Elizabeth Forward SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		103023153
Address 1		
401 Rock Run Road		
Address 2		
City	**State**	**Zip Code**
Elizabeth	PA	15037
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Jennifer Spiegel	Staff Member	High School	
Janet Dykstra	Staff Member	High School	
Natalie Bowers	Parent	Parent	
Sarah Nill	Staff Member	Elementary	
Kayla Bakewell	Staff Member	Elementary/Middle	

LEA Profile

The Elizabeth Forward School District serves the communities of Elizabeth Township, Forward Township, and the Borough of Elizabeth. The district encompasses approximately 43.3 square miles along the Monongahela River in the southeastern corner of Allegheny County, Pennsylvania, and is located about 15 miles southeast of the City of Pittsburgh. The district was formed in 1955 through the consolidation of the schools serving Elizabeth Borough, Elizabeth Township, and Forward Township. The district borders Westmoreland County to the east and Washington County to the southwest.

According to 2020 census data, the district serves a community population of approximately 17,642 residents. Current student enrollment is approximately 2,500 in grades K–12, reflecting a gradual decline from a peak of nearly 2,900 in 2007. The district employs approximately 300 employees, including administrative staff, professional and instructional personnel, and support staff. For the 2024–2025 fiscal year, the district operated with a budget of approximately $52,000,000.

The district is committed to innovation, student-centered learning, and preparing students for success beyond high school. The district operates a 1:1 learning environment with iPads for all K-12 students, supporting personalized learning and seamless integration of digital resources in the classroom. Elizabeth Forward is proud to be one of only eleven Apple Distinguished Districts in the world and is an active member of the League of Innovative Schools, AASA, and Remake Learning. They believe in building strong relationships with other educators and collaborating with national leaders to explore and implement innovative educational practices.

The district has developed a comprehensive STEAM program spanning grades K–12, emphasizing problem-solving, creativity, and the real-world application of learning. In addition, Elizabeth Forward continues to explore the responsible use of artificial intelligence to support both student learning and instructional practices, positioning the district at the forefront of emerging educational technologies.

Over the past several years, the district has experienced a shift in student demographics, with the economically disadvantaged rate increasing to approximately 43%. This change has guided the district's focus on equitable access to resources, strong foundational instruction, and targeted supports for students. The district has also taken a close look at outcomes for students receiving special education services. It has implemented a Multi-Tiered System of Supports (MTSS) framework at the elementary level. This approach ensures that students receive targeted Tier II and III supports early, allowing educators to address learning needs proactively and improve student outcomes before challenges become more significant.

In 2023, the district's high school experienced a devastating fire, prompting leadership to examine the overall infrastructure of district facilities closely. As a result, Elizabeth Forward is currently undergoing a districtwide reconfiguration to improve efficiency, modernize facilities, and better support student learning. The new configuration will include a K–1 primary building, a grades 2–6 intermediate building, and a grades 7–12 secondary campus. These changes are designed to maximize resources, reduce long-term operational costs, and create learning environments that better support instructional delivery.

Academically, the district is currently engaged in adopting a new K–8 reading curriculum aligned with Pennsylvania's Structured Literacy mandates. This work reflects the district's commitment to evidence-based literacy instruction and ensuring that all students develop strong foundational reading skills.

Through innovation, strategic planning, and a focus on high-quality instruction, Elizabeth Forward School District continues to build a future-ready learning environment that meets the evolving needs of its students and community.

Mission and Vision

Mission

The Elizabeth Forward School District prepares students for success through rigorous academics, intuitive technologies, and career-connected opportunities.

Vision

All students of the Elizabeth Forward School District will graduate willing to learn, ready to achieve, and prepared to thrive.

Educational Values

Students

Students are expected to take ownership of their learning by demonstrating responsibility, perseverance, and a willingness to grow. They should actively engage in their education, show respect for others, and strive to develop the academic, social, and personal skills necessary to become responsible citizens and lifelong learners.

Staff

Staff members are expected to create engaging, supportive, and inclusive learning environments that promote student success. They should collaborate with colleagues, use data to guide instruction, and continuously reflect on and improve their professional practices to meet the diverse needs of all students.

Administration

Administrators are expected to provide strong leadership that supports high-quality instruction, student achievement, and a positive school culture. They are responsible for fostering collaboration, ensuring access to necessary resources, supporting professional growth, and making decisions that align with the district's mission, vision, and core values while maintaining fiscal responsibility and operational efficiency.

Parents

Parents and guardians are valued partners in the educational process and are encouraged to actively support their child's learning. This includes maintaining open communication with schools, reinforcing the importance of education at home, and working collaboratively with educators to support student growth and well-being.

Community

The community plays an important role in supporting the district's mission by fostering partnerships that enhance educational opportunities for students. Community members and organizations are encouraged to support schools through collaboration, mentorship, and resources that help prepare students for future success, while aligning with the district's commitment to responsible and sustainable use of community resources.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
HIGH SCHOOL: Strong graduation rate 95.4% four-year graduation rate, which is well above the state average of 88%. This exceeds the state 2033 goal of 92.4%.	
HIGH SCHOOL: Strong career readiness 98.4% Career Standards Benchmark, exceeding the statewide average of 91.5%. Indicates strong preparation for career exploration and planning.	
HIGH SCHOOL: Above-average academic proficiency ELA proficiency: 58.1% (state avg: 49.9%) Math proficiency: 58.0% (state avg: 41.7%) Students perform above the state average in both subjects.	
HIGH SCHOOL: Rigorous course participation 57.7% of students take rigorous coursework, slightly above the statewide average.	
MIDDLE SCHOOL: Reading performance above the state average ELA proficiency: 56.5% (state avg: 49.9%).	
MIDDLE SCHOOL: Strong attendance 81.3% regular attendance, above the state average of 79.6%.	
MIDDLE SCHOOL: Career readiness preparation 100% Career Standards Benchmark, indicating strong career awareness activities.	
CENTRAL ELEMENTARY: Very strong academic performance ELA proficiency: 69.4% (well above state average of 49.9%) Math proficiency: 75.4% (exceeds state goal of 71.8%) Students demonstrate very strong academic achievement overall.	
CENTRAL ELEMENTARY: Excellent academic growth ELA growth score: 92 (well above the growth standard of 70) Math growth score: 70 (meets growth standard) Students are making strong academic progress.	
CENTRAL ELEMENTARY: High level of advanced performance 32.8% advanced in math, much higher than the statewide average of 16.3%.	
CENTRAL ELEMENTARY: Strong attendance 88.4% regular attendance, above the state average.	
CENTRAL ELEMENTARY: Career readiness benchmark 100% Career Standards Benchmark, exceeding state expectations.	
MT. VERNON ELEMENTARY: Exceptional reading growth PVAAS growth score: 100 (well above the state standard of 70). Students are making very strong academic growth in ELA.	
MT. VERNON ELEMENTARY: Solid math growth PVAAS growth score: 73, which meets growth expectations.	
MT. VERNON ELEMENTARY: Proficiency above the state average ELA: 57.3% (state avg: 49.9%) Math: 60.0% (state avg: 41.7%) This indicates students perform above state averages academically.	

WILLIAM PENN ELEMENTARY: Strong overall proficiency compared to the state ELA Proficiency: 63.8% (state avg: 49.9%) Math Proficiency: 63.2% (state avg: 41.7%) This indicates students are performing well above the statewide average in both major tested subjects.	
WILLIAM PENN ELEMENTARY: Positive math growth PVAAS growth score: 72 (above the growth standard of 70) Students are making expected academic progress in mathematics.	
WILLIAM PENN ELEMENTARY: Performance improvements in several groups Economically disadvantaged students show improvement in math. Some student groups showed year-to-year gains according to the indicators on pages 1–3.	

