GOAL 1: COMPREHENSIVE THREE-YEAR STRATEGIC DISTRICT STAFFING PLAN (2027-2030)

Objective

By June 30, 2027, the Superintendent will develop and present to the Board of School Directors a comprehensive, data-driven Three-Year Strategic District Staffing Plan (2027–2030). The plan will establish projected headcount requirements, deployment ratios, and multi-year financial impact models for both professional staff (instructional teachers, certificated specialists, school counselors, speech/language pathologists, and administrators) and support staff (paraprofessionals, instructional aides, administrative assistants, custodial/maintenance personnel, and IT support). The final plan will align district staffing levels with enrollment projections, academic/special education compliance requirements, local collective bargaining agreements, and multi-year fiscal constraints under the Pennsylvania Act 1 Index.

Demonstrable Action Steps

a. Conduct a 3- to 5-year enrollment projection analysis by grade level, building, and student demographic profile (e.g., Special Education, English Language Learners, Economically Disadvantaged).

b. Evaluate current student-to-teacher ratios, course enrollment distribution in secondary grades, PDE certification compliance, Chapter 4 curriculum requirements, and Chapter 14 special education caseload limits.

c. Audit operational workload metrics, including custodial square-footage ratios, paraprofessional-to-student IEP support requirements, and IT support-ticket volume per technician.

d. Build a 3-year expenditure model that incorporates projected salary step progressions, health insurance premium trends, PSERS employer contribution

rates, and collective bargaining agreement terms against projected Act 1 Index revenue caps.

e. Draft the Three-Year Staffing Plan, structuring specific recommendations for position additions, reductions, reallocations, or attrition-based adjustments across all departments.

f. Formally present the completed Three-Year Strategic District Staffing Plan (2027–2030) during a public school board meeting prior to the final budget adoption deadline.

Measurable Criteria

– The finalized plan explicitly defines year-by-year projected staffing headcounts across 100% of district departments for both Professional Staff (certificated instructional, pupil services, administration) and Support Staff (educational support professionals, maintenance/operations, clerical, technology).

– Every proposed position adjustment (addition, reduction, or reallocation) includes documented metric-based rationale (e.g., PA Chapter 14 caseload limits, class size guidelines, square footage benchmarks, or route efficiency metrics).

– The 3-year financial model embedded in the plan demonstrates that total personnel costs remain within projected revenue ceilings and PA Act 1 Index limitations without creating an unsustainable structural deficit.

– The completed plan is submitted to the Board of School Directors on or before May 1, 2027, allowing the findings to directly inform the subsequent fiscal year budget adoption process.

Evaluation Method

Achievement of this goal shall be measured by reviewing the following: (1) The Three-Year Strategic District Staffing Plan (2027–2030) document, including demographic projections, staffing matrices, and multi-year budget alignment models.

GOAL 2: STUDENT ACADEMIC ACHIEVEMENT

Objective

The Superintendent shall implement instructional strategies and administrative support to achieve a District-wide target of at least eighty percent (80%) of all second-grade students scoring "At Benchmark" on the end-of-year Acadience DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Assessment administered in the spring of 2027.

Demonstrable Action Steps

a. By October 15, 2026, collaborate with the Elementary Principal of Academic Achievement and Interventions to review beginning-of-year Acadience DIBELS assessment data and identify students who will need Strategic or Intensive interventions.

b. By November 1, 2026, ensure that individualized or small-group intervention plans are in place for all second-grade students identified as "Below Benchmark" or "Well Below Benchmark" on the beginning-of-year assessment.

c. Monitor mid-year Acadience DIBELS assessment results (administered in January/February 2027) and provide a written progress report to the Board by March 1, 2027, including the percentage of second-grade students at each benchmark level and a description of any adjustments to intervention strategies.

d. Provide a final written report to the Board by June 1, 2027, summarizing end-of-year Acadience DIBELS results for all second-grade students.

Measurable Criteria

– At least 80% of all second-grade students score “At Benchmark” on the end-of-year Acadience DIBELS Assessment.

– Intervention plans are documented and in place by November 1, 2026.

– Mid-year progress report is delivered to the Board by March 1, 2027.

– Final results report is delivered to the Board by June 1, 2027.

Evaluation Method

Achievement of this goal shall be measured by: (1) end-of-year Acadience DIBELS Assessment data showing the percentage of second-grade students scoring “At Benchmark”; (2) documentation of intervention plans for identified students; (3) timely delivery of the mid-year progress report; and (4) timely delivery of the final results report.

