economically Disadvantaged students in the elementary school had a growth score of 72 which was increasing from the previous year and met the standard growth measurement. Grade Level(s) and/or Student Group(s) Economically Disadvantaged for Elementary School Growth	Comments/Notable Observations ED students tend to do worse on state assessments in comparison to their non-economically disadvantaged students or all student groups.
Indicator Students with Disabilities in the secondary school met the yearly goal of growth in Math and increased from the previous year. The growth score was 73.0. Grade Level(s) and/or Student Group(s) Student with Disabilities for Jr/Sr HS Growth	Comments/Notable Observations Our students with disabilities tend to grow more than other student groups.

Challenges

Indicator In elementary ELA, all student groups declined in percent pro/adv from the year before. Grade Level(s) and/or Student Group(s) All Student Groups, Elementary School Pro/Adv	Comments/Notable Observations This is the same pattern in all subgroups of elementary ELA.
Indicator In elementary ELA, all student groups declined in growth (PVAAS) from the year before. Grade Level(s) and/or Student Group(s) All Student Groups, Elementary School Growth	Comments/Notable Observations This is the same pattern in all subgroups of Elementary ELA.
Indicator In secondary ELA, all student groups declined in percent pro/adv from the year before. Grade Level(s) and/or Student Group(s) All Student Groups, HS Pro/Adv	Comments/Notable Observations This is the same pattern in all subgroups of secondary ELA
Indicator In secondary Math, all student groups declined in percent pro/adv from the year before. Grade Level(s) and/or Student Group(s) All Student Groups, HS Pro/Adv	Comments/Notable Observations This is the same pattern in for all white students and economically disadvantaged students. Students with disabilities maintained their proficiency levels from the year before.

Summary

Strengths

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

Secondary ELA met the standard, demonstrating growth for the 24/25 school year (PVAAS).
Secondary Math met the standard, demonstrating growth for the 24/25 school year (PVAAS).
Students with Disabilities tend to grow more than all student groups.

Challenges

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

Elementary ELA did not meet the interim goal/improvement target for Pro/Adv and was below the statewide average for the 24/25 school year.

Elementary Math did not meet the interim goal/improvement target for Pro/Adv and was below the statewide average for the 24/25 school year.

In secondary Math, all student groups declined in percent pro/adv from the year before.

Economically disadvantaged students tend to do worse on state assessments in comparison to all student groups.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
aimswebPlus Fall 2025 Benchmark ELA Grades K-3	Students have substantially improved on benchmarks in ELA compared to Fall 2024 data. This can be attributed to the SPEL Grant and coaching in K and 1.
LinkIt! benchmark analysis ELA Grades 4-10	Overall students performed better on informational text compared to literary text.
PSSA	Students excel in vocabulary and literary comprehension but require ongoing support in reasoning, tone analysis, and evidence explanation. To reach full proficiency, instruction must pivot from comprehension to interpretation — every grade, every genre.

English Language Arts Summary

Strengths

PSSA- Vocabulary instruction improves steadily from grades 3 to 8 from 50% to 77%.
PSSA- TDA +17 point gain from grades 4 to 8
PSSA- Grammar and Usage- strong upward pattern, especially in Grades 6-8

Challenges

PSSA- flat growth in craft and structure integration, tone/purpose is weak
PSSA- Inference & Evidence Application – students locate evidence but rarely explain how it supports reasoning (Anchors 1.2, 7.3, TDA).

Mathematics

Data	Comments/Notable Observations
aimswebPlus Fall 2025 Benchmark Math Grades K-3	3rd-grade composite scores are 10-15% lower than grades K-2 and 4-6.
LinkIt! Benchmarks Grades 4-9	Numbers in Operations in Base Ten remains a strength, benchmarks essentially mirror the PSSA results.
PSSA	Across all categories, student performance hovers between 40–55% of maximum points, rarely exceeding 60%. The most consistent pattern is a collapse in Grade 7, especially in Geometry (22%) and Statistics (29%). Students often gain ground in Grade 4 and Grade 6, but these gains are not sustained into Grade 5 or Grade 7. ELEM Grades 3-5 Category 1 (Base Ten): Place value strong in Grade 4 (~71%) but weakens in Grade 5. Category 4 (Fractions): Fractions start fragile (~39% in Grade 3), rise modestly (~52% in Grade 4–5), then plateau. Category 7 (Operations & Algebraic Thinking): Consistently ~50%, students not transferring arithmetic to early algebra. Category 8 & 9 (Geometry, Measurement/Data): Geometry and measurement start weak (~35–40%), improve in Grade 4, but drop again in Grade 5, especially in data representation. JR HS Grades 7 and 8 Category 2 (Number System): Starts ~50% in Grade 6–7, but plunges to ~32% in Grade 8. Students struggle

