

CENTRAL FULTON SD

151 E Cherry St

Comprehensive Plan | 2020 - 2023

MISSION STATEMENT

Continuously Focused on Student Preparation and Readiness to Achieve Next Steps

VISION STATEMENT

We envision all students, parents, and community members will be instilled with the value of education, preparing the students for their future and nurturing life-long learners. We believe in student-centered learning in a safe and supportive environment that cultivates independent thinking and resourcefulness in a global society.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We believe all students can be independent thinkers, effective communicators, problem solvers, life-long learners, and responsible members of society.

STAFF

We believe in strong character, putting students first, and instilling Spartan Pride and school spirit in each student.

ADMINISTRATION

We believe that individualized and customized educational programs for all students lead to academic and vocational success.

PARENTS

We believe that families are an important part of the educational process. Without family support, students cannot reach their fullest potential.

COMMUNITY

We believe that community support is integral to the success of a school system. Partnerships between the school district and community illuminate the educational process.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Alicia Mellott	Elementary Principal	MES
Billie Jo Beatty	Assistant Elementary Principal	MES
Christina Ramsey	Middle/High School Principal	MMS/MHS
Jessica Curfman	Assistant MS/HS Principal	MMS/MHS
Janet Foor	Director of Student Services	CFSD
Julia Dovey	Committee Chair	CFSD
Jeff Deshong	Board Member	CFSD
Jason Sharpe	Board Member	CFSD
Greg Strait	Board Member	CFSD
Jason Carbaugh	Director of Technology & Innovation	CFSD
Maureen Litton	Pre-K Teacher	MES
Dinah Chamberlain	Grade 2 Teacher	MES
Val Alexander	Grade 5 Teacher	MES

Name	Position	Building/Group
Mary Buterbaugh	STEAM Teacher	MES
Carleen Grissinger	Guidance Counselor	MES
Lana Crouse	Science Teacher	MMS
Amy Boyer	Grade 5 Teacher	MES
Amy Ross	Parent	CFSD
Brent Seville	Director of Building & Grounds	CFSD
Elen Ott	Community Member	FCFP
Keturah Gurish	Grade 2 Teacher	MES
Lori Mellott	Reading Specialist/Title I Coordinator	MES
Dayton Tweedy	Special Education Teacher	MHS
Julie Ramsey	Director of Food Service	CFSD
Shelly McMullen	Guidance Counselor	MMS/MHS
Nichole McCracken	Paraprofessional	MES
Dave Gourley	Special Education Teacher	MES
Amy Hershey	Business Manager	CFSD

Name

Position

Building/Group

Kristi Peterson

School Psychologist

CFSD

Michelle Eichelberger

Physics/Chemistry Teacher

MHS

Michelle Hall

Superintendent (through 6/30/20)

CFSD

Hervey Hann

Interim Superintendent

CFSD

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

If we align the ELA curriculum and purchase aligned materials to support the revised curriculum, then our students will become successful readers, writers, speakers, and listeners.

English Language Arts

English Language Growth and Attainment

Essential Practices 5: Allocate Resources Strategically and Equitably

If we align our curriculum, instructional practices, and assessments to the PA Standards, then our students will be cognitively ready for their next steps.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 5: Allocate Resources Strategically and Equitably

Professional learning

If we improve students' positive experiences in school and improve their sense of connectedness to the school, student discipline data will improve and school attendance rates will improve.

School climate and culture

Social emotional learning

School Safety

Priority Statement

If we provide professional development activities in math strategies and support its implementation in the classroom, then students will achieve to their fullest potential mathematically.

Outcome Category

Mathematics

STEM

Professional learning

ACTION PLAN AND STEPS**Evidence-based Strategy**

Curriculum Mapping using the UbD Model

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Student-centered Learning: Curriculum Mapping & Digital Citizenship

Teachers will complete twenty-five unit plans using a backward design model (Understanding by Design) in the curriculum mapping tool (EduPlanet) and will incorporate differentiated instruction into the process. The district will implement a K4-12 Digital Citizenship curriculum.