Challenges

Indicator	Comments/Notable Observations
HIGH SCHOOL: Low academic growth ELA growth score: 50 (below the standard of 70) Math growth score: 56 (below standard) Students are not making expected yearly academic progress.	
HIGH SCHOOL: Attendance concerns Regular attendance: 74.4%, below the state average of 79.6%.	
HIGH SCHOOL: Achievement gaps Students with disabilities: ELA: 14.6% Math: 12.2% Economically disadvantaged: ELA: 38% These groups perform significantly lower than the overall students.	
HIGH SCHOOL: Low industry-based learning participation Only 16% of students participate in industry-based learning, far below the state performance standard.	
MIDDLE SCHOOL: Low math performance Math proficiency: 40.3%, slightly below the state average of 41.7%.	
MIDDLE SCHOOL: Low academic growth ELA growth score: 50 Math growth score: 50 Both are well below the growth standard of 70, meaning students are not progressing academically as expected.	
MIDDLE SCHOOL: Large achievement gaps Students with disabilities: ELA: 21.4% Math: 12.2% Economically disadvantaged students: Math: 27.5%	
MIDDLE SCHOOL: Low advanced performance Only 11.5% advanced in ELA and 14.6% advanced in math, near or below state averages.	
CENTRAL ELEMENTARY: Achievement gaps Students with disabilities: ELA: 31.8% Math: 31.8% These scores are significantly lower than overall student performance.	
CENTRAL ELEMENTARY: Lower attendance for some student groups Students with disabilities: 67.7% attendance Combined ethnicity groups: 63.6% attendance	
CENTRAL ELEMENTARY: Still below long-term reading target ELA proficiency is 69.4%, below the state 2033 goal of 81.1%.	
MT. VERNON ELEMENTARY: Proficiency levels still below long-term state goals ELA goal: 81.1% Current: 57.3%	

MT. VERNON ELEMENTARY: Achievement gaps among student groups Economically disadvantaged: ELA: 42.3% Math: 46.2% Students with disabilities: ELA: 19.3% Math: 28.1% These groups perform significantly lower than the overall student population.	
MT. VERNON ELEMENTARY: Some declining subgroup trends for several student groups, including economically disadvantaged students.	
WILLIAM PENN ELEMENTARY: Reading growth is below expectations PVAAS growth score: 59 (below the state growth standard of 70). This means students are not progressing in ELA at the expected rate.	
WILLIAM PENN ELEMENTARY: Achievement gaps Students with disabilities: ELA: 23.7% Math: 18.4% These scores are much lower than the overall student group, indicating a large performance gap.	
WILLIAM PENN ELEMENTARY: Still below long-term state targets State goal for ELA: 81.1% proficiency Current level: 63.8%	

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

Strengths

Indicator	**Comments/Notable Observations**
At Mt. Vernon Elementary School, mathematics growth meets the statewide growth standard with a PVAAS score of 73. **Grade Level(s) and/or Student Group(s)** Grade 3-5	
Indicator At William Penn Elementary School, mathematics proficiency (63.2%) exceeds the statewide average of 41.7%. **Grade Level(s) and/or Student Group(s)**	
Indicator At Elizabeth Forward Middle School, English Language Arts proficiency (56.5%) exceeds the statewide average of 49.9%. **Grade Level(s) and/or Student Group(s)**	
Indicator At Central Elementary School, English Language Arts growth significantly exceeds the statewide growth standard with a PVAAS score of 92. **Grade Level(s) and/or Student Group(s)**	
Indicator At Elizabeth Forward High School, both English Language Arts (58.1%) and mathematics (58.0%) proficiency exceed statewide averages. **Grade Level(s) and/or Student Group(s)**	

Challenges

Indicator	**Comments/Notable Observations**
At William Penn Elementary School, English Language Arts academic growth (PVAAS 59) does not meet the statewide growth standard of 70. At William Penn Elementary School, students with disabilities demonstrate low proficiency in English Language Arts (23.7%) and mathematics (18.4%).	

Grade Level(s) and/or Student Group(s) Grades 3-5	
Indicator At Mt. Vernon Elementary School, economically disadvantaged students have lower proficiency rates in English Language Arts (42.3%) and mathematics (46.2%) compared to the overall student group. **Grade Level(s) and/or Student Group(s)** Grade 3-5	**Comments/Notable Observations**
Indicator At Central Elementary School, students with disabilities demonstrate lower proficiency rates in English Language Arts (31.8%) and mathematics (31.8%) compared to overall student performance. **Grade Level(s) and/or Student Group(s)** Grade 3-5	**Comments/Notable Observations**
Indicator At Elizabeth Forward Middle School, mathematics proficiency (40.3%) is below the statewide average of 41.7%. At Elizabeth Forward Middle School, English Language Arts and mathematics growth scores (PVAAS 50) do not meet the statewide growth standard. **Grade Level(s) and/or Student Group(s)** Grade 6-8	**Comments/Notable Observations**
Indicator At Elizabeth Forward High School, academic growth in English Language Arts (PVAAS 50) and mathematics (PVAAS 56) does not meet the statewide growth standard. At Elizabeth Forward Senior High School, students with disabilities and economically disadvantaged students demonstrate significantly lower proficiency rates than the overall student population. **Grade Level(s) and/or Student Group(s)** Grade 9-12	**Comments/Notable Observations**

Summary

Strengths

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

Strong academic proficiency across most schools. Several schools have ELA and math proficiency rates above statewide averages, particularly at the elementary level. Strong foundational achievement helps support long-term improvement in academic growth at the middle and high school levels.
Exceptional academic growth in elementary grades. Central Elementary demonstrates very strong academic growth (PVAAS), particularly in reading. This indicates effective instructional practices that could help address growth challenges seen at the middle and high school levels.
High graduation rate at the high school. The graduation rate significantly exceeds statewide averages, indicating that most students successfully complete high school despite challenges in academic growth and attendance.

Strong career readiness benchmarks across schools. Multiple schools meet or exceed Career Standards Benchmarks, ensuring students are exposed to career awareness and planning opportunities, which support the district's college and workforce readiness goals.
Generally strong attendance at elementary and middle schools. Attendance rates at several schools meet or exceed statewide averages, which supports student engagement and academic achievement, helping mitigate learning loss and growth challenges.

Challenges

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

Low academic growth in middle and high school. PVAAS growth scores in ELA and math at the middle school and high school fall below the statewide growth standard (70). Improving instructional strategies and student support at these levels would significantly increase progress toward Future Ready academic growth targets.
Achievement gaps among student groups. Students with disabilities and economically disadvantaged students consistently perform well below the overall student population in proficiency measures. Closing these gaps would substantially improve the district's state assessment and equity indicators.
Math performance at the middle school level. Math proficiency at the middle school is below the statewide average and far below the long-term statewide goal. Strengthening math instruction at this level would improve both achievement and academic growth outcomes.
Student attendance at the high school. High school attendance rates are below the statewide average, which can negatively affect student learning, academic growth, and graduation readiness.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Renaissance: During the Winter 2025–2026 benchmark testing window, 65.6% of students (1,001 out of 1,527) met or exceeded the district benchmark for reading proficiency. This indicates that roughly two-thirds of students are performing at or above expected reading levels, while approximately one-third of students may require additional monitoring or intervention to strengthen their literacy skills. The data will help guide instructional planning and targeted supports across the district to improve overall reading proficiency.	Notable Observation: While nearly two-thirds of students met or exceeded the reading benchmark, approximately one-third of students (34%) did not meet the expected level, indicating a continued need for targeted literacy support. This data highlights the importance of strengthening Tier 1 instruction and implementing targeted interventions through MTSS to accelerate reading growth for struggling students and increase overall proficiency in future benchmark windows.
AIMSweb Plus Reading Benchmark: (Grades K–12), Winter 2025–2026 benchmark window. Across several grade levels, a large portion of special education students fall within the 26th–74th percentile range, indicating that many students are performing within the average range when compared to national norms. For example, in Grade 2, 44.4% of students scored within the national average range, while in Grade 6, had 41% of students scored within the average range. These results suggest that many students are demonstrating developing reading skills that align with expected national performance levels.	Notable Observation: The data indicate a trend where reading performance declines in later grade levels, suggesting the need for continued focus on literacy development beyond the primary grades. Strengthening Tier I instruction and targeted MTSS supports at the middle and secondary levels may help improve reading outcomes and better prepare students for PSSA and Keystone literacy assessments.