	with abstraction (irrational numbers, properties). Category 3 (Ratios/Proportional): Starts ~50% in Grade 6, drops to ~41% in Grade 7 — weak proportional reasoning undermines algebra readiness. Category 5 (Expressions/Equations): Grade 6 near 50%, but drops to 40% in Grade 7 before recovering slightly in Grade 8. Struggles are in symbolic manipulation and generalization. Category 6 (Functions): Only Grade 8, ~50%. Students are better at modeling than at interpreting rules/graphs. Category 8 (Geometry): Peaks in Grade 6 (58%), collapses in Grade 7 (22%), partial recovery in Grade 8 (~39%). Category 10 (Statistics/Probability): Strong in Grade 6 (51%), collapses in Grade 7 (29%), and has a partial recovery in Grade 8 (47%).
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Mathematics Summary

Strengths

Grades 4 and 5 are the strongest (higher proficiency and average scores) on the PSSA.
PSSA- Base Ten and Fraction Understanding- both category 1 and 4 average between 50-55% by grade 5.
PSSA- Operations and Algebraic Thinking (elementary)- Category 7 shows conceptual fluency, a strong link to early computation.
Measurement and Data- Students excel on contextual problems; strong cross-domain transfer

Challenges

PSSA- Function and Equation Readiness- Conceptual gap in variable use, equality reasoning, and representation fluency. Impacts Grade 8 and Algebra 1 readiness.
PSSA- Proportional Reasoning- Persistent weakness, Students fail to connect multiplicative reasoning to unit rate and scaling contexts.
PSSA- Geometry and Measurement- Students perform better on procedural items than on conceptual geometry or coordinate tasks.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt! Benchmark Biology Grade 10	61% of students scored below basic on the beginning of the year benchmark exam.

Science, Technology, and Engineering Education Summary

Strengths

LinkIt! Benchmarks Biology- theory of evolution and cell growth and reproduction were strong along with DOK level 1 and 3 questions.
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Challenges

LinkIt! Benchmarks Biology- Basic Biological Principles and Homeostasis and Transport were challenges with 60-65% scoring below average on the benchmark.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark exceeded the performance standard for all student groups in the elementary school.	98.5% of students completed the career standards benchmark using SmartFuture software.
Career Standards Benchmark met the performance standard for all student groups in the secondary school.	97.2% of students completed the career standards benchmark using SmartFuture software.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Lackawanna College

Agreement Type

Dual Credit

Program/Course Area

Academic

Uploaded Files

Susquehanna Community School District Agreement.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.

Students are completing the requirements for college and career readiness at a high rate, near to above the state average.
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Students have access to 30 dual enrollment credits in their junior and senior year setting them up for college success.

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.

Students need more real-world opportunities in class to understand what careers and jobs are out there.

High-achieving students need access to rigorous coursework (AP classes). The district does not offer any AP courses.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
No students were identified as ESL in 24/25.	There is 1 student in the ELL program at SCSD.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	The district is nearly 95% white and overall they score below the state average for white students in all categories on ELA and Math.

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.

The district has several teachers with ESL certifications, at least 1 in each building level.

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.

With very few ESL students, utilizing a teacher to teach ELLs reduces the impact the teacher can have on a larger population needing support for Reading.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
AI Technology Plan	With the rise of AI, professional development in AI needs to occur.
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.

Teachers lack familiarity with AI and need ongoing PD on how to implement and use AI effectively.

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	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	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	Exemplary

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	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.

>

Coordinate and monitor supports aligned with students' and families' needs.

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

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.