Value Education: Financial Support for Curriculum Materials

For any area where the curriculum is 100% aligned to the PA Core Standards, the district will provide 100% of financial support for any ELA, Math, or Science (tested subject areas) to update any curricular material that no longer meets the State Standards. If a Civics Keystone Exam is added during this three-year period, the district will financially support at 100% for any new materials needed to meet the rigorous PA State Standards in Civics.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student-Centered Learning: ELA Achievement	Students' achievement scores in ELA will improve by ten percentage points in three years.
Student-Centered Learning: ELA Growth	All grade levels will show growth in ELA and be identified in green or blue status, as identified by PVAAS.
Student-centered Learning: ELA Curriculum Materials	The district will provide financial support to purchase all (100%) ELA materials needed to align to the PA Core Standards.
Life-long Learning: Professional Development in Mathematics	With ongoing professional development in evidence-based mathematical practices and strategies, students' achievement scores in mathematics will improve by ten percentage points in three years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue curriculum mapping using the Understanding by Design model in Eduplanet's plattform.	2020-07-01 - 2023-06-30	Superintendent & Administrative Team	EduPlanet platform/ ELA materials / Possible Civics materials / Financial Support from School Board for aligned materials

Anticipated Outcome
Fully-aligned, articulated K4-12 curriculum

Monitoring/Evaluation

Administrative Team / Review of maps / Feedback to teachers / Classroom Implementation / Teacher Evaluation Process

Evidence-based Strategy

Differentiated Instruction / Personalized Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student-centered Learning: Curriculum Mapping & Digital Citizenship	Teachers will complete twenty-five unit plans using a backward design model (Understanding by Design) in the curriculum mapping tool (EduPlanet) and will incorporate differentiated instruction into the process. The district will implement a K4-12 Digital Citizenship curriculum.
Value Education: Financial Support for Curriculum Materials	For any area where the curriculum is 100% aligned to the PA Core Standards, the district will provide 100% of financial support for any ELA, Math, or Science (tested subject areas) to update any curricular material that no longer meets the State Standards. If a Civics Keystone Exam is added during this three-year period, the district will financially support at 100% for any new materials needed to meet the rigorous PA State Standards in Civics.
Student-Centered Learning: ELA Achievement	Students' achievement scores in ELA will improve by ten percentage points in three years.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student-Centered Learning: ELA Growth	All grade levels will show growth in ELA and be identified in green or blue status, as identified by PVAAS.
Student-centered Learning: ELA Curriculum Materials	The district will provide financial support to purchase all (100%) ELA materials needed to align to the PA Core Standards.
Safe & Supportive Environment: SEL Programming	The district will purchase and implement social/emotional programming with 100% fidelity at all grade levels in three years, and will engage all stakeholders from six categories in order to create an environment that values diverse perspectives.
Life-long Learning: Professional Development in Mathematics	With ongoing professional development in evidence-based mathematical practices and strategies, students' achievement scores in mathematics will improve by ten percentage points in three years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide training and support in differentiated instruction and personalized learning	2021-07-01 - 2023-06-29	Superintendent & Administrative Team	IU Trainer with an advanced knowledge of differentiation and personalized learning such as IU #8's Anita Young, Janal Vancas, and Dr. Pat Mulroy, IU #10's Diane Hubona, or IU #11's Tim Miller and Alicia Hull

Anticipated Outcome
All lessons are differentiated and meet each student's personalized goals.

Monitoring/Evaluation

Classroom Implementation / Feedback to Teachers / Teacher Evaluation Process

Evidence-based Strategy

PBIS & SEL Training for Staff

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Safe & Supportive Environment: PBIS (Discipline, Connection to Adults, & Attendance)	With the implementation of PBIS with fidelity, at all grade levels, discipline incidents will drop by 5% in three years and each student will be able to identify at least three adults they connect with. With the implementation of PBIS with fidelity, at all grade levels, student attendance rates will improve by 5%.
Safe & Supportive Environment: SEL Programming	The district will purchase and implement social/emotional programming with 100% fidelity at all grade levels in three years, and will engage all stakeholders from six categories in order to create an environment that values diverse perspectives.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide training for PBIS, SEL, & Trauma-informed Practices	2020-07-01 - 2023-06-29	Superintendent & Administrative Team	Training with Lark Eshleman in Trauma-informed Practices, IU Support for Training in PBIS & SEL

Anticipated Outcome

A decrease in frequency and type of discipline incidents, Improved student attendance, best practices in social-emotional learning implementation in schools, students can identify trusting adults in the school for assistance

Monitoring/Evaluation

Implementation of evidence-based practices / Feedback to Teachers / Data Analysis / Teacher Evaluation Process