English Language Arts Summary

Strengths

The district is committed to strengthening literacy instruction by adopting a K–8 reading curriculum aligned with Pennsylvania's Structured Literacy mandates. This approach emphasizes the explicit instruction of phonemic awareness, phonics, vocabulary, fluency, and comprehension, ensuring students develop strong foundational reading skills.
The district has implemented a Multi-Tiered System of Supports (MTSS) framework at the elementary level to identify students who need additional support in reading. Through Tier I, II, and III interventions, educators are able to provide targeted instruction early and address reading difficulties before they become more significant learning barriers.
Teachers and administrators regularly review benchmark assessments and progress monitoring data to identify trends in reading performance. This data-driven approach allows educators to adjust instruction, provide targeted interventions, and monitor student growth over time.

Our educators work collaboratively during grade-level and data team meetings to review literacy outcomes and share effective instructional strategies. This collaboration helps ensure alignment across grade levels and strengthens the district's ability to support student reading achievement.

Challenges

While a majority of students are meeting district expectations in reading, a significant percentage of students are not yet meeting benchmark levels on district assessments. Improving outcomes for students who require additional support will have a direct impact on reading proficiency and the district's ability to meet Future Ready PA Index targets.
Some students continue to struggle with foundational literacy skills such as phonemic awareness, phonics, vocabulary, and fluency. Strengthening early literacy instruction and ensuring students master these foundational skills in the primary grades will be critical to improving long-term reading success
Ensuring consistent implementation of evidence-based literacy practices across classrooms and grade levels remains a challenge. Strengthening alignment in instructional practices will help ensure students build literacy skills progressively as they advance through the grades.
Although the district regularly reviews literacy assessment data, improving the ability to analyze trends and respond with targeted interventions will further support student growth. Strengthening data-driven decision-making will allow educators to identify struggling readers earlier and provide the appropriate supports needed to improve achievement.

Mathematics

Data	Comments/Notable Observations
STAR Renaissance: During the Winter 2025–2026 benchmark testing window, 77.1% of students (1,014 out of 1,316) met or exceeded the district benchmark for mathematics proficiency. This indicates that over three-quarters of students are performing at or above expected grade-level standards in math, while approximately 23% of students may require additional monitoring or targeted instructional support. The data will be used to guide instructional planning and interventions to further strengthen math achievement across the district.	Notable Observation: A strong majority of students (77.1%) met or exceeded the district benchmark in mathematics, indicating overall solid performance in math across the district. However, approximately 23% of students did not meet the benchmark, suggesting a continued need for targeted support and intervention for specific student groups. These results also provide an opportunity to analyze grade-level trends and strengthen instructional strategies to ensure that all students continue to progress toward proficiency.
AIMSweb Plus Mathematics Benchmark: (Grades 2–12), Winter 2025–2026 benchmark window. Many grade levels show a large concentration of students within the 26th–74th percentile range, indicating average performance when compared to national norms. For example, 58.5% of Grade 6 students and 51.7% of Grade 9 students scored within the average range, demonstrating consistent development of mathematical skills.	Notable Observation: Overall math performance suggests that while many students perform within the national average range, a consistent group of students require additional support. Continued use of data-driven instruction and targeted MTSS interventions will help address gaps in foundational math skills and improve overall achievement.

Mathematics Summary

Strengths

District benchmark data indicate that a strong majority of students are performing at or above the expected proficiency level in mathematics. During the Winter 2025–2026 STAR benchmark assessment, 77.1% of students met or exceeded the district benchmark, demonstrating that most students are developing the foundational mathematical skills necessary for continued academic success.
Teachers and administrators regularly analyze math benchmark data to identify trends in student performance and guide instructional decisions. This ongoing review of data allows educators to adjust instruction, provide targeted support, and monitor student progress toward meeting grade-level standards.
As a 1:1 iPad district, teachers are able to incorporate digital tools and resources that enhance math instruction, provide additional practice opportunities, and allow students to engage with mathematical concepts in interactive ways. These tools also help teachers monitor student progress and adjust instruction as needed.
Teachers collaborate during grade-level and data meetings to review student performance and share instructional strategies that support mathematics learning. This collaboration helps ensure consistency in instruction and supports students as they progress through grade levels.

Challenges

While a majority of students are meeting district expectations in mathematics, approximately 23% of students scored below the district benchmark on the Winter 2025–2026 STAR Math assessment. Improving outcomes for this group of students will have a significant impact on overall math achievement and the district's ability to meet Future Ready PA Index interim targets.
Some students continue to struggle with foundational mathematical concepts that are critical for success in higher-level math courses. Ensuring that students develop strong foundational skills in the early grades will help improve performance on state assessments and support long-term academic success.
Maintaining consistent instructional practices and alignment across grade levels remains a challenge. Ensuring that key mathematical concepts are reinforced and that instruction builds coherently from grade to grade will help students progress more successfully through the mathematics curriculum.
While the district regularly reviews student performance data, continued improvement in analyzing and responding to this data will help educators better identify trends and provide targeted supports. Strengthening data-driven decision-making will allow teachers to intervene earlier and support students who are at risk of falling behind in mathematics.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science (Grades 4 & 8) Science performance shows inconsistent trends due to testing changes and PDE banking practices. Some reporting categories showed significant improvement in Grade 4 science over time. Grade 8 science shows mixed results across different content areas. Science results should	Observation: Grade 4 Science results show strong performance in scientific reasoning and biological sciences, with noticeable improvement in several reporting categories. Grade 8 Science showed mixed results across content strands, with strengths in systems and models and areas for improvement in physical science concepts. 2024–2025 Grade 5 and Grade 8 Science results were banked by PDE,

be interpreted cautiously because of state testing adjustments.	meaning they were administered but not used for accountability comparisons.
Keystone Biology: (Grade 9) Overall performance declined following 2019, with the overall proficiency rate dropping from 53% to 31% by 2023, reflecting the academic impacts seen after the pandemic. Results began to improve in 2024 (36%), followed by a significant rebound in 2025 with overall proficiency increasing to 50%, nearly returning to pre-pandemic levels. At the same time, the percentage of students scoring Below Basic decreased from 40% in 2023 to 23% in 2025, indicating meaningful progress in student achievement.	Observation: Strengths appear in genetics and ecological systems. Areas for improvement include bioenergetics and cellular processes. Overall performance remains consistent with previous years, though some reporting categories showed gains. ?
Technology and Engineering Education: (Grades K-12) This instruction reinforces the skills measured on PSSA and Keystone assessments, including problem-solving, data analysis, reading informational text, and mathematical reasoning. Hands-on science and engineering experiences allow students to apply these skills in real-world contexts, supporting deeper understanding and improved performance on state assessments.	Observation: The assessment data suggest that students perform better when learning experiences emphasize problem-solving, data analysis, and application of concepts, which aligns closely with STEM and engineering practices. Continued integration of science, technology, engineering, and mathematics learning opportunities can help reinforce these skills, supporting student performance on PSSA and Keystone assessments while strengthening critical thinking and real-world application of academic content.

Science, Technology, and Engineering Education Summary

Strengths

The district has developed a strong K–12 STEAM program that provides students with opportunities for hands-on learning, inquiry-based science instruction, and engineering design challenges. These experiences encourage critical thinking, collaboration, and problem-solving skills that support student success on science-related assessments and align with the district's mission to prepare students for future careers.
As a 1:1 iPad district and an Apple Distinguished District, technology is intentionally integrated into classroom instruction. Students regularly use digital tools for research, data analysis, simulations, and collaborative projects, helping them develop the digital literacy and analytical skills necessary for success in science, technology, and engineering fields.
Science and engineering instruction emphasizes inquiry, experimentation, and real-world problem solving. Through project-based learning and STEM activities, students apply scientific concepts and mathematical reasoning to authentic challenges, reinforcing the skills measured in state assessments and supporting deeper conceptual understanding.
The district continues to align science instruction with Pennsylvania's STEELS standards, which emphasize scientific practices, cross-disciplinary thinking, and engineering design. This alignment strengthens the coherence of science instruction across grade levels and supports the development of

skills needed to improve student performance on state assessments and meet Future Ready PA Index goals.

Challenges

As Pennsylvania transitions to the STEELS standards, continued work is needed to ensure that curriculum, instructional resources, and assessments are fully aligned across grade levels. Strengthening this alignment will help ensure students consistently develop the scientific practices and engineering design skills expected by the new standards.
Compared to reading and mathematics, there are fewer consistent formative assessments available to monitor student progress in science and engineering education. Developing common assessments and data review practices will help educators better identify trends and target instructional improvements.
While students engage in hands-on STEAM activities, continued emphasis is needed on helping students connect these experiences to deeper conceptual understanding, scientific reasoning, and the ability to analyze and interpret data. Strengthening these skills will support improved performance on state assessments and prepare students for future STEAM learning opportunities.