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Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.
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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
Secondary ELA met the standard, demonstrating growth for the 24/25 school year (PVAAS).	False
Secondary Math met the standard, demonstrating growth for the 24/25 school year (PVAAS).	False
Students with Disabilities tend to grow more than all student groups.	False
Grades 4 and 5 are the strongest (higher proficiency and average scores) on the PSSA.	False
PSSA- Vocabulary instruction improves steadily from grades 3 to 8 from 50% to 77%.	False
PSSA- TDA +17 point gain from grades 4 to 8	True
PSSA- Grammar and Usage- strong upward pattern, especially in Grades 6-8	False
PSSA- Base Ten and Fraction Understanding- both category 1 and 4 average between 50-55% by grade 5.	False
PSSA- Operations and Algebraic Thinking (elementary)- Category 7 shows conceptual fluency, a strong link to early computation.	False
Measurement and Data- Students excel on contextual problems; strong cross-domain transfer	False
LinkIt! Benchmarks Biology- theory of evolution and cell growth and reproduction were strong along with DOK level 1 and 3 questions.	False
Students are completing the requirements for college and career readiness at a high rate, near to above the state average.	False
Students have access to 30 dual enrollment credits in their junior and senior year setting them up for college success.	False
The district has several teachers with ESL certifications, at least 1 in each building level.	False
Coordinate and monitor supports aligned with students' and families' needs.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	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
Elementary ELA did not meet the interim goal/improvement target for Pro/Adv and was below the statewide average for the 24/25 school year.	True
Elementary Math did not meet the interim goal/improvement target for Pro/Adv and was below the statewide average for the 24/25 school year.	True
In secondary Math, all student groups declined in percent pro/adv from the year before.	True
PSSA- Function and Equation Readiness- Conceptual gap in variable use, equality reasoning, and representation fluency. Impacts Grade 8 and Algebra 1 readiness.	False
PSSA- flat growth in craft and structure integration, tone/purpose is weak	False
PSSA- Inference & Evidence Application – students locate evidence but rarely explain how it supports reasoning (Anchors 1.2, 7.3, TDA).	False
Teachers lack familiarity with AI and need ongoing PD on how to implement and use AI effectively.	False
Economically disadvantaged students tend to do worse on state assessments in comparison to all student groups.	False
PSSA- Proportional Reasoning- Persistent weakness, Students fail to connect multiplicative reasoning to unit rate and scaling contexts.	False
PSSA- Geometry and Measurement- Students perform better on procedural items than on conceptual geometry or coordinate tasks.	False
LinkIt! Benchmarks Biology- Basic Biological Principles and Homeostasis and Transport were challenges with 60-65% scoring below average on the benchmark.	False
Students need more real-world opportunities in class to understand what careers and jobs are out there.	True
High-achieving students need access to rigorous coursework (AP classes). The district does not offer any AP courses.	False
With very few ESL students, utilizing a teacher to teach ELLs reduces the impact the teacher can have on a larger population needing support for Reading.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Elementary ELA did not meet the interim goal/improvement target for Pro/Adv and was below the statewide average for the 24/25 school year.		True
Elementary Math did not meet the interim goal/improvement target for Pro/Adv and was below the statewide average for the 24/25 school year.		True
In secondary Math, all student groups declined in percent pro/adv from the year before.		True
Students need more real-world opportunities in class to understand what careers and jobs are out there.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
PSSA- TDA +17 point gain from grades 4 to 8	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strengthen the district's elementary literacy system by aligning curriculum, instruction, and intervention practices to improve student outcomes and close achievement gaps in ELA.
	We will strengthen Tier 1 mathematics instruction by ensuring teachers consistently implement evidence-based practices from the enVision Mathematics curriculum with fidelity, emphasizing conceptual understanding, procedural fluency, and real-world application through professional learning and instructional coaching.
	We will strengthen Tier 1 mathematics instruction at the secondary level by ensuring consistent implementation of evidence-based practices that promote conceptual understanding, procedural fluency, and problem-solving through professional learning, curriculum alignment, and data-driven instructional adjustments.
	We will ensure all students have equitable access to authentic, real-world learning experiences by embedding career exploration, STEM pathways, and community partnerships into the curriculum to build awareness of diverse post-secondary options.

