Owen J Roberts SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
Owen J Roberts School District		124156603
Address 1		
901 Ridge Rd		
Address 2		
City	**State**	**Zip Code**
Pottstown	PA	19465-8423
Chief School Administrator		**Chief School Administrator Email**
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Single Point of Contact Name		
Kathryn Soeder		
Single Point of Contact Email		
ksoeder@ojrsd.net		
Single Point of Contact Phone Number		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Ryan Monaghan	Administrator	administrator group	rmonaghan@ojrsd.net
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Heidi Lehmann	Administrator	administrator group	hlehmann@ojrsd.net

LEA Profile

The Owen J. Roberts School District was formed by state law and began operations on July 1, 1965. The District is located 35 miles west of Philadelphia in historic Chester County and encompasses an area of one hundred eleven square miles with a total population of 34,828 and a projected student population of 5,385 for 2021-22. The seven townships which constitute the District are: North Coventry, East Coventry, South Coventry, West Vincent, East Vincent, Warwick and East Nantmeal.The environment of the District is a combination of suburban and rural. The northern and eastern areas are the most populous, while the remainder of the area is characterized by open country. Small business and industry are located throughout the District. The District consists of five elementary schools (grades K-6), one middle school (grades 7-8), one high school (grades 9-12). In addition, Owen J. Roberts is one of four districts sending students in grades ten through twelve to a Technical College High School – Pickering Campus. Elementary school attendance boundaries cross municipal lines to provide the best balance of classes per grade level and educational services in each building.

Mission and Vision

Mission

To inspire every person in the OJR learning community to think critically, act compassionately, and achieve success within a culture of access, dignity, and belonging for all.

Vision

We will be a learning community that embraces a growth mindset, engages in continuous innovation, celebrates each person's uniqueness, and creates a culture of belonging for all. Our values inspire us to become the best version of ourselves and serve as the foundation for our decision making. Students First Our students are our most precious resource. Every action we take is with their best interest and well-being in mind. Authentic Relationships The success of our students is rooted in deep, trusting relationships among students, staff, families, and the community. Belonging & Kindness Our schools are environments in which each member is unconditionally valued. Dignity and respect for each individual are the foundation of genuine connections. Collaborative Approaches The power of the group is exponentially stronger than the individual. We work together and seek the voice and input of all within the community. Multiple Perspectives We seek to understand diverse perspectives locally and globally to broaden our thinking. We believe that our differences are one of our greatest assets. Continuous Growth & Innovation We strive to explore what is possible to compete in a rapidly evolving world. We are lifelong learners.

Educational Values

Students

An effective educational process enables each person to be an enthusiastic life-long learner, to have positive self-esteem, and to accomplish the most they can as an individual. Educational programs guided by high expectations and supported by appropriate resources lead to higher achievement. A major purpose of education is to prepare individuals for responsible citizenship in our society. The community, parents, school, and students share responsibility and accountability for the learning that occurs in each individual. When students participate in the total school environment, they will: value their experience, commit to their learning, grow as individuals, and enhance their environment. Every individual is to be treated with dignity and respect. Each individual has unique intelligence, talents and needs. The most profound learning experiences inspire and involve the total person. Technology is fundamentally changing the educational process. Educational planning must anticipate, prepare for, and manage change.

Staff

An effective educational process enables each person to be an enthusiastic life-long learner, to have positive self-esteem, and to accomplish the most they can as an individual. Educational programs guided by high expectations and supported by appropriate resources lead to higher achievement. A major purpose of education is to prepare individuals for responsible citizenship in our society. The community, parents, school, and students share responsibility and accountability for the learning that occurs in each individual. When students participate in the total school environment, they will: value their experience, commit to their learning, grow as individuals, and enhance their environment. Every individual is to be treated with dignity and respect. Each individual has unique intelligence, talents and needs. The most profound learning experiences inspire and involve the total person. Technology is fundamentally changing the educational process. Educational planning must anticipate, prepare for, and manage change.

Administration

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Parents

An effective educational process enables each person to be an enthusiastic life-long learner, to have positive self-esteem, and to accomplish the most they can as an individual. Educational programs guided by high expectations and supported by appropriate resources lead to higher achievement. A major purpose of education is to prepare individuals for responsible citizenship in our society. The community, parents, school, and students share responsibility and accountability for the learning that occurs in each individual. When students participate in the total school environment, they will: value their experience, commit to their learning, grow as individuals, and enhance their environment. Every individual is to be treated with dignity and respect. Each individual has unique intelligence, talents and needs. The most profound learning experiences inspire and involve the total person. Technology is fundamentally changing the educational process. Educational planning must anticipate, prepare for, and manage change.