Related Academics

Career Readiness

Data	Comments/Notable Observations
High School: School Performance: 98.4% of high school students met the Career Standards Benchmark. Statewide Average: 91.5% of students met the benchmark. State Performance Standard: 98.0%.	The High School exceeded both the statewide average and the state performance standard, with 98.4% of students meeting the Career Standards Benchmark. This reflects strong implementation of career readiness initiatives, including career exploration, planning, and preparation opportunities that help students develop clear pathways beyond high school.
Middle School: School Performance: 100.0% of middle school students met the Career Standards Benchmark. Statewide Average: 91.5% of students met the benchmark. State Performance Standard: 98.0%.	The Middle School exceeded both the statewide average and the state performance standard, with all students meeting the Career Standards Benchmark. This indicates strong implementation of career awareness, exploration, and preparation activities that help students connect academic learning to future career pathways.
Central Elementary: School Performance: 100.0% of Central Elementary students met the Career Standards Benchmark. Statewide Average: 91.5% of students met the benchmark. State Performance Standard: 98.0%.	Central Elementary exceeded both the statewide average and the state performance standard, with all students meeting the Career Standards Benchmark. This reflects strong implementation of career awareness activities and the integration of career-related learning opportunities at the elementary level.
Mt. Vernon Elementary: School Performance: 98.5% of Mt. Vernon Elementary students met the Career Standards Benchmark. Statewide Average: 91.5% of students met the benchmark. State Performance Standard: 98.0%.	Mt. Vernon Elementary exceeded both the statewide average and the state performance standard, with 98.5% of students meeting the Career Standards Benchmark. This demonstrates strong implementation of career awareness and exploration opportunities that help students begin connecting their learning to future career pathways.
William Penn Elementary: School Performance: 100.0% of William Penn Elementary students met the Career Standards Benchmark. Statewide Average: 91.5% of students met the benchmark. State Performance Standard: 98.0%.	William Penn Elementary exceeded both the statewide average and the state performance standard, with all students meeting the Career Standards Benchmark. This reflects strong implementation of career awareness and exploration activities that help students begin developing an understanding of future career pathways at the elementary level.

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

Agreement Type

Program/Course Area

Uploaded Files

Partnering Institution

Penn West University

Agreement Type

Dual Credit

Program/Course Area

General Course Offerings

Uploaded Files

Dual Enrollment Agreement - Penn West.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.

Comprehensive K–12 Career Exploration Opportunities: The district provides students with meaningful career exploration experiences through K–12 career fairs, partnerships with local and regional businesses, and hands-on learning opportunities such as JA BizTown. These experiences allow students to interact with community members and industry professionals, helping them understand real-world career pathways and the skills needed for future success.
Implementation of the World of Work Framework Lessons and RIASEC Career/Personality tests: The district has implemented the World of Work career education framework in grades K–5 to introduce

students to career awareness and help them understand their individual strengths and interests. At the middle school level, students participate in RIASEC career interest assessments, which help them further explore potential career pathways aligned with their skills and preferences. This structured, developmental approach to career education supports early career awareness and helps students make meaningful connections between their academic learning and future career opportunities.
Career-Connected Learning Through Community Partnerships and Literacy Initiatives: Partnerships with organizations such as PNC at the high school level, as well as collaboration with local and regional businesses, provide students with authentic learning experiences and exposure to workforce expectations. Additionally, in grades 6-8, students use Beable's career-connected literacy platform, which integrates career awareness into reading instruction, allowing them to explore careers while strengthening literacy skills.

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.

Expanding Consistent Career Awareness Experiences Across All Grade Levels: While the district provides a variety of career exploration opportunities, continuing to expand and ensure consistent implementation of career awareness activities across all grade levels will strengthen students' understanding of career pathways and workforce skills.
Strengthening Connections Between Academic Content and Career Pathways: Increasing opportunities for teachers to intentionally integrate career connections into core academic instruction will help students better understand how classroom learning relates to real-world careers and future opportunities.
Increasing Community and Industry Partnerships: Although the district collaborates with local organizations and businesses, expanding partnerships with additional regional employers, industry professionals, and post-secondary institutions will provide students with more exposure to career pathways, workplace skills, and authentic learning experiences.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
High School: ELA/Literature: 14.6% proficient/advanced. Math/Algebra: 12.2% proficient/advanced. ELA Growth: 50.0. Math Growth: 63.0. Regular Attendance: 70.7%. 4-Year Graduation Rate: 82.1%. Career Standards Benchmark: 97.8%. Rigorous Courses of Study: 38.8%.	Students with disabilities demonstrate significant achievement gaps in both ELA/Literature and Mathematics/Algebra. Math growth is stronger than overall proficiency, suggesting students are making progress but continue to perform below grade-level expectations. Career readiness is a strength, with 97.8% meeting the Career Standards Benchmark. Continued focus is needed on standards-aligned instruction, specially designed instruction, targeted interventions, progress monitoring, attendance, and access to rigorous coursework.
Middle School: ELA: 21.4% proficient/advanced. Math: 12.2% proficient/advanced. ELA Growth: 71.0. Math Growth: 77.0. Grade 7 Math: 6.5% proficient/advanced. Regular Attendance: 70.8%. Career Standards Benchmark: 100%.	ELA: 21.4% proficient/advanced. Math: 12.2% proficient/advanced. ELA Growth: 71.0. Math Growth: 77.0. Grade 7 Math: 6.5% proficient/advanced. Regular Attendance: 70.8%. Career Standards Benchmark: 100%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA/Literature: 38.0% proficient/advanced. Math/Algebra: 38.0% proficient/advanced. ELA Growth: 50.0. Math Growth: 67.0. Regular Attendance: 65.6%. 4-Year Graduation Rate: 92.9%. Career Standards Benchmark: 96.2%. Rigorous Courses of Study: 44.6%.	Economically disadvantaged students demonstrate achievement gaps in both ELA/Literature and Mathematics/Algebra. Math growth is a relative strength, with a growth score of 67.0 approaching the statewide growth standard of 70. Attendance is an area of concern and may contribute to academic performance. Career readiness and graduation outcomes are strengths. Continued attention should be given to targeted academic supports, attendance interventions, progress monitoring, and equitable access to rigorous coursework.
Middle School: ELA: 47.5% proficient/advanced. Math: 27.5% proficient/advanced. ELA Growth: 50.0. Math Growth: 50.0. Grade 7 Math: 26.9%	Economically disadvantaged students demonstrate stronger performance in ELA than Mathematics, but achievement remains below the overall school performance in both areas. Unlike students with

proficient/advanced. Regular Attendance: 75.9%. Career Standards Benchmark: 100%.	disabilities, academic growth is also an area of concern, with growth scores of 50 in both ELA and Mathematics, below the statewide growth standard of 70. Mathematics represents a particularly important area for targeted support. Continued attention should be given to differentiated instruction, targeted interventions, progress monitoring, and attendance supports.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Use of Multiple Data Sources to Guide Instruction: The district regularly reviews data from PSSA, Keystone Exams, AIMSweb benchmarks, and local formative assessments to monitor student progress and identify areas of need for specific student groups. This data-driven approach allows educators to adjust instruction and provide targeted supports.
Implementation of an MTSS Framework: The district's implementation of a Multi-Tiered System of Supports (MTSS) at the elementary level provides targeted academic interventions in reading and mathematics (less developed). This framework helps identify struggling students early and provides structured support before learning gaps widen.
Targeted Support for Diverse Learners: Students receiving special education services and English Learners receive individualized supports, accommodations, and progress monitoring to ensure access to grade-level curriculum and opportunities for academic growth.

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.

Closing Achievement Gaps for Economically Disadvantaged Students: With approximately 40% of the district’s students identified as economically disadvantaged, continued efforts are needed to ensure these students receive the academic supports necessary to meet grade-level expectations.
Improving Reading and Math Performance for Struggling Learners: Local benchmark and state assessment data indicate that some student groups continue to perform below proficiency levels in reading and mathematics, highlighting the need for continued targeted interventions and instructional support.
Ensuring Consistent Monitoring of Student Progress Across Groups: Continued analysis of disaggregated data across student groups will help the district identify trends, refine instructional

practices, and ensure that all students are progressing toward meeting state assessment targets and Future Ready PA Index goals.