Goal Setting

Priority: Strengthen the district’s elementary literacy system by aligning curriculum, instruction, and intervention practices to improve student outcomes and close achievement gaps in ELA.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028-2029 school year, the percentage of elementary students scoring Proficient or Advanced on the PSSA ELA will increase by 10 percentage points from the 2024-2025 baseline, with each student subgroup demonstrating annual growth toward closing the achievement gap relative to state averages.		
Measurable Goal Nickname (35 Character Max)		
Elementary ELA PSSA Proficiency		
Target Year 1	Target Year 2	Target Year 3
Increase % Proficient/Advanced by 3 percentage points from the 2024-2025 baseline.	Increase % Proficient/Advanced by an additional 3 percentage points.	By the end of the 2028-2029 school year, the percentage of elementary students scoring Proficient or Advanced on the PSSA ELA will increase by 10 percentage points from the 2024-2025 baseline, with each student subgroup demonstrating annual growth toward closing the achievement gap relative to state averages.

Priority: We will strengthen Tier 1 mathematics instruction by ensuring teachers consistently implement evidence-based practices from the enVision Mathematics curriculum with fidelity, emphasizing conceptual understanding, procedural fluency, and real-world application through professional learning and instructional coaching.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the percentage of elementary students scoring Proficient or Advanced on the PSSA Mathematics assessment will increase by 10 percentage points from the 2024–2025 baseline. All student subgroups will demonstrate annual growth toward meeting or exceeding the state average, supported by consistent, evidence-based Tier 1 instruction through the enVision Mathematics curriculum.		
Measurable Goal Nickname (35 Character Max)		
Elementary Math PSSA Proficiency		
Target Year 1	Target Year 2	Target Year 3
Increase % Proficient/Advanced by 3 percentage points from the 2024–2025 baseline.	Increase % Proficient/Advanced by an additional 3 percentage points.	By the end of the 2028–2029 school year, the percentage of elementary students scoring Proficient or Advanced on the PSSA Mathematics assessment will increase by 10 percentage points from the 2024–2025 baseline. All student subgroups will demonstrate annual growth toward meeting

		or exceeding the state average, supported by consistent, evidence-based Tier 1 instruction through the enVision Mathematics curriculum.
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Priority: We will ensure all students have equitable access to authentic, real-world learning experiences by embedding career exploration, STEM pathways, and community partnerships into the curriculum to build awareness of diverse post-secondary options.

Outcome Category		
STEM		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, all K–12 students will have equitable access to at least one authentic, real-world learning experience annually, through integrated career exploration, STEM pathways, and community partnerships, as evidenced by curriculum integration, student participation data, and stakeholder feedback.		
Measurable Goal Nickname (35 Character Max)		
STEM Real-World PBL Integration		
Target Year 1	Target Year 2	Target Year 3
Audit current career and STEM experiences K–12; identify community and industry partners; integrate at least one Defined Learning or project-based experience per grade band.	Embed career exploration lessons and real-world projects in 50% of all courses K–12; increase partnerships with local businesses, higher education, and community organizations.	By the end of the 2028–2029 school year, all K–12 students will have equitable access to at least one authentic, real-world learning experience annually, through integrated career exploration, STEM pathways, and community partnerships, as evidenced by curriculum integration, student participation data, and stakeholder feedback.

Priority: We will strengthen Tier 1 mathematics instruction at the secondary level by ensuring consistent implementation of evidence-based practices that promote conceptual understanding, procedural fluency, and problem-solving through professional learning, curriculum alignment, and data-driven instructional adjustments.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, all secondary math teachers will regularly use formative and benchmark assessment data to inform instruction and intervention decisions, as evidenced by PLC data reviews, improved PVAAS growth indicators, and documented intervention cycles.		
Measurable Goal Nickname (35 Character Max)		
HS Math Assessment Data		
Target Year 1	Target Year 2	Target Year 3
Establish consistent PLC data protocols and intervention	Establish consistent PLC data protocols and intervention	By the end of the 2028–2029 school year, all secondary math teachers will regularly use formative and benchmark assessment data to

tracking system in grades 7–12.	tracking system in grades 7–12.	inform instruction and intervention decisions, as evidenced by PLC data reviews, improved PVAAS growth indicators, and documented intervention cycles.
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Action Plan