Evidence-based Strategy

Practice Safety Drills

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Safe & Supportive Environment: Safety Drills	The district will increase the frequency of safety drills to two per month. The district will provide a variety of types of drills over a three-year period to ensure that every annex in the Emergency Operation Plan is covered.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review each annex listed in the Emergency Operations Plan and practice each with fidelity	2020-07-01 - 2023-06-29	Administrative Team	EOP, CIP, Safety Committee Feedback & Support

Anticipated Outcome

Improved school culture and climate

Monitoring/Evaluation

Survey results from the annual School Climate Survey

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will complete twenty-five unit plans using a backward design model (Understanding by Design) in the curriculum mapping tool (EduPlanet) and will incorporate differentiated instruction into the process. The district will implement a K4-12 Digital Citizenship curriculum. (Student-centered Learning: Curriculum Mapping & Digital Citizenship)</p>	<p>Curriculum Mapping using the UbD Model</p>	<p>Continue curriculum mapping using the Understanding by Design model in Eduplanet's platform.</p>	<p>07/01/2020 - 06/30/2023</p>
<p>For any area where the curriculum is 100% aligned to the PA Core Standards, the district will provide 100% of financial support for any ELA, Math, or Science (tested subject areas) to update any curricular material that no longer meets the State Standards. If a Civics Keystone Exam is added during this three-year period, the district will financially support at 100% for any new materials needed to meet the rigorous PA State Standards in Civics. (Value Education: Financial Support for Curriculum Materials)</p>			
<p>Students' achievement scores in ELA will improve by ten percentage points in three years. (Student-Centered Learning: ELA Achievement)</p>			
<p>All grade levels will show growth in ELA and be identified in green or blue status, as identified by PVAAS. (Student-Centered Learning: ELA Growth)</p>			
<p>The district will provide financial support to purchase all (100%) ELA materials needed to align to the PA Core Standards. (Student-centered Learning: ELA Curriculum Materials)</p>			
<p>With ongoing professional development in evidence-based mathematical practices and strategies, students' achievement scores in mathematics will improve by ten percentage</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

points in three years. (Life-long Learning: Professional Development in Mathematics)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>For any area where the curriculum is 100% aligned to the PA Core Standards, the district will provide 100% of financial support for any ELA, Math, or Science (tested subject areas) to update any curricular material that no longer meets the State Standards. If a Civics Keystone Exam is added during this three-year period, the district will financially support at 100% for any new materials needed to meet the rigorous PA State Standards in Civics. (Value Education: Financial Support for Curriculum Materials)</p>			
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Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

The district will purchase and implement social/emotional programming with 100% fidelity at all grade levels in three years, and will engage all stakeholders from six categories in order to create an environment that values diverse perspectives. (Safe & Supportive Environment: SEL Programming)

With ongoing professional development in evidence-based mathematical practices and strategies, students' achievement scores in mathematics will improve by ten percentage points in three years. (Life-long Learning: Professional Development in Mathematics)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>With the implementation of PBIS with fidelity, at all grade levels, discipline incidents will drop by 5% in three years and each student will be able to identify at least three adults they connect with. With the implementation of PBIS with fidelity, at all grade levels, student attendance rates will improve by 5%. (Safe & Supportive Environment: PBIS (Discipline, Connection to Adults, & Attendance))</p>	<p>PBIS & SEL Training for Staff</p>	<p>Provide training for PBIS, SEL, & Trauma-informed Practices</p>	<p>07/01/2020 - 06/29/2023</p>
<p>The district will purchase and implement social/emotional programming with 100% fidelity at all grade levels in three years, and will engage all stakeholders from six categories in order to create an environment that values diverse perspectives. (Safe & Supportive Environment: SEL Programming)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will increase the frequency of safety drills to two per month. The district will provide a variety of types of drills over a three-year period to ensure that every annex in the Emergency Operation Plan is covered. (Safe & Supportive Environment: Safety Drills)	Practice Safety Drills	Review each annex listed in the Emergency Operations Plan and practice each with fidelity	07/01/2020 - 06/29/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Teachers will complete twenty-five unit plans using a backward design model (Understanding by Design) in the curriculum mapping tool (EduPlanet) and will incorporate differentiated instruction into the process. The district will implement a K4-12 Digital Citizenship curriculum. (Student-centered Learning: Curriculum Mapping & Digital Citizenship)</p>	<p>Curriculum Mapping using the UbD Model</p>	<p>Continue curriculum mapping using the Understanding by Design model in Eduplanet's platform.</p>	<p>07/01/2020 - 06/30/2023</p>
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<p>The district will provide financial support to purchase all (100%) ELA materials needed to</p>			