Designated Schools

Elizabeth Forward SHS

Priority Challenge	Comments and Notable Observations
Access to Grade-Level Curriculum and Core Instruction: Students with disabilities may experience challenges accessing grade-level content in reading and mathematics, particularly when foundational skill gaps exist. Strengthening alignment between special education supports and core instruction will help ensure students can fully engage with rigorous academic expectations.	Assessment and classroom performance data suggest that some students with disabilities struggle to fully access grade-level reading and mathematics instruction due to gaps in foundational skills. Strengthening alignment among core instruction, accommodations, and targeted interventions will be important for supporting these students in engaging with grade-level standards and improving academic outcomes.
Limited Academic Growth on State Assessments: Growth data indicate that students with disabilities are not consistently demonstrating expected academic growth in ELA and mathematics. This suggests a need for more intensive, research-based interventions and consistent progress monitoring to accelerate learning.	State assessment growth data indicate that students with disabilities are not consistently meeting expected growth targets in English Language Arts and mathematics. This trend highlights the need for more intensive, evidence-based interventions and consistent progress monitoring to better support academic growth for this student group.
Attendance and Engagement Barriers: Although attendance has improved in recent years, rates for students with disabilities remain below the state benchmark. Inconsistent attendance can limit instructional time and affect student progress, underscoring the need for ongoing efforts to support engagement and consistent participation in school.	While attendance rates for students with disabilities have shown improvement, they remain below the state benchmark. Continued efforts to support consistent attendance and student engagement will be important to ensure these students have regular access to instruction and opportunities for academic success.

Systemic LEA Challenges
Attendance data indicates that some student groups continue to experience inconsistent attendance, which can impact academic progress and achievement. The district will continue to implement strategies that promote student engagement and regular attendance to ensure students have consistent access to instruction.
While strong instructional practices are present across the district, ensuring consistent implementation of evidence-based instruction, data-driven decision-making, and targeted intervention strategies across all grade levels.
To support improved student outcomes, teachers will continue to receive professional development in evidence-based instructional strategies and best practices in both English Language Arts and mathematics. Ongoing training and collaborative learning opportunities will help ensure consistent implementation of high-quality instruction and targeted interventions.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Based on the information provided regarding academic achievement, growth, and attendance for students with disabilities, here is a clear narrative explaining how this supports the district's Comprehensive Plan with a focus on Special Education students: Comprehensive Plan Alignment – Focus on Students with Disabilities The analysis of student achievement, growth, and attendance data for students with disabilities supports the district's Comprehensive Plan by identifying key areas where targeted improvement efforts are needed. State assessment results and local benchmark data indicate that students with disabilities are not consistently meeting expected proficiency and growth targets in English Language Arts and mathematics. As a result, the district will prioritize strengthening access to grade-level curriculum through improved alignment between core instruction and special education supports. In addition, the district will continue to expand the implementation of a Multi-Tiered System of Supports (MTSS) and provide research-based interventions, progress monitoring, and differentiated instruction to better support students with diverse learning needs. Ongoing professional development for teachers in evidence-based instructional practices, structured literacy, and mathematics instruction will help ensure that both general education and special education staff are equipped to support these students effectively. The Comprehensive Plan also emphasizes the importance of improving student engagement and attendance, as consistent participation in school is critical for academic growth. By strengthening instructional supports, monitoring student progress more closely, and increasing collaboration between general education and special education staff, the district aims to improve outcomes for students with disabilities and ensure they have meaningful access to rigorous academic opportunities.
Title 1 Program	Our current Title program aligns with our MTSS Framework at the Elementary Level.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

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	Exemplary

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	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.

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The district actively monitors student and family needs and partners with local community agencies to provide coordinated supports that help remove barriers to student learning.

The district recruits, hires, and retains fully certified teachers and leaders and provides ongoing professional development to support continuous improvement of instructional practices.
The district strategically allocates resources and coordinates local, state, and federal funding to ensure instructional materials, programs, and services support student achievement and district goals.

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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While systems for monitoring student needs exist, the district can strengthen the consistent use of student performance data across grade levels and schools to drive instructional improvement.
Professional development is provided for staff; however, continued focus is needed to ensure that training is consistently implemented in classrooms to improve academic growth and student outcomes.
Although resources are allocated to support instruction and student services, ongoing evaluation of program effectiveness is needed to ensure that resources produce measurable improvements in student achievement.
The district has experienced a trend in which newly hired teachers leave for neighboring districts offering higher salaries, creating challenges for maintaining instructional continuity and staff stability.
Community demographics have shifted in recent years, resulting in an increased population of students with special education needs and students requiring mental health supports, placing additional demands on staffing, services, and resources. The district has limited commercial and business development within the community, which restricts growth of the local tax base and limits the district's ability to expand financial resources to support programs, staffing, and student services.

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
Strong academic proficiency across most schools. Several schools have ELA and math proficiency rates above statewide averages, particularly at the elementary level. Strong foundational achievement helps support long-term improvement in academic growth at the middle and high school levels.	True
Exceptional academic growth in elementary grades. Central Elementary demonstrates very strong academic growth (PVAAS), particularly in reading. This indicates effective instructional practices that could help address growth challenges seen at the middle and high school levels.	True
High graduation rate at the high school. The graduation rate significantly exceeds statewide averages, indicating that most students successfully complete high school despite challenges in academic growth and attendance.	True
Strong career readiness benchmarks across schools. Multiple schools meet or exceed Career Standards Benchmarks, ensuring students are exposed to career awareness and planning opportunities, which support the district's college and workforce readiness goals.	True
Generally strong attendance at elementary and middle schools. Attendance rates at several schools meet or exceed statewide averages, which supports student engagement and academic achievement, helping mitigate learning loss and growth challenges.	True
The district is committed to strengthening literacy instruction by adopting a K–8 reading curriculum aligned with Pennsylvania's Structured Literacy mandates. This approach emphasizes the explicit instruction of phonemic awareness, phonics, vocabulary, fluency, and comprehension, ensuring students develop strong foundational reading skills.	True
The district has implemented a Multi-Tiered System of Supports (MTSS) framework at the elementary level to identify students who need additional support in reading. Through Tier I, II, and III interventions, educators are able to provide targeted instruction early and address reading difficulties before they become more significant learning barriers.	True
Teachers and administrators regularly review benchmark assessments and progress monitoring data to identify trends in reading performance. This data-driven approach allows educators to adjust instruction, provide targeted interventions, and monitor student growth over time.	True
Our educators work collaboratively during grade-level and data team meetings to review literacy outcomes and share effective instructional strategies. This collaboration helps ensure alignment across grade levels and strengthens the district's ability to support student reading achievement.	True

District benchmark data indicate that a strong majority of students are performing at or above the expected proficiency level in mathematics. During the Winter 2025–2026 STAR benchmark assessment, 77.1% of students met or exceeded the district benchmark, demonstrating that most students are developing the foundational mathematical skills necessary for continued academic success.	True
Teachers and administrators regularly analyze math benchmark data to identify trends in student performance and guide instructional decisions. This ongoing review of data allows educators to adjust instruction, provide targeted support, and monitor student progress toward meeting grade-level standards.	True
As a 1:1 iPad district, teachers are able to incorporate digital tools and resources that enhance math instruction, provide additional practice opportunities, and allow students to engage with mathematical concepts in interactive ways. These tools also help teachers monitor student progress and adjust instruction as needed.	False
Teachers collaborate during grade-level and data meetings to review student performance and share instructional strategies that support mathematics learning. This collaboration helps ensure consistency in instruction and supports students as they progress through grade levels.	True
The district has developed a strong K–12 STEAM program that provides students with opportunities for hands-on learning, inquiry-based science instruction, and engineering design challenges. These experiences encourage critical thinking, collaboration, and problem-solving skills that support student success on science-related assessments and align with the district's mission to prepare students for future careers.	False
As a 1:1 iPad district and an Apple Distinguished District, technology is intentionally integrated into classroom instruction. Students regularly use digital tools for research, data analysis, simulations, and collaborative projects, helping them develop the digital literacy and analytical skills necessary for success in science, technology, and engineering fields.	True
Science and engineering instruction emphasizes inquiry, experimentation, and real-world problem solving. Through project-based learning and STEM activities, students apply scientific concepts and mathematical reasoning to authentic challenges, reinforcing the skills measured in state assessments and supporting deeper conceptual understanding.	False
The district continues to align science instruction with Pennsylvania's STEELS standards, which emphasize scientific practices, cross-disciplinary thinking, and engineering design. This alignment strengthens the coherence of science instruction across grade levels and supports the development of skills needed to improve student performance on state assessments and meet Future Ready PA Index goals.	True
Comprehensive K–12 Career Exploration Opportunities: The district provides students with meaningful career exploration experiences through K–12 career fairs, partnerships with local and regional businesses, and hands-on learning opportunities such as JA BizTown. These experiences allow students to interact with community members and industry professionals, helping them understand real-world career pathways and the skills needed for future success.	True