Measurable Goals

Elementary ELA PSSA Proficiency	Elementary Math PSSA Proficiency
STEM Real-World PBL Integration	HS Math Assessment Data

Action Plan For: Structured Literacy

Measurable Goals:
By the end of the 2028-2029 school year, the percentage of elementary students scoring Proficient or Advanced on the PSSA ELA will increase by 10 percentage points from the 2024-2025 baseline, with each student subgroup demonstrating annual growth toward closing the achievement gap relative to state averages.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing professional learning and instructional coaching.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Structured Literacy PD (outsourced)	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish data-driven PLCs for continuous improvement.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Data analysis summaries	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased fidelity of Tier 1 literacy instruction as evidenced by walkthrough data and coaching feedback. Data-driven PLC cycles consistently using benchmark and formative assessment data (LinkIt!, aimswebPlus) to inform instruction. Improved student growth in foundational reading skills (phonemic awareness, decoding, fluency, comprehension) as measured by aimswebPlus and LinkIt! benchmarks.	Principals, LinkIt! and aimwebPlus data, quarterly

Action Plan For: Coherence and Rigor in Elementary Math

Measurable Goals:
By the end of the 2028–2029 school year, the percentage of elementary students scoring Proficient or Advanced on the PSSA Mathematics assessment will increase by 10 percentage points from the 2024–2025 baseline. All student subgroups will demonstrate annual growth

toward meeting or exceeding the state average, supported by consistent, evidence-based Tier 1 instruction through the enVision Mathematics curriculum.

Action Step		Anticipated Start Date	Anticipated Completion Date
Align 4–6 math curriculum vertically and to PA Core Standards.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Revised Curriculum maps	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted professional learning in evidence-based math instruction.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Math PD (outsourced)	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish data-driven PLC cycles for instructional improvement.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Data summaries	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Development and implementation of a coherent, standards-aligned 4–6 math curriculum that builds conceptual understanding, procedural fluency, and problem-solving across courses. Increased fidelity and consistency of Tier 1 math instruction as evidenced by walkthrough and coaching data. Establishment of data-driven PLC cycles where teachers use formative, benchmark, and PSSA assessment data to guide instructional decisions.	Principals, LinkIt!, and assessment data, quarterly

Action Plan For: Coherence and Rigor in HS Math

Measurable Goals:
By the end of the 2028–2029 school year, all secondary math teachers will regularly use formative and benchmark assessment data to inform instruction and intervention decisions, as

evidenced by PLC data reviews, improved PVAAS growth indicators, and documented intervention cycles.

Action Step		Anticipated Start Date	Anticipated Completion Date
Align 7–12 math curriculum vertically and to PA Core Standards.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Revised Curriculum maps	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted professional learning in evidence-based math instruction.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Math PD (outsourced)	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish data-driven PLC cycles for instructional improvement.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Data summaries	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Development and implementation of a coherent, standards-aligned 7–12 math curriculum that builds conceptual understanding, procedural fluency, and problem-solving across courses. Increased fidelity and consistency of Tier 1 math instruction as evidenced by walkthrough and coaching data. Establishment of data-driven PLC cycles where teachers use formative, benchmark, and Keystone assessment data to guide instructional decisions. Observable increase in student engagement and confidence with math problem-solving and application tasks.	Principals, LinkIt!, and assessment data, quarterly

Action Plan For: Real-World PBL Integration

Measurable Goals:

- By the end of the 2028–2029 school year, all K–12 students will have equitable access to at least one authentic, real-world learning experience annually, through integrated career exploration, STEM pathways, and community partnerships, as evidenced by curriculum integration, student participation data, and stakeholder feedback.