Community

An effective educational process enables each person to be an enthusiastic life-long learner, to have positive self-esteem, and to accomplish the most they can as an individual. Educational programs guided by high expectations and supported by appropriate resources lead to higher achievement. A major purpose of education is to prepare individuals for responsible citizenship in our society. The community, parents, school, and students share responsibility and accountability for the learning that occurs in each individual. When students participate in the total school environment, they will: value their experience, commit to their learning, grow as individuals, and enhance their environment. Every individual is to be treated with dignity and respect. Each individual has unique intelligence, talents and needs. The most profound learning experiences inspire and involve the total person. Technology is fundamentally changing the educational process. Educational planning must anticipate, prepare for, and manage change.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Elementary Science PSSA scores	The district continues to have high grade 4 science scores
Middle Level science PSSA scores	The district has increased the middle level science scores and is regionally competitive.
High School Biology Keystone scores	The district is in the top 4 county high schools for Biology performance.
Elementary PSSA scores for math and ELA	Several cohorts within schools as well as the grade 5 and grade 6 ELA cohorts improved their PSSA scores.

Challenges

Indicator	Comments/Notable Observations
Middle level math PVAAS scores	The growth data for MS math remains low. This is likely a result of the high achievement in grade 6 and the number of students who take the Algebra 1 Keystone in middle school.
PVAAS scores in some elementary schools	ELA and math growth were down in some schools.
Grade 6 math PSSA scores	While quite high in the past, this grade level was decreased district wide.

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

Strengths

Indicator ELA and Math PSSA scores **Grade Level(s) and/or Student Group(s)** EC, EV, and NC	**Comments/Notable Observations** All three schools had grade level increases and cohort increases over grades.
Indicator Grade 8 PSSA scores **Grade Level(s) and/or Student Group(s)** Grade 8 ELA, science, and math	**Comments/Notable Observations** The grade over grade scores increased from the previous year.
Indicator Writing reporting category for PSSA **Grade Level(s) and/or Student Group(s)** Elementary and Middle School	**Comments/Notable Observations** The writing subcategory scores remain high district wide on the PSSA.

Challenges

Indicator High School Algebra 1 Keystone scores **Grade Level(s) and/or Student Group(s)** Students taking the Keystone for the first time in the high school	**Comments/Notable Observations** Students taking the Algebra 1 Keystone in grade 9 or 10 are typically not successful passing the test. In some instances, the students demonstrate growth with PVAAS data but are successful earning a proficient score on the Keystone.

Indicator Grade 8 math PSSA scores **Grade Level(s) and/or Student Group(s)** Grade 8	**Comments/Notable Observations** Despite changing the course structure, this group of students continues to struggle on the grade 8 math PSSA. Over the years, we have changed the course, the resource, the intervention level, and the test practice. Assessments are aligned to the PSSA and the students are not making progress on the test.

Summary

Strengths

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

High School Biology Keystone scores
ELA and Math PSSA scores

Challenges

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

High School Algebra 1 Keystone scores
Grade 6 math PSSA scores

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IXL Benchmark data	Students in grades 1-8 earned increases in IXL data from fall to spring in all grades.
Link It data	Students in grades 1-6 and 8 earned increases in Link It data from fall to spring in those grades. Grade 7 students went down 1% from fall to spring.
AIMSWEB	There are several subtests for AIMSWEB, in most cases there were increases in the formative data from fall to spring.

English Language Arts Summary

Strengths

The writing scores continue to be high
The AIMSWEB assessment was more sensitive than the previous assessment and we qualified more students for intervention time.
Both Link and IXL had increased scores over the year

Challenges

More students needed assistance and intervention throughout the year. This meant we were providing services in larger groups. Ideally keeping the intervention groups small would help the students.
Maintaining the work that has been done for professional development and practice for students with IXL will be helpful for annual assessments

Mathematics

Data	Comments/Notable Observations
Link It data	A higher percent of students in grades 2-7 met the benchmark for the Link It assessment fall to spring. The students increased their scores. Grade 8 had a decrease.
IXL data	Most students improved their IXL scores from fall to spring. Grades 2 and 6 showed decreases and Grades 3, 4, 5, 7, and 8 showed increases.