Implementation of the World of Work Framework Lessons and RIASEC Career/Personality tests: The district has implemented the World of Work career education framework in grades K–5 to introduce students to career awareness and help them understand their individual strengths and interests. At the middle school level, students participate in RIASEC career interest assessments, which help them further explore potential career pathways aligned with their skills and preferences. This structured, developmental approach to career education supports early career awareness and helps students make meaningful connections between their academic learning and future career opportunities.	True
Career-Connected Learning Through Community Partnerships and Literacy Initiatives: Partnerships with organizations such as PNC at the high school level, as well as collaboration with local and regional businesses, provide students with authentic learning experiences and exposure to workforce expectations. Additionally, in grades 6-8, students use Beable's career-connected literacy platform, which integrates career awareness into reading instruction, allowing them to explore careers while strengthening literacy skills.	True
Use of Multiple Data Sources to Guide Instruction: The district regularly reviews data from PSSA, Keystone Exams, AIMSweb benchmarks, and local formative assessments to monitor student progress and identify areas of need for specific student groups. This data-driven approach allows educators to adjust instruction and provide targeted supports.	True
Implementation of an MTSS Framework: The district's implementation of a Multi-Tiered System of Supports (MTSS) at the elementary level provides targeted academic interventions in reading and mathematics (less developed). This framework helps identify struggling students early and provides structured support before learning gaps widen.	True
Targeted Support for Diverse Learners: Students receiving special education services and English Learners receive individualized supports, accommodations, and progress monitoring to ensure access to grade-level curriculum and opportunities for academic growth.	False
The district actively monitors student and family needs and partners with local community agencies to provide coordinated supports that help remove barriers to student learning.	False
The district recruits, hires, and retains fully certified teachers and leaders and provides ongoing professional development to support continuous improvement of instructional practices.	False
The district strategically allocates resources and coordinates local, state, and federal funding to ensure instructional materials, programs, and services support student achievement and district goals.	False
The district actively monitors student and family needs and partners with local community agencies to provide coordinated supports that help remove barriers to student learning.	False
The district recruits, hires, and retains fully certified teachers and leaders and provides ongoing professional development to support continuous improvement of instructional practices.	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
Low academic growth in middle and high school. PVAAS growth scores in ELA and math at the middle school and high school fall below the statewide growth standard (70). Improving instructional strategies and student support at these levels would significantly increase progress toward Future Ready academic growth targets.	True
Achievement gaps among student groups. Students with disabilities and economically disadvantaged students consistently perform well below the overall student population in proficiency measures. Closing these gaps would substantially improve the district's state assessment and equity indicators.	True
Math performance at the middle school level. Math proficiency at the middle school is below the statewide average and far below the long-term statewide goal. Strengthening math instruction at this level would improve both achievement and academic growth outcomes.	True
Student attendance at the high school. High school attendance rates are below the statewide average, which can negatively affect student learning, academic growth, and graduation readiness.	True
While a majority of students are meeting district expectations in reading, a significant percentage of students are not yet meeting benchmark levels on district assessments. Improving outcomes for students who require additional support will have a direct impact on reading proficiency and the district's ability to meet Future Ready PA Index targets.	True
Some students continue to struggle with foundational literacy skills such as phonemic awareness, phonics, vocabulary, and fluency. Strengthening early literacy instruction and ensuring students master these foundational skills in the primary grades will be critical to improving long-term reading success	True
Ensuring consistent implementation of evidence-based literacy practices across classrooms and grade levels remains a challenge. Strengthening alignment in instructional practices will help ensure students build literacy skills progressively as they advance through the grades.	True
Although the district regularly reviews literacy assessment data, improving the ability to analyze trends and respond with targeted interventions will further support student growth. Strengthening data-driven decision-making will allow educators to identify struggling readers earlier and provide the appropriate supports needed to improve achievement.	False
While a majority of students are meeting district expectations in mathematics, approximately 23% of students scored below the district benchmark on the Winter 2025–2026 STAR Math assessment. Improving outcomes for this group of	False

students will have a significant impact on overall math achievement and the district's ability to meet Future Ready PA Index interim targets.	
Some students continue to struggle with foundational mathematical concepts that are critical for success in higher-level math courses. Ensuring that students develop strong foundational skills in the early grades will help improve performance on state assessments and support long-term academic success.	True
Maintaining consistent instructional practices and alignment across grade levels remains a challenge. Ensuring that key mathematical concepts are reinforced and that instruction builds coherently from grade to grade will help students progress more successfully through the mathematics curriculum.	False
While the district regularly reviews student performance data, continued improvement in analyzing and responding to this data will help educators better identify trends and provide targeted supports. Strengthening data-driven decision-making will allow teachers to intervene earlier and support students who are at risk of falling behind in mathematics.	False
As Pennsylvania transitions to the STEELS standards, continued work is needed to ensure that curriculum, instructional resources, and assessments are fully aligned across grade levels. Strengthening this alignment will help ensure students consistently develop the scientific practices and engineering design skills expected by the new standards.	False
Compared to reading and mathematics, there are fewer consistent formative assessments available to monitor student progress in science and engineering education. Developing common assessments and data review practices will help educators better identify trends and target instructional improvements.	False
While students engage in hands-on STEAM activities, continued emphasis is needed on helping students connect these experiences to deeper conceptual understanding, scientific reasoning, and the ability to analyze and interpret data. Strengthening these skills will support improved performance on state assessments and prepare students for future STEAM learning opportunities.	False
Expanding Consistent Career Awareness Experiences Across All Grade Levels: While the district provides a variety of career exploration opportunities, continuing to expand and ensure consistent implementation of career awareness activities across all grade levels will strengthen students' understanding of career pathways and workforce skills.	False
Strengthening Connections Between Academic Content and Career Pathways: Increasing opportunities for teachers to intentionally integrate career connections into core academic instruction will help students better understand how classroom learning relates to real-world careers and future opportunities.	False
Increasing Community and Industry Partnerships: Although the district collaborates with local organizations and businesses, expanding partnerships with additional regional employers, industry professionals, and post-secondary institutions will provide students with more exposure to career pathways, workplace skills, and authentic learning experiences.	False
Closing Achievement Gaps for Economically Disadvantaged Students: With approximately 40% of the district's students identified as economically disadvantaged, continued efforts are needed to ensure these students receive the academic supports necessary to meet grade-level expectations.	True