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

align to the PA Core Standards. (Student-centered Learning: ELA Curriculum Materials)

With ongoing professional development in evidence-based mathematical practices and strategies, students' achievement scores in mathematics will improve by ten percentage points in three years. (Life-long Learning: Professional Development in Mathematics)

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<p>The district will provide financial support to purchase all (100%) ELA materials needed to align to the PA Core Standards. (Student-centered Learning: ELA Curriculum Materials)</p>			

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

The district will purchase and implement social/emotional programming with 100% fidelity at all grade levels in three years, and will engage all stakeholders from six categories in order to create an environment that values diverse perspectives. (Safe & Supportive Environment: SEL Programming)

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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

On the Literature Keystone Exam, 85% of students were proficient.

In Math, 76% of students were proficient on the Algebra I Keystone Exam.

All grades were 79% proficient on the Science PSSA.

At all levels, the school district exceeds performance measures in career readiness goals.

All levels are collecting career readiness evidence. In addition to counselor lessons, classroom teachers are also assisting with the data collection.

The majority of students with IEPs show growth although they are still performing at Basic and Below Basic levels.

Local assessment data shows improvement in reading fluency and comprehension. This is evidence that our Title I programming is working.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers

Challenges

Grade 4 mathematics scores have been consistently in the 40% range since the state has transitioned to the PA Core Standards.

ELA scores on the PSSA in Grades 3-8 are not climbing at a rate that will get us to proficiency by 2030.

Biology Keystone Exam scores have been consistently low over time.

The majority of students with IEPs show growth although they are still performing at Basic and Below Basic levels.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

Ensure effective, standards-aligned curriculum and assessment.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

If our curricular materials were better aligned to the PA Core ELA Standards, our progress would be greatly improved as we have

Strengths

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities

In Grades 3 to 8, the percentage of students scoring Below Basic in ELA has declined steadily from 9% to 3% over the past three years.

No student scored Below Basic in Grade 7 ELA in the last two years.

Our Grade 3 achievement scores in Math have improved immensely in the Advanced category over the past five years, from 11% to 32%.

In Grade 4, we have a positive trajectory in our proficient/advanced math scores, from 38% to 52%.

Grade 6 students scoring in the Advanced category in math have been improving slowly but steadily over the past five years.

Challenges

most teachers utilizing evidence-based student engagement strategies at the elementary level. For example, our fourth grade scores have been consistently in the 60%-range over the past five years. Our instruction has improved so that tells us it's most likely a curriculum issue.

Our percentage of students scoring advanced in ELA has been minimal across all grade levels.

Our students scoring proficient or advanced in Grade 6 ELA is concerning. Our students currently received a double block of ELA instruction - one for Reading and one for English/Writing. Therefore, this is most likely a curriculum issue but could also be an instructional issue. We need to collect more data on our instructional strategies utilized in the Grade 6 ELA classrooms.

Students scoring Advanced in Grade 7 ELA and Grade 8 ELA has dropped significantly this past year. Possible root causes could be curricular, instructional, or perhaps the group of students. The district needs to watch these cohorts of students carefully to determine if this is the root cause. However, it is noted that no student scored Below Basic in the last two years in Grade 7 ELA.

We have added a 42-minute block to our existing 42-minute block for a total of 84 minutes of math instruction for every Grade 6, 7, and 8th grader. Therefore, we should see positive growth as well as an increase in our proficiency/advanced scores but we are not.

Strengths

The number of Grade 7 students scoring Advanced in Math has improved from 7% to 14% over the past five years. The number of Grade 7 students scoring Proficient or above in Math has also improved from 38% to 45%. Although these percentages aren't ideal, we are on a positive trajectory with Grade 7 Math. Perhaps this is due to the additional 42 minutes in math spent per day for each student?

In Grade 4 & 8 Science, very few if any at all, are scoring at the Below Basic level.

In two of the five years, we have zero students scoring Below Basic in Grade 4 Science.