Mathematics Summary

Strengths

By using IXL and Link It, intervention needs were addressed. Having the data ready for the teachers provided instructional opportunities. The teachers used the Link It data to provide interventions
The students could use IXL as a practice and even work above the grade level. The IXL data gave teachers information about interventions for the whole class.

Challenges

The grade 6 math IXL data showed a decrease for that grade level which was reflected in the PSSA data.
The grade 8 math Link It data showed a decrease for that grade level which was reflected in the PSSA data.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Link It Science data	For fall to spring data, the high school biology data increased. The grade 8 data remained the same and the grade 4 test was not given.

Science, Technology, and Engineering Education Summary

Strengths

The students have typically been successful on the grade 4 assessment
The students have typically been successful for the Biology assessment and had increases in the grade 8 assessment.

Challenges

The assessments will be changing this year. Reviewing the test content and test structure will likely be necessary in the future.

Related Academics

Career Readiness

Data	Comments/Notable Observations
FRI Career readiness indicator	All graduating students meet the career benchmark and students in grades 5 and 8 meet the benchmark
Program schedules from schools	Students have career exploration opportunities which include career fairs, STEAM lessons which feature careers, Reality Day at the high school with career financial goals

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Program of Studies	The middle school and high school offer four world languages for students to choose.
All schools curriculum offerings, policy 105 and 105A	Each school has art and music available for all students. In addition, the schools have performance groups for choral, orchestra, and band ensembles. All schools have an Art Show each year.
HS Program of Studies	The high school program also includes Humanities courses including social studies electives and English electives.

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
All schools curriculum offerings, policy 105 and 105A	All schools have science classes which include Environment and Ecology as part of the new STEELS Standards.
High School Program of Studies	In addition to the required science courses, Ecology is offered as a science elective at the high school with opportunities for field study in the local area. The students have the chance to travel to a different climate and ecosystem.

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Secondary school Program of Studies	The Middle School and High School both have FCS classes. This includes required and elective options.

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
All schools curriculum offerings, policy 105 and 105A	All students have physical education classes. Students in grades 4-12 have health courses.

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

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

Data	Comments/Notable Observations

All schools curriculum offerings, policy 105 and 105A	All students have social studies classes. Students at the high school can take social studies electives.

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

Immaculata University

Agreement Type

Dual Credit

Program/Course Area

numerous are possible including AP courses and courses in sciences, mathematics, English, and social studies

Uploaded Files

Immaculata University Signed Agreement_7c14b316.pdf

Immaculata University Signed Agreement.pdf

Summary

Strengths

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

Having articulation agreements with local colleges and universities has been extremely valuable for our students. This is a new agreement with more flexibility for staff to be approved.
The recent revision of the science curriculum for the STEELS standards will provide different instructional opportunities for our students.

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.

The current HPE scheduling is challenging for some high school students who access the TCHS programs. The core program is credited as elective and completing all OJR graduation requirements, including HPE is difficult.
The students will need to reduce elective courses at the high school in order to meet the new requirement for Financial Literacy.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready Site	There are no schools with a student population greater than 11 in a single grade to show data. All schools have "insufficient" data for standardized testing.
WIDA data	Of the 68 tested students, 72 % are at level 3 or level 4.

Students with Disabilities

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

Data	Comments/Notable Observations
2024 PSSA	About 23%-57% of students with an IEP are proficient or advanced on PSSA tests. Students not working at grade level, are not typically successful on grade level standardized tests.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready site - PSSA data	The student results vary by school and by the number of students in this group. Between 35-67% of students in the ED subgroup are successful on the PSSA test.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Not all schools have reported data for racial subgroups because there are not enough students to show data. For the schools with enough scores to report, the Black subgroup scores are lower than the All Student group.

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.

Improving scores of students who were "on the bubble" between Basic and Proficient in the All Student group has made an impact for our students.
Specific cohorts of students have improved when reviewing the PSSA data.

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.