Improving Reading and Math Performance for Struggling Learners: Local benchmark and state assessment data indicate that some student groups continue to perform below proficiency levels in reading and mathematics, highlighting the need for continued targeted interventions and instructional support.	True
Ensuring Consistent Monitoring of Student Progress Across Groups: Continued analysis of disaggregated data across student groups will help the district identify trends, refine instructional practices, and ensure that all students are progressing toward meeting state assessment targets and Future Ready PA Index goals.	True
While systems for monitoring student needs exist, the district can strengthen the consistent use of student performance data across grade levels and schools to drive instructional improvement.	False
Professional development is provided for staff; however, continued focus is needed to ensure that training is consistently implemented in classrooms to improve academic growth and student outcomes.	True
Although resources are allocated to support instruction and student services, ongoing evaluation of program effectiveness is needed to ensure that resources produce measurable improvements in student achievement.	False
The district has experienced a trend in which newly hired teachers leave for neighboring districts offering higher salaries, creating challenges for maintaining instructional continuity and staff stability.	False
Community demographics have shifted in recent years, resulting in an increased population of students with special education needs and students requiring mental health supports, placing additional demands on staffing, services, and resources. The district has limited commercial and business development within the community, which restricts growth of the local tax base and limits the district's ability to expand financial resources to support programs, staffing, and student services.	False
While systems for monitoring student needs exist, the district can strengthen the consistent use of student performance data across grade levels and schools to drive instructional improvement.	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
Low academic growth in middle and high school. PVAAS growth scores in ELA and math at the middle school and high school fall below the statewide growth standard (70). Improving instructional strategies and student support at these levels would significantly increase progress toward Future Ready academic growth targets.		False
Achievement gaps among student groups. Students with disabilities and economically disadvantaged students consistently perform well below the overall student population in proficiency measures. Closing these gaps would substantially improve the district's state assessment and equity indicators.	Achievement gaps among students with disabilities and economically disadvantaged students may be influenced by several factors, including varying levels of access to academic supports, differences in readiness skills when entering grade levels, and the need for more targeted instructional strategies and interventions. In some cases, students in these groups require additional differentiated instruction, specialized services, or extended learning opportunities to master grade-level standards. Strengthening consistent instructional practices, targeted interventions, and collaborative supports between general education and special education staff may help address these gaps and improve outcomes for these student groups.	True
Math performance at the middle school level. Math proficiency at the middle school is below the statewide average and far below the long-term statewide goal. Strengthening math instruction at this level would improve both achievement and academic growth outcomes.		False
Student attendance at the high school. High school attendance rates are below the statewide average, which can negatively affect student learning, academic growth, and graduation readiness.		False

While a majority of students are meeting district expectations in reading, a significant percentage of students are not yet meeting benchmark levels on district assessments. Improving outcomes for students who require additional support will have a direct impact on reading proficiency and the district's ability to meet Future Ready PA Index targets.		False
Some students continue to struggle with foundational literacy skills such as phonemic awareness, phonics, vocabulary, and fluency. Strengthening early literacy instruction and ensuring students master these foundational skills in the primary grades will be critical to improving long-term reading success	Students who enter school with varying levels of early literacy exposure and readiness may require additional targeted instruction and intervention that is not always consistently implemented across classrooms or grade levels. Teachers may benefit from additional professional development focused on the science of reading, structured literacy practices, and effective phonics instruction to ensure consistent instructional practices across classrooms.	True
Ensuring consistent implementation of evidence-based literacy practices across classrooms and grade levels remains a challenge. Strengthening alignment in instructional practices will help ensure students build literacy skills progressively as they advance through the grades.		False
Some students continue to struggle with foundational mathematical concepts that are critical for success in higher-level math courses. Ensuring that students develop strong foundational skills in the early grades will help improve performance on state assessments and support long-term academic success.		False
Closing Achievement Gaps for Economically Disadvantaged Students: With approximately 40% of the district's students identified as economically disadvantaged, continued efforts are needed to ensure these students receive the academic supports necessary to meet grade-level expectations.		False
Improving Reading and Math Performance for Struggling Learners: Local benchmark and state assessment data indicate that some student groups continue to perform below proficiency levels in reading and		False

mathematics, highlighting the need for continued targeted interventions and instructional support.		
Ensuring Consistent Monitoring of Student Progress Across Groups: Continued analysis of disaggregated data across student groups will help the district identify trends, refine instructional practices, and ensure that all students are progressing toward meeting state assessment targets and Future Ready PA Index goals.		False
Professional development is provided for staff; however, continued focus is needed to ensure that training is consistently implemented in classrooms to improve academic growth and student outcomes.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Strong academic proficiency across most schools. Several schools have ELA and math proficiency rates above statewide averages, particularly at the elementary level. Strong foundational achievement helps support long-term improvement in academic growth at the middle and high school levels.	
Exceptional academic growth in elementary grades. Central Elementary demonstrates very strong academic growth (PVAAS), particularly in reading. This indicates effective instructional practices that could help address growth challenges seen at the middle and high school levels.	
High graduation rate at the high school. The graduation rate significantly exceeds statewide averages, indicating that most students successfully complete high school despite challenges in academic growth and attendance.	
Strong career readiness benchmarks across schools. Multiple schools meet or exceed Career Standards Benchmarks, ensuring students are exposed to career awareness and planning opportunities, which support the district's college and workforce readiness goals.	
Generally strong attendance at elementary and middle schools. Attendance rates at several schools meet or exceed statewide averages, which supports student engagement and academic	

achievement, helping mitigate learning loss and growth challenges.	
The district is committed to strengthening literacy instruction by adopting a K–8 reading curriculum aligned with Pennsylvania's Structured Literacy mandates. This approach emphasizes the explicit instruction of phonemic awareness, phonics, vocabulary, fluency, and comprehension, ensuring students develop strong foundational reading skills.	The district is strengthening literacy instruction through the adoption of a K–8 reading curriculum aligned with Pennsylvania's Structured Literacy mandates. This curriculum emphasizes explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension to ensure students develop strong foundational reading skills. The structured approach will support early identification of struggling readers, targeted interventions, and improved alignment of literacy instruction across grade levels. Through professional development and collaborative planning, the district aims to improve instructional practices, reduce achievement gaps among student groups, and increase student performance on state assessments and Future Ready PA Index indicators.
The district has implemented a Multi-Tiered System of Supports (MTSS) framework at the elementary level to identify students who need additional support in reading. Through Tier I, II, and III interventions, educators are able to provide targeted instruction early and address reading difficulties before they become more significant learning barriers.	The district's Multi-Tiered System of Supports (MTSS) at the elementary level helps address challenges with foundational literacy by providing early identification and targeted support for struggling readers. Through Tier I, II, and III interventions, teachers monitor student progress and provide differentiated instruction in areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. This framework also promotes collaboration among teachers and intervention staff, helping ensure students receive appropriate support while working to reduce achievement gaps and improve overall literacy outcomes.
Teachers and administrators regularly review benchmark assessments and progress monitoring data to identify trends in reading performance. This data-driven approach allows educators to adjust instruction, provide targeted interventions, and monitor student growth over time.	The district regularly reviews benchmark and progress monitoring data to identify trends in reading performance. This data-driven approach helps educators adjust instruction, provide targeted interventions, and monitor student growth, supporting improved literacy outcomes and helping to reduce achievement gaps.
Our educators work collaboratively during grade-level and data team meetings to review literacy outcomes and share effective instructional strategies. This collaboration helps ensure alignment across grade levels and strengthens the	

district's ability to support student reading achievement.	
District benchmark data indicate that a strong majority of students are performing at or above the expected proficiency level in mathematics. During the Winter 2025–2026 STAR benchmark assessment, 77.1% of students met or exceeded the district benchmark, demonstrating that most students are developing the foundational mathematical skills necessary for continued academic success.	
Teachers and administrators regularly analyze math benchmark data to identify trends in student performance and guide instructional decisions. This ongoing review of data allows educators to adjust instruction, provide targeted support, and monitor student progress toward meeting grade-level standards.	
Teachers collaborate during grade-level and data meetings to review student performance and share instructional strategies that support mathematics learning. This collaboration helps ensure consistency in instruction and supports students as they progress through grade levels.	
As a 1:1 iPad district and an Apple Distinguished District, technology is intentionally integrated into classroom instruction. Students regularly use digital tools for research, data analysis, simulations, and collaborative projects, helping them develop the digital literacy and analytical skills necessary for success in science, technology, and engineering fields.	
The district continues to align science instruction with Pennsylvania's STEELS standards, which emphasize scientific practices, cross-disciplinary thinking, and engineering design. This alignment strengthens the coherence of science instruction across grade levels and supports the development of skills needed to improve student performance on state assessments and meet Future Ready PA Index goals.	
Comprehensive K–12 Career Exploration Opportunities: The district provides students with meaningful career exploration experiences through K–12 career fairs, partnerships with local and regional businesses, and hands-on learning opportunities such as JA BizTown. These	