We have implemented a Positive Behavior Intervention System from PreK to Grade 12 this past school year.

The district has decreased the number of students with IEPs scoring at the Below Basic level.

Our students considered Economically Disadvantaged are scoring similarly to the rest of the student population.

Our K-12 career readiness plan is active with teachers assisting counselors with this data collection endeavor.

We have technology devices to assist with instruction in Grades 2-

Challenges

This tells us that this root cause could possibly be curricular, instructional, or assessment-related. We are currently rewriting our curriculum, and it will take a few more years to finalize. We need to take a closer look at the instructional practices of our Grades 6, 7, and 8th grade teachers. It also could be assessment-related since we are not consistent with giving and tracking our strengths and weak areas in our Study Island and CDT data.

In Grade 5, our percentage of students scoring advanced/proficient has declined from 60% to 43% over the past five years. This could be due to the change to PA Core Standards but by now, we should be bouncing back at a greater pace.

In Grade 8, the number of students scoring Below Basic has increased from three years ago where we were only 22% at Below Basic level. Now we are back to 34% which is roughly where we were five years ago (35%).

For the most part (with the exception of a few pockets of success), we have not seen much improvement in achievement scores in Mathematics at all grade levels over the past five years.

Science scores in Grades 4 and 8 have been fairly stagnant for the past five years...no great improvements but no decline either.

With the onset of PBIS this past year, we do not have enough discipline data collected yet to see if this has made a difference.

Strengths

12 with a plan to add devices for our early learners in K4, K5, and Grade 1.

Challenges

We still have too many students with IEPs scoring below proficiency.

We still have too many students who are considered Economically Disadvantaged scoring below proficiency.

Currently, K4, K5, and Grade 1 do not have technology devices to assist with their learning.

Most Notable Observations/Patterns

We have an inconsistent implementation of curriculum, assessment, and instructional strategies. We need to put students first at all times. ELA materials need to be updated and aligned to PA Core Standards. We need to provide training in evidence-based strategies in Mathematics. We need to be consistent with assessment implementation and data analysis at the middle school level so we can identify students' strengths and weaknesses and adjust our instruction accordingly. We need to continue our PBIS efforts and track discipline data to make sure that our efforts are seeing progress.

Challenges

ELA scores on the PSSA in Grades 3-8 are not climbing at a rate that will get us to proficiency by 2030.

Discussion Point

The district needs to align ELA curriculum

Priority for Planning



Challenges	Discussion Point	Priority for Planning
	to the standards and update their curricular materials if needed.	
Ensure effective, standards-aligned curriculum and assessment.	The curriculum is not 100% aligned to standards yet. Instructional strategies are inconsistent across the district. Student engagement strategies are not evident in all classrooms.	✓
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	Students need to feel connected to the school. This means they need to feel safe physically, socially, and emotionally. This would improve our discipline data and our attendance rates.	✓
If our curricular materials were better aligned to the PA Core ELA Standards, our progress would be greatly improved as we have most teachers utilizing evidence-based student	The district needs to align ELA curriculum	

Challenges**Discussion Point****Priority for Planning**

engagement strategies at the elementary level. For example, our fourth grade scores have been consistently in the 60%-range over the past five years. Our instruction has improved so that tells us it's most likely a curriculum issue.

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Our percentage of students scoring advanced in ELA has been minimal across all grade levels.

Our students scoring proficient or advanced in Grade 6 ELA is concerning. Our students currently received a double block of ELA instruction - one for Reading and one for English/Writing. Therefore, this is most likely a curriculum issue but could also be an instructional issue. We need to collect more data on our instructional strategies utilized in the Grade 6 ELA classrooms.

Students scoring Advanced in Grade 7 ELA and Grade 8 ELA has dropped significantly this past year. Possible root causes could be curricular, instructional, or perhaps the group of students. The district needs to watch these cohorts of students carefully to determine if this is the root cause. However, it is noted that no student scored Below Basic in the last two years in Grade 7 ELA.

We have added a 42-minute block to our existing 42-minute block for a total of 84 minutes of math instruction for every Grade 6, 7, and 8th grader. Therefore, we should see positive growth as well as an increase in our proficiency/advanced scores but we are not. This tells us that this root cause could possibly be curricular, instructional, or assessment-related. We are currently rewriting our curriculum, and it will take a few more years to finalize. We need to take a closer look at the instructional practices of our Grades 6, 7, and 8th grade teachers. It also could be assessment-related since we are not consistent with giving and tracking our strengths and weak areas in our Study Island and CDT data.