Improving the scores for Students with Disabilities would have an impact on achieving the District Mission
Improving the scores for Economically Disadvantaged students would have an impact on achieving the District Mission

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The updated plan includes services for students Pre K-12 and adult programs in the district for qualifying students. The services include partnerships with community organizations and the Intermediate Unit.
Title 1 Program	This program was recently audited. The schools will need to show evidence of having parent input for services. The district will need to demonstrate how services for Homeless students are part of the plan.
Student Services	The services available for all students includes health services, guidance services, OT/PT/ ST for students needing those services. It also includes career exploration, special education, and students with Chapter 504 Agreements.
K-12 Guidance Plan (339 Plan)	The Guidance plan includes the Career exploration activities for students and the benchmark places that are reported on the Future Ready site.
Technology Plan	The district has a 1-1 plan for all students. Primary students use iPads. Intermediate students use Chromebooks. Secondary students take their Chromebooks home daily.
English Language Development Programs	This department was under revision last year. The students will be using new materials this year.

Strengths

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

The Student Services in the district are very strong and many students access services through this department. This includes seeing the school nurse, having an IEP or 504 Agreement, visiting with a school counselor, or having OT/PT / or ST.
The Technology Plan includes 1-1 technology for all students K-12. Students take devices home daily in grades 7-12.

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.

Despite receiving services, some students are not successful on standardized tests.
It is sometimes challenging to hire adequate staff for the Students Services department.

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	Exemplary

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Exemplary
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	Exemplary
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	Exemplary
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Exemplary

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

>

Empower leadership for District continuous improvement.
Focus on Continuous Improvement of Instruction
Provide Student-Centered supports so that all students are ready to learn.

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.

>

There were no essential practices identified as Not Yet Evident or Emerging

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
High School Biology Keystone scores	False
ELA and Math PSSA scores	False
The writing scores continue to be high	False
The AIMSWEB assessment was more sensitive than the previous assessment and we qualified more students for intervention time.	False
Both Link and IXL had increased scores over the year	False
By using IXL and Link It, intervention needs were addressed. Having the data ready for the teachers provided instructional opportunities. The teachers used the Link It data to provide interventions	False
The students could use IXL as a practice and even work above the grade level. The IXL data gave teachers information about interventions for the whole class.	False
The students have typically been successful on the grade 4 assessment	False
The students have typically been successful for the Biology assessment and had increases in the grade 8 assessment.	False
Having articulation agreements with local colleges and universities has been extremely valuable for our students. This is a new agreement with more flexibility for staff to be approved.	False
The recent revision of the science curriculum for the STEELS standards will provide different instructional opportunities for our students.	False
Improving scores of students who were "on the bubble" between Basic and Proficient in the All Student group has made an impact for our students.	False
Specific cohorts of students have improved when reviewing the PSSA data.	False
The Student Services in the district are very strong and many students access services through this department. This includes seeing the school nurse, having an IEP or 504 Agreement, visiting with a school counselor, or having OT/PT / or ST.	False
The Technology Plan includes 1-1 technology for all students K-12. Students take devices home daily in grades 7-12.	False
Empower leadership for District continuous improvement.	True
Focus on Continuous Improvement of Instruction	True
Provide Student-Centered supports so that all students are ready to learn.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
High School Algebra 1 Keystone scores	False
Grade 6 math PSSA scores	False
More students needed assistance and intervention throughout the year. This meant we were providing services in larger groups. Ideally keeping the intervention groups small would help the students.	False

Maintaining the work that has been done for professional development and practice for students with IXL will be helpful for annual assessments	False
The grade 6 math IXL data showed a decrease for that grade level which was reflected in the PSSA data.	False
The grade 8 math Link It data showed a decrease for that grade level which was reflected in the PSSA data.	False
The assessments will be changing this year. Reviewing the test content and test structure will likely be necessary in the future.	True
The current HPE scheduling is challenging for some high school students who access the TCHS programs. The core program is credited as elective and completing all OJR graduation requirements, including HPE is difficult.	False
The students will need to reduce elective courses at the high school in order to meet the new requirement for Financial Literacy.	False
Improving the scores for Students with Disabilities would have an impact on achieving the District Mission	False
Improving the scores for Economically Disadvantaged students would have an impact on achieving the District Mission	False
Despite receiving services, some students are not successful on standardized tests.	True
It is sometimes challenging to hire adequate staff for the Students Services department.	True
There were no essential practices identified as Not Yet Evident or Emerging	False