GOAL 3: FACILITIES CAPITAL MAINTENANCE PLANNING

Objective

The Superintendent shall develop and present to the Board of School Directors a comprehensive Three-Year Facilities Capital Maintenance Plan covering fiscal years 2027–2028 through 2029–2030, to be delivered no later than April 30, 2027.

Demonstrable Action Steps

a. By January 15, 2027, compile a preliminary project list organized by building/facility, including: *(i)* a description of each planned maintenance and capital project; *(ii)*current estimated costs for each project; *(iii)* a prioritization

ranking based on health/safety, regulatory compliance, operational necessity, and educational impact; and *(iv)* identification of projects that may be deferred, with an analysis of risks associated with deferment.

b. By February 28, 2027, present the preliminary plan to the Board's Facilities Committee (or designated committee) for review and input.

c. By April 30, 2027, present the final Three-Year Facilities Capital Maintenance Plan to the full Board for review and adoption consideration.

Measurable Criteria

– A preliminary project list with cost estimates, prioritization, and deferment analysis is compiled by January 15, 2027.

– The preliminary plan is presented to the Board committee by February 28, 2027.

– The final Three-Year Facilities Capital Maintenance Plan is presented to the full Board by April 30, 2027.

– The plan includes all required components: project descriptions, current cost estimates, prioritization rankings, and deferment analysis.

Evaluation Method

Achievement of this goal shall be measured by: (1) completion of the facilities condition assessment; (2) compilation and delivery of the preliminary project list by the stated deadline; (3) timely presentation of the preliminary plan to the Board committee; (4) timely presentation of the final plan to the full Board; and (5) verification that the final plan contains all required components.

GOAL 4: STUDENT ACADEMIC GROWTH

Objective

By June 15, 2027, the Superintendent will have implemented a district-wide, data-driven instructional initiative using NWEA MAP Growth assessments to ensure strong academic growth in Reading from grades 2-8 and in Math from grades 7-8.

Demonstrable Action Steps

a. By November 30, 2026, the Superintendent shall present the beginning-of-year assessment results aligned to the objective of this goal.
b. By February 28, 2027, the Superintendent shall present the middle-of-year assessment results aligned to the objective of this goal.
c. By June 15, 2027, the Superintendent shall present the end-of-year assessment results aligned to the objective of this goal.
d. By June 15, 2027, the Superintendent shall present an executive summary with all relevant data needed for the Board to determine the goal attainment.

Measurable Criteria

– At least 55% of students in grades 2-8 Reading and 7-8 Math meet or exceed their individualized Fall-to-Spring MAP Growth RIT targets in the NWEA MAP Student Growth Summary report.

–The District achieves an overall Conditional Growth Index (CGI) of greater than 0.25 across all grades and content areas in the NWEA MAP Student Growth Summary report.

Evaluation Method

Achievement of this goal shall be measured by: (1) the presentations of all beginning-of-year, middle-of-year, and end-of-year NWEA MAP Growth assessment data; (2) the delivery of an executive summary including the original Student Growth Summary report from NWEA MAP.

GOAL 5: ACT 13 INDICATORS

Objective

The Superintendent will establish and execute a district-wide attendance and graduation tracking system that achieves at least a 92% attendance rate across all grade levels, as recorded in our student information system, and at least a 92% four-year cohort graduation rate with no more than 2% of students graduating by way of state-allowed Superintendent waiver.

Demonstrable Action Steps

a. Quarterly attendance reports from our student information system delivered to the Board no later than two weeks after the end of a quarter of the school year.
b. Middle-of-year report summarizing the number and percentages of students in the four-year cohort who are either on-track or not on-track to graduate, along with the Act 158 Pathway numbers and percentages.
c. End-of-year report summarizing the number and percentages of students in the four-year cohort who have attained graduation, along with the Act 158 Pathway numbers and percentages.

Measurable Criteria

– The annual attendance rate for all students across grades K-12 will be at least 92%.

– The four-year cohort graduation percentage will be at least 92% with no more than 2% of students graduating by way of Superintendent waiver.

Evaluation Method

Achievement of this goal shall be measured by review of: (1) the reports generated in our student information system for attendance rates; and (2) a product developed by the Superintendent which demonstrates the four-year cohort's graduation rates and manner in which each Act 158 Pathway was utilized.