Challenges**Discussion Point****Priority for Planning**

In Grade 5, our percentage of students scoring advanced/proficient has declined from 60% to 43% over the past five years. This could be due to the change to PA Core Standards but by now, we should be bouncing back at a greater pace.

In Grade 8, the number of students scoring Below Basic has increased from three years ago where we were only 22% at Below Basic level. Now we are back to 34% which is roughly where we were five years ago (35%).

For the most part (with the exception of a few pockets of success), we have not seen much improvement in achievement scores in Mathematics at all grade levels over the past five years.



With the onset of PBIS this past year, we do not have enough discipline data collected yet to see if this has made a difference.

ADDENDUM B: ACTION PLAN

Action Plan: Curriculum Mapping using the UbD Model

Action Steps	Anticipated Start/Completion Date
Continue curriculum mapping using the Understanding by Design model in Eduplanet's platform.	07/01/2020 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Administrative Team / Review of maps / Feedback to teachers / Classroom Implementation / Teacher Evaluation Process	Fully-aligned, articulated K4-12 curriculum

Material/Resources/Supports Needed	PD Step	Comm Step
EduPlanet platform/ ELA materials / Possible Civics materials / Financial Support from School Board for aligned materials	yes	yes

Action Plan: Differentiated Instruction / Personalized Learning

Action Steps	Anticipated Start/Completion Date	
Provide training and support in differentiated instruction and personalized learning	07/01/2021 - 06/29/2023	
Monitoring/Evaluation	Anticipated Output	
Classroom Implementation / Feedback to Teachers / Teacher Evaluation Process	All lessons are differentiated and meet each student's personalized goals.	
Material/Resources/Supports Needed	PD Step	Comm Step
IU Trainer with an advanced knowledge of differentiation and personalized learning such as IU #8's Anita Young, Janal Vancas, and Dr. Pat Mulroy, IU #10's Diane Hubona, or IU #11's Tim Miller and Alicia Hull	yes	yes
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Action Plan: PBIS & SEL Training for Staff

Action Steps	Anticipated Start/Completion Date
Provide training for PBIS, SEL, & Trauma-informed Practices	07/01/2020 - 06/29/2023

Monitoring/Evaluation	Anticipated Output
Implementation of evidence-based practices / Feedback to Teachers / Data Analysis / Teacher Evaluation Process	A decrease in frequency and type of discipline incidents, Improved student attendance, best practices in social-emotional learning implementation in schools, students can identify trusting adults in the school for assistance

Material/Resources/Supports Needed	PD Step	Comm Step
Training with Lark Eshleman in Trauma-informed Practices, IU Support for Training in PBIS & SEL	yes	yes

Action Plan: Practice Safety Drills

Action Steps	Anticipated Start/Completion Date
Review each annex listed in the Emergency Operations Plan and practice each with fidelity	07/01/2020 - 06/29/2023

Monitoring/Evaluation	Anticipated Output
Survey results from the annual School Climate Survey	Improved school culture and climate