Most Notable Observations/Patterns

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

The individual needs of students change frequently and there is a desire to have assistance for students when they need it and not based on summative assessments. Many of the strengths or challenges were listed based on summative data. It would serve the students better to use formative data more effectively. Allocating time for teachers to review data more frequently would be helpful for our students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
The assessments will be changing this year. Reviewing the test content and test structure will likely be necessary in the future.	The 5th grade students will have the science PSSA test for the first time. We do not have released items to use for instruction. It is challenging to provide instruction aligned to the new assessment without knowledge of the new test.	False
Despite receiving services, some students are not successful on standardized tests.	We provide assistance for students and intervention services at the elementary level. At the secondary level, there are more students less successful on standardized tests and it is more challenging to program for them.	True
It is sometimes challenging to hire adequate staff for the Students Services department.	There are fewer teacher candidates in high need areas such as special education.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Empower leadership for District continuous improvement.	The school principals have been successful in the past and have made strides seeking continuous improvement. They have devoted resources to a specific grade to focus on an instructional need.
Focus on Continuous Improvement of Instruction	Teachers and supervisors have planned individual assistance for students and have been successful improving the reading and math achievement for individual students.
Provide Student-Centered supports so that all students are ready to learn.	The staff has been able to pull together to improve supports for all students. Examples include technology, small group sessions, and after school help.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to examine the effectiveness of long standing practices in our schools to identify ways to improve student services so that all students are successful. This includes reviewing the schedule, time allocations, school start times, and student supports.
	We need to continue efforts to find quality teaching candidates, engage in employment programs, develop internal candidates, and participate in pre-service partnerships to recruit and retain teachers in hard to fill positions.

Goal Setting

Priority: We need to examine the effectiveness of long standing practices in our schools to identify ways to improve student services so that all students are successful. This includes reviewing the schedule, time allocations, school start times, and student supports.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Ensure that all students are challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. The school district will work to eliminate opportunity gaps and work to ensure all students are active participants in the community.		
Measurable Goal Nickname (35 Character Max)		
Student Success		
Target Year 1	**Target Year 2**	**Target Year 3**
Provide training and expectations for staff to use Universal Design principles in their lesson planning and develop plans for increased flexibility for student supports.	Implement additional flex and instruction time to provide student supports at the secondary level.	Ensure that all students are challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. The school district will work to eliminate opportunity gaps and work to ensure all students are active participants in the community.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Create an environment that fosters the growth and nurturing of all students' physical, mental, and social-emotional growth in healthy, safe and supportive learning environments.		
Measurable Goal Nickname (35 Character Max)		
Student Wellbeing		
Target Year 1	**Target Year 2**	**Target Year 3**
Provide training for MTSS teams and Student Mental Health Plan. Plan and implement student survey related to student mental health.	Provide targeted support for students with mental health needs.	Create an environment that fosters the growth and nurturing of all students' physical, mental, and social-emotional growth in healthy, safe and supportive learning environments.

Priority: We need to continue efforts to find quality teaching candidates, engage in employment programs, develop internal candidates, and participate in pre-service partnerships to recruit and retain teachers in hard to fill positions.

Outcome Category		
Other		
Measurable Goal Statement (Smart Goal)		
Recruit, hire, and retain quality school personnel to provide services for all students.		
Measurable Goal Nickname (35 Character Max)		
Human Resources		
Target Year 1	**Target Year 2**	**Target Year 3**
Participate in the county and regional job fairs, host District job fairs, participate with local university	Review employment requirements and potential barriers for employee groups, make recommendations for changes to increase employment opportunities.	Recruit, hire, and retain quality school personnel to provide services for all students.

partnerships with education departments.		

Action Plan

Measurable Goals

Student Success	Student Wellbeing
Human Resources	

Action Plan For: Integrated SEL instruction

Measurable Goals:
• Create an environment that fosters the growth and nurturing of all students' physical, mental, and social-emotional growth in healthy, safe and supportive learning environments.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement the social learning and engagement assessments		2025-10-01	2028-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Brad Bentman	Assessments and data warehouse	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Data is reviewed to determine which students need tier 2 and tier 3 support for student wellbeing.	The building core teams and MTSS coordinator take the lead on data gathering. This happens minimally three times per year. The team uses the data warehouse and conducts data meetings.

Action Plan For: Professional Development through school-university partnerships

Measurable Goals:
• Ensure that all students are challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. The school district will work to eliminate opportunity gaps and work to ensure all students are active participants in the community.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify teacher candidates for Reading Specialist program		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Ryan Monaghan	Required course texts and grant funding	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Additional teachers will qualify as reading specialists and provide more support for students learning to read.	Teachers in program and university instructors will review course requirements and efficacy at the end of each semester.