Action Step		Anticipated Start Date	Anticipated Completion Date
Integrate Defined Learning and project-based tasks into core content areas.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	PBL implementation catalog	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Expand community and industry partnerships.		2026-08-24	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator, Counselor	PBL implementation catalog	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Integration of career-connected and project-based learning experiences (e.g., Defined Learning tasks, STEM challenges, industry-based projects) in all grade bands. Established partnership network with local industries, higher education institutions, and workforce development agencies that provide mentorships, guest speakers, and shadowing opportunities. Launch of STEM and career pathway options at the secondary level that align with regional workforce needs and student interests.	Curriculum Coordinator, yearly, catalog

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy	Provide ongoing professional learning and instructional coaching.
Structured Literacy	Establish data-driven PLCs for continuous improvement.
Coherence and Rigor in Elementary Math	Align 4–6 math curriculum vertically and to PA Core Standards.
Coherence and Rigor in Elementary Math	Provide targeted professional learning in evidence-based math instruction.
Coherence and Rigor in Elementary Math	Establish data-driven PLC cycles for instructional improvement.
Coherence and Rigor in HS Math	Align 7–12 math curriculum vertically and to PA Core Standards.
Coherence and Rigor in HS Math	Provide targeted professional learning in evidence-based math instruction.
Coherence and Rigor in HS Math	Establish data-driven PLC cycles for instructional improvement.
Real-World PBL Integration	Integrate Defined Learning and project-based tasks into core content areas.

Structured Literacy K-12

Action Step		
- Provide ongoing professional learning and instructional coaching. - Establish data-driven PLCs for continuous improvement.		
Audience		
K-12 ELA Teachers		
Topics to be Included		
Science of Reading & Structured Literacy Foundations, Using Data to Inform Reading Instruction (LinkIt!, aimswebPlus), Differentiation and Small-Group Instruction, Vocabulary and Comprehension Strategy Instruction, Writing Integration in Literacy Instruction		
Evidence of Learning		
PD attendance logs; pre/post surveys on teacher knowledge; lesson plans showing explicit instruction in five components; walkthrough data. PLC minutes documenting data analysis; instructional group plans; student growth reports; data dashboards. Lesson plans showing differentiated groups; intervention schedules, observation notes. Student work samples; lesson observations; improved LinkIt! comprehension subscore data. Student writing portfolios; rubrics showing growth, teacher unit plans integrating reading and writing.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals	2026-08-24	2029-06-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	

This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Coherence and Rigor in Mathematics

Action Step		
- Align 4–6 math curriculum vertically and to PA Core Standards. - Align 7–12 math curriculum vertically and to PA Core Standards. - Provide targeted professional learning in evidence-based math instruction. - Establish data-driven PLC cycles for instructional improvement.		
Audience		
Grades 4-12 Math Teachers		
Topics to be Included		
Using Data to Drive Instruction (LinkIt!, Spring Math, PSSA/Keystone), Developing Problem-Solving and Real-World Application Tasks, Vertical Alignment and Coherence Across 4–12, Evidence-Based Math Instructional Practices (Core Focus)		
Evidence of Learning		
PD attendance; lesson observations; walkthrough rubrics showing evidence of all three rigor components, improved student engagement. PLC meeting notes; data analysis templates; intervention records; PVAAS growth trends. Unit plans with embedded performance tasks; student work samples; observation notes; increased relevance noted in student surveys.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals	2026-08-24	2029-06-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

PBL Design and Implementation

Action Step		
Integrate Defined Learning and project-based tasks into core content areas.		
Audience		
K-12 Teachers		
Topics to be Included		
Defined Learning Platform and Authentic Task Integration, Career Awareness K-12 Progression		
Evidence of Learning		
Completed project plans; student project showcases; reflection rubrics; classroom observation data.. K-12 Career Framework completed; grade-level implementation plans.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Coordinator	2026-08-24	2029-06-29

Learning Format

Type of Activities	Frequency
Inservice day	Monthly
Observation and Practice Framework Met in this Plan	
1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Celebrating Student Success					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Integrate Defined Learning and project-based tasks into core content areas. - Expand community and industry partnerships.	K-12 Parents and Community Members	STEM and real world projects	Curriculum Coordinator/Superintendent	08/24/2026	06/29/2029

Communications

Type of Communication	Frequency
Newsletter	Yearly

Approvals & Signatures

Uploaded Files	
SCSD Affirmation Statement for Comprehensive Plan 3.12.26_6a05c669.PDF	

Chief School Administrator	Date
John Rushefski	2026-06-17