Material/Resources/Supports Needed	PD Step	Comm Step
EOP, CIP, Safety Committee Feedback & Support	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will complete twenty-five unit plans using a backward design model (Understanding by Design) in the curriculum mapping tool (EduPlanet) and will incorporate differentiated instruction into the process. The district will implement a K4-12 Digital Citizenship curriculum. (Student-centered Learning: Curriculum Mapping & Digital Citizenship)</p>	<p>Curriculum Mapping using the UbD Model</p>	<p>Continue curriculum mapping using the Understanding by Design model in Eduplanet's platform.</p>	07/01/2020
<p>For any area where the curriculum is 100% aligned to the PA Core Standards, the district will provide 100% of financial support for any ELA, Math, or Science (tested subject areas) to update any curricular material that no longer meets the State Standards. If a Civics Keystone Exam is added during this three-year period, the district will financially support at 100% for any new materials needed to meet the rigorous PA State Standards in Civics. (Value Education: Financial Support for Curriculum Materials)</p>			-
<p>Students' achievement scores in ELA will improve by ten percentage points in three years. (Student-Centered Learning: ELA Achievement)</p>			
<p>All grade levels will show growth in ELA and be identified in green or blue status, as identified by PVAAS. (Student-Centered Learning: ELA Growth)</p>			
<p>The district will provide financial support to purchase all (100%) ELA materials needed to align to the PA Core Standards. (Student-centered Learning: ELA Curriculum Materials)</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>With ongoing professional development in evidence-based mathematical practices and strategies, students' achievement scores in mathematics will improve by ten percentage points in three years. (Life-long Learning: Professional Development in Mathematics)</p>			
<p>Teachers will complete twenty-five unit plans using a backward design model (Understanding by Design) in the curriculum mapping tool (EduPlanet) and will incorporate differentiated instruction into the process. The district will implement a K4-12 Digital Citizenship curriculum. (Student-centered Learning: Curriculum Mapping & Digital Citizenship)</p>	<p>Differentiated Instruction / Personalized Learning</p>	<p>Provide training and support in differentiated instruction and personalized learning</p>	<p>07/01/2021 - 06/29/2023</p>
<p>For any area where the curriculum is 100% aligned to the PA Core Standards, the district will provide 100% of financial support for any ELA, Math, or Science (tested subject areas) to update any curricular material that no longer meets the State Standards. If a Civics Keystone Exam is added during this three-year period, the district will financially support at 100% for any new materials needed to meet the rigorous PA State Standards in Civics. (Value Education: Financial Support for Curriculum Materials)</p>			
<p>Students' achievement scores in ELA will improve by ten percentage points in three years. (Student-Centered Learning: ELA Achievement)</p>			
<p>All grade levels will show growth in ELA and be identified in green or blue status, as identified by PVAAS. (Student-Centered Learning: ELA Growth)</p>			
<p>The district will provide financial support to purchase all (100%) ELA materials needed</p>			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>to align to the PA Core Standards. (Student-centered Learning: ELA Curriculum Materials)</p> <p>The district will purchase and implement social/emotional programming with 100% fidelity at all grade levels in three years, and will engage all stakeholders from six categories in order to create an environment that values diverse perspectives. (Safe & Supportive Environment: SEL Programming)</p> <p>With ongoing professional development in evidence-based mathematical practices and strategies, students' achievement scores in mathematics will improve by ten percentage points in three years. (Life-long Learning: Professional Development in Mathematics)</p>			
<p>With the implementation of PBIS with fidelity, at all grade levels, discipline incidents will drop by 5% in three years and each student will be able to identify at least three adults they connect with. With the implementation of PBIS with fidelity, at all grade levels, student attendance rates will improve by 5%. (Safe & Supportive Environment: PBIS (Discipline, Connection to Adults, & Attendance))</p> <p>The district will purchase and implement social/emotional programming with 100% fidelity at all grade levels in three years, and will engage all stakeholders from six categories in order to create an environment that values diverse perspectives. (Safe & Supportive Environment: SEL Programming)</p>	PBIS & SEL Training for Staff	Provide training for PBIS, SEL, & Trauma-informed Practices	07/01/2020 - 06/29/2023
<p>The district will increase the frequency of safety drills to two per month. The district will provide a variety of types of drills over a three-year period to ensure that every</p>	Practice Safety Drills	Review each annex listed in the	07/01/2020 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
annex in the Emergency Operation Plan is covered. (Safe & Supportive Environment: Safety Drills)		Emergency Operations Plan and practice each with fidelity	06/29/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Mapping	All teachers	Understanding by Design model