experiences allow students to interact with community members and industry professionals, helping them understand real-world career pathways and the skills needed for future success.	
Implementation of the World of Work Framework Lessons and RIASEC Career/Personality tests: The district has implemented the World of Work career education framework in grades K–5 to introduce students to career awareness and help them understand their individual strengths and interests. At the middle school level, students participate in RIASEC career interest assessments, which help them further explore potential career pathways aligned with their skills and preferences. This structured, developmental approach to career education supports early career awareness and helps students make meaningful connections between their academic learning and future career opportunities.	
Career-Connected Learning Through Community Partnerships and Literacy Initiatives: Partnerships with organizations such as PNC at the high school level, as well as collaboration with local and regional businesses, provide students with authentic learning experiences and exposure to workforce expectations. Additionally, in grades 6-8, students use Beable's career-connected literacy platform, which integrates career awareness into reading instruction, allowing them to explore careers while strengthening literacy skills.	
Use of Multiple Data Sources to Guide Instruction: The district regularly reviews data from PSSA, Keystone Exams, AIMSweb benchmarks, and local formative assessments to monitor student progress and identify areas of need for specific student groups. This data-driven approach allows educators to adjust instruction and provide targeted supports.	
Implementation of an MTSS Framework: The district's implementation of a Multi-Tiered System of Supports (MTSS) at the elementary level provides targeted academic interventions in reading and mathematics (less developed). This framework helps identify struggling students early and provides structured support before learning gaps widen.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will strengthen instructional practices and support systems to ensure that students with disabilities and economically disadvantaged students receive consistent access to grade-level instruction, targeted interventions, and inclusive learning opportunities. This will include expanding professional development focused on differentiated instruction and inclusive practices, increasing collaboration between general education and special education staff, and using student data to guide targeted supports that address learning gaps and improve student achievement outcomes.
	The district will strengthen early literacy instruction by ensuring consistent implementation of structured, evidence-based reading practices across the primary grades. This includes expanding the use of explicit instruction in phonemic awareness, phonics, vocabulary, and fluency; providing professional development for teachers in structured literacy practices; and implementing targeted interventions to ensure students develop strong foundational reading skills needed for long-term academic success.

Goal Setting

Priority: The district will strengthen instructional practices and support systems to ensure that students with disabilities and economically disadvantaged students receive consistent access to grade-level instruction, targeted interventions, and inclusive learning opportunities. This will include expanding professional development focused on differentiated instruction and inclusive practices, increasing collaboration between general education and special education staff, and using student data to guide targeted supports that address learning gaps and improve student achievement outcomes.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By June 2029, increase the percentage of students with disabilities and economically disadvantaged students who demonstrate proficiency or growth on district benchmarks and state assessments by implementing evidence-based instructional practices, targeted interventions, and collaborative support systems.		
Measurable Goal Nickname (35 Character Max)		
Closing Achievement Gaps		
Target Year 1	**Target Year 2**	**Target Year 3**
Reduce the proficiency gap between the identified student groups and the overall district by at least 1 percentage point.	Reduce the gap by 2 percentage points.	By June 2029, increase the percentage of students with disabilities and economically disadvantaged students who demonstrate proficiency or growth on district benchmarks and state assessments by implementing evidence-based instructional practices, targeted interventions, and collaborative support systems.

Priority: The district will strengthen early literacy instruction by ensuring consistent implementation of structured, evidence-based reading practices across the primary grades. This includes expanding the use of explicit instruction in phonemic awareness, phonics, vocabulary, and fluency; providing professional development for teachers in structured literacy practices; and implementing targeted interventions to ensure students develop strong foundational reading skills needed for long-term academic success.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
By June 2029, increase the percentage of K–3 students meeting or exceeding grade-level reading benchmarks through consistent implementation of structured literacy practices, explicit phonics instruction, and targeted interventions.		
Measurable Goal Nickname (35 Character Max)		
Early Literacy Success		
Target Year 1	**Target Year 2**	**Target Year 3**

75% of K-3 students score at or above benchmark.	80% of K-3 or above benchmark.	By June 2029, increase the percentage of K–3 students meeting or exceeding grade-level reading benchmarks through consistent implementation of structured literacy practices, explicit phonics instruction, and targeted interventions.

Action Plan

Measurable Goals

Closing Achievement Gaps	Early Literacy Success

Action Plan For: Strengthening Tier I Instruction and Targeted Interventions

Measurable Goals:
• By June 2029, increase the percentage of students with disabilities and economically disadvantaged students who demonstrate proficiency or growth on district benchmarks and state assessments by implementing evidence-based instructional practices, targeted interventions, and collaborative support systems. • By June 2029, increase the percentage of K–3 students meeting or exceeding grade-level reading benchmarks through consistent implementation of structured literacy practices, explicit phonics instruction, and targeted interventions.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
CKLA and 95 Percent Group are implemented consistently in all K–3 classrooms. Teachers demonstrate increased use of explicit, evidence-based literacy practices. Students receive timely interventions based on benchmark data.		2026-08-25	2029-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, Elementary Principals, Reading Specialist	CKLA, 95% Core Phonics, 95% Rap, and decodable readers.	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement evidence-based literacy and mathematics instructional strategies in all secondary special education classrooms. Align specially designed instruction with Pennsylvania Academic Standards and Keystone-eligible content.		2026-09-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, Director of Special Education, Secondary Principals, Curriculum Coaches	LinkIt, Co-taught Instruction English, TransMath Keystone-aligned instructional resources, Progress monitoring tools, Professional development	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**

Teachers will implement evidence-based instructional practices with fidelity, resulting in improved student engagement, academic growth, progress toward IEP goals, and increased performance on LinkIt benchmarks and Keystone Exams.	Linkit benchmark assessments and AIMSweb data for special education students. Data will be reviewed after each benchmark period to evaluate fidelity and student growth.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Strengthening Tier I Instruction and Targeted Interventions	CKLA and 95 Percent Group are implemented consistently in all K–3 classrooms. Teachers demonstrate increased use of explicit, evidence-based literacy practices. Students receive timely interventions based on benchmark data.
Strengthening Tier I Instruction and Targeted Interventions	Implement evidence-based literacy and mathematics instructional strategies in all secondary special education classrooms. Align specially designed instruction with Pennsylvania Academic Standards and Keystone-eligible content.

Evidence-Based Instruction for Secondary Learners

Action Step		
• Implement evidence-based literacy and mathematics instructional strategies in all secondary special education classrooms. Align specially designed instruction with Pennsylvania Academic Standards and Keystone-eligible content.		
Audience		
Content faculty, special education teachers, building principals, curriculum coaches, department chairs.		
Topics to be Included		
Evidence-based literacy and mathematics instructional practices High-impact instructional strategies (explicit instruction, modeling, guided practice, and effective feedback) Differentiated instruction and specially designed instruction Aligning instruction to Pennsylvania Academic Standards and Keystone-eligible content Data-driven instructional decision-making using LinkIt benchmark and classroom assessment data Progress monitoring, intervention planning, and instructional adjustments Inclusive instructional practices and collaborative planning between general and special education teachers		
Evidence of Learning		
Implementing evidence-based instructional strategies during classroom instruction Developing lesson plans aligned to Pennsylvania Academic Standards and Keystone-eligible content Participating in PLCs and collaborative planning meetings Using LinkIt benchmark and classroom assessment data to guide instructional decisions Demonstrating effective instructional practices during classroom walkthroughs and observations Showing improved student engagement, academic growth, and progress toward IEP goals		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent Secondary Principals Mathematics Teacher Leaders Instructional Coaches Intermediate Unit consultants (as needed)	2026-09-01	2027-06-01

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Communications Activities

Secondary Instructional Implementation Updates					
Action Step	**Audience**	**Topics to be Included**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Secondary English and Algebra Faculty, Special Education Teachers, Building Principals.	High-impact instructional strategies and differentiation to support students with disabilities Progress monitoring procedures and using data to inform instructional decisions.Updates on implementation progress, student achievement data, and next steps for continuous improvement.	Assistant Superintendent, building principal, curriculum coaches	09/01/2026	06/01/2029

Communications

Type of Communication	Frequency
Email	Ongoing

Approvals & Signatures

Uploaded Files
• Board Affirmation 2026.pdf

Chief School Administrator	Date
Keith M. Konyk	2026-09-01