Action Plan For: Use of IXL for ELA and math

Measurable Goals:

• Ensure that all students are challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. The school district will work to eliminate opportunity gaps and work to ensure all students are active participants in the community.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Students will improve language and mathematics fluency using IXL.		2025-09-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Curriculum supervisors and principals	IXL software and funding	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students will improve both ELA and math fluency from the prescriptive program	The supervisors review the data three times a year and teachers review data weekly. Interventions are planned based on student progress.

Action Plan For: Instructional Coaching

Measurable Goals:
• Recruit, hire, and retain quality school personnel to provide services for all students.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Utilize instructional coaches for assistance for all teachers, specifically to use data to provide effective instruction.		2025-07-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Principals	Data warehouse, assessments, and curriculum materials	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Teachers will use data to assist with instructional planning to meet the students' needs.	Monitoring of assessments can be weekly or by semester depending on the assessment. Teachers and coaches review the data using the protocol for Data Meetings.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Integrated SEL instruction	Implement the social learning and engagement assessments
Use of IXL for ELA and math	Students will improve language and mathematics fluency using IXL.
Instructional Coaching	Utilize instructional coaches for assistance for all teachers, specifically to use data to provide effective instruction.

Literacy for All

Action Step		
• Utilize instructional coaches for assistance for all teachers, specifically to use data to provide effective instruction.		
Audience		
All teachers		
Topics to be Included		
How to provide instruction in content areas for students who are developing skills using the English language.		
Evidence of Learning		
Teachers will have strategies to use with students who are accessing ELD services.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Brad Bentman and ELD teachers	2025-10-01	2028-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	This will depend on the number of qualifying students in each school. At least one time and potentially more often as needed.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Differentiating instruction

Action Step		
• Students will improve language and mathematics fluency using IXL.		
Audience		
All ELA and math teachers		
Topics to be Included		
Using IXL to assess and provide instruction on level for all students and provide interventions to students who need additional assistance in a different grade level.		
Evidence of Learning		
Teachers will be well versed at assigning student work. Students will improve their skills. Students will have instruction at the correct level.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Supervisors and instructional coaches	2025-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed in grade level and department meetings (could be weekly or monthly)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Trauma informed teaching

Action Step		
• Implement the social learning and engagement assessments		
Audience		
All staff		
Topics to be Included		
How ACEs impact students and strategies for working with students who have experienced trauma.		
Evidence of Learning		
Students are feeling safe in school and access services at school.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Brad Bentman	2025-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Structured Literacy

Action Step		
• Students will improve language and mathematics fluency using IXL.		
Audience		
All teachers with certifications: Reading specialist, elementary, middle level, special education, and ESL		
Topics to be Included		
phonemic awareness, word recognition, phonics, background knowledge, vocabulary, verbal reasoning, language structures, and literacy knowledge		
Evidence of Learning		
Student performance on local assessments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
ELA Supervisor	2025-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	annually for updates for ELA teachers and every three years for certificated teachers
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Professional Ethics

Action Step		
• Implement the social learning and engagement assessments		
Audience		
All staff		
Topics to be Included		
Professional ethics in a school setting		
Evidence of Learning		
Staff are aware of their responsibilities in the school setting and community and students and staff are safe in schools.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Human Resources Director	2025-08-01	2028-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	Every three years for staff
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Common Ground Update

Action Step		
• Implement the social learning and engagement assessments		
Audience		
All staff		
Topics to be Included		
Bloom-Banks matrix		
Evidence of Learning		
Teachers create culturally relevant instruction that is both rigorous and relevant		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Supervisors and HR Director	2025-08-01	2026-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	This will be ongoing in the three year plan.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Communications Activities

Parent information

Action Step	Audience	Topics to be Included	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement the social learning and engagement assessments	parents, School Board, teachers, and students	Share the information related to the student engagement assessments and share how the data is used	Brad Bentman	09/01/2025	06/30/2028

Communications

Type of Communication	Frequency
Email	As part of the newsletter before the assessments
Presentation	After the assessment
Posting on district website	After assessment
Presentation	annually with teachers

Approvals & Signatures

Uploaded Files
• March 24, 2025 Approved School Board Meeting Minutes.pdf

Chief School Administrator	Date
Wilbur Stout	2025-09-19