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completed unit plans	07/01/2020 - 06/30/2023	Superintendent & Administrative Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Teachers will complete twenty-five unit plans using a backward design model (Understanding by Design) in the curriculum mapping tool (EduPlanet) and will incorporate differentiated instruction into the process. The district will implement a K4-12 Digital Citizenship curriculum. (Student-centered Learning: Curriculum Mapping & Digital Citizenship)</p> <p>For any area where the curriculum is 100% aligned to the PA Core Standards, the district will provide 100% of financial support for any ELA, Math, or Science (tested subject areas) to update any curricular material that no longer meets the State Standards. If a Civics Keystone Exam is added during this three-year period, the district will financially support at 100% for any new materials needed to meet the rigorous PA State Standards in Civics. (Value Education: Financial Support for Curriculum Materials)</p> <p>Students' achievement scores in ELA will improve by ten percentage points in three years. (Student-Centered Learning: ELA Achievement)</p> <p>All grade levels will show growth in ELA and be identified in green or blue status, as identified by PVAAS. (Student-Centered Learning: ELA Growth)</p> <p>The district will provide financial support to purchase all (100%) ELA materials needed to align to the PA Core Standards. (Student-centered Learning: ELA Curriculum Materials)</p> <p>With ongoing professional development in evidence-based mathematical practices</p>	<p>Curriculum Mapping using the UbD Model</p>	<p>Continue curriculum mapping using the Understanding by Design model in Eduplanet's platform.</p>	<p>2020-07-01 - 2023-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>and strategies, students' achievement scores in mathematics will improve by ten percentage points in three years. (Life-long Learning: Professional Development in Mathematics)</p>			
<p>Teachers will complete twenty-five unit plans using a backward design model (Understanding by Design) in the curriculum mapping tool (EduPlanet) and will incorporate differentiated instruction into the process. The district will implement a K4-12 Digital Citizenship curriculum. (Student-centered Learning: Curriculum Mapping & Digital Citizenship)</p> <p>For any area where the curriculum is 100% aligned to the PA Core Standards, the district will provide 100% of financial support for any ELA, Math, or Science (tested subject areas) to update any curricular material that no longer meets the State Standards. If a Civics Keystone Exam is added during this three-year period, the district will financially support at 100% for any new materials needed to meet the rigorous PA State Standards in Civics. (Value Education: Financial Support for Curriculum Materials)</p> <p>Students' achievement scores in ELA will improve by ten percentage points in three years. (Student-Centered Learning: ELA Achievement)</p> <p>All grade levels will show growth in ELA and be identified in green or blue status, as identified by PVAAS. (Student-Centered Learning: ELA Growth)</p> <p>The district will provide financial support to purchase all (100%) ELA materials needed to align to the PA Core Standards. (Student-centered Learning: ELA Curriculum Materials)</p>	<p>Differentiated Instruction / Personalized Learning</p>	<p>Provide training and support in differentiated instruction and personalized learning</p>	<p>2021-07-01 - 2023-06-29</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The district will purchase and implement social/emotional programming with 100% fidelity at all grade levels in three years, and will engage all stakeholders from six categories in order to create an environment that values diverse perspectives. (Safe & Supportive Environment: SEL Programming)</p> <p>With ongoing professional development in evidence-based mathematical practices and strategies, students' achievement scores in mathematics will improve by ten percentage points in three years. (Life-long Learning: Professional Development in Mathematics)</p>			
<p>With the implementation of PBIS with fidelity, at all grade levels, discipline incidents will drop by 5% in three years and each student will be able to identify at least three adults they connect with. With the implementation of PBIS with fidelity, at all grade levels, student attendance rates will improve by 5%. (Safe & Supportive Environment: PBIS (Discipline, Connection to Adults, & Attendance))</p>	PBIS & SEL Training for Staff	Provide training for PBIS, SEL, & Trauma-informed Practices	2020-07-01 - 2023-06-29
<p>The district will purchase and implement social/emotional programming with 100% fidelity at all grade levels in three years, and will engage all stakeholders from six categories in order to create an environment that values diverse perspectives. (Safe & Supportive Environment: SEL Programming)</p>			
<p>The district will increase the frequency of safety drills to two per month. The district will provide a variety of types of drills over a three-year period to ensure that every annex in the Emergency Operation Plan is covered. (Safe & Supportive Environment: Safety Drills)</p>	Practice Safety Drills	Review each annex listed in the Emergency Operations Plan	2020-07-01 - 2023-06-29

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

and practice each
with fidelity

COMMUNICATIONS PLAN

Communication Step

Audience

Topics/Message of Communication

EduPlanet Training

Teachers

Curriculum Mapping, UbD, Differentiation

Anticipated Timeframe

Frequency

Delivery Method

07/01/2020 - 06/29/2023

Monthly

Other

Lead Person/Position

Superintendent & Administrative Team

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share district goals during the State of the District Address with the community. Share the goals with staff during the Back-to-School Convocation. Post goals on district website. The goals have already been shared with the School Board during the Curriculum, Instruction, and Technology Committee Meeting held on June	Mission, Vision, Goals, and Action Planning for the Next Three Years	State of the District Address, In-service, & Website Posting	Community, Families, Staff, & School Board	July 2020-September 2020
