

CENTRAL GREENE SD

PO Box 472

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

Our mission is to provide an excellent education for all students leading them via GRIT (Guts, Rigor, Integrity, and Tenacity) to become successful, compassionate and critical thinkers within a complex global society.

VISION STATEMENT

The Central Greene School District will be a standards-based school system in which all students achieve to their maximum potential. The professional staff will work collaboratively to assess student learning patterns and needs through analysis of achievement data derived from the frequent administration of benchmark assessments. The data analysis will drive curriculum improvements, identify critical areas of need for professional development, guide resource allocations, and drive decisions regarding the selection and implementation of research-based instructional techniques and strategies to meet the unique learning needs of all students. An effective academic support system will provide additional assistance for students who struggle to be proficient in attaining the standards. The school board, administration and staff will work together to address organizational structure issues that inhibit the effectiveness of the teaching and learning process. Innovative ways to address scheduling issues, time constraints, limited resources, and limited curriculum offerings will be identified and implemented. A strong professional development program currently focuses on continuous improvement in the areas of leadership, instruction, student effort and will continue to be fine-tuned. The staff will exemplify an effective professional learning community that works together cooperatively, with input from parents, community, and students, to ensure that Central Greene attains, and maintains, the status of a “High-Performance School District.”

EDUCATIONAL VALUE STATEMENTS

STUDENTS

• Come to school every day on time and be prepared to learn and participate; • Ask for help when I need it; • Respect and cooperate with other students and adults; • Do my homework and take pride in my work; • Be responsible for my own behavior; • School is a place where respect and attendance are valued; • Be prepared to contribute in an ethical, responsible, and caring way to our evolving society through preparation for careers and/or college and, ultimately, the world of work; • Read for fun!

STAFF

• Provide a safe and healthy learning environment; • Respect and value the uniqueness of each child; • Promote and enhance learning; • Deliver a challenging academic curriculum; • Maintain ongoing assessments on students' progress; • Seek ways to involve parents in school programs; • Believe that all students are the most precious and valuable resource that we have. They are unique, have value, and the ability to learn; they deserve the opportunity to receive a high-quality education; • Possess high expectations for achievement must be our standard within a safe and secure environment; • Communicate regularly with parents.

ADMINISTRATION

• Provide a safe and healthy learning environment; • Respect and value the uniqueness of each child; • Promote and enhance learning; • Deliver a challenging academic curriculum; • Maintain ongoing assessments on students' progress; • Seek ways to involve parents in school programs; • Believe that all students are the most precious and valuable resource that we have. They are unique, have value, and the ability to learn; they deserve the opportunity to receive a high-quality education; • Possess high expectations for achievement must be our standard within a safe and secure environment; • Ensure that parents have opportunities to partner with the school and participate in their child's education; • Communicate regularly with parents.

PARENTS

• Help my child attend school every day and be on time; • Find a quiet place for my child to read and complete homework; • Read to and with

my child on a regular basis; • Attend Parent-Teacher Conferences/Open-House; • Communicate regularly with the school; • Participate in decisions related to my child's education and achievement; • Make an effort to be involved in school activities; • Be committed to partner with the school to ensure my child's success; • Encourage my child to read for fun!

COMMUNITY

• Support the school and parent community; • Provide opportunities for students to practice and gain knowledge of career opportunities; • Make an effort to be involved in school activities; • Lead by example; • Find opportunities to support and participate in the school community.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Kevin M. Monaghan	Superintendent	District
Mr. Matthew Blair	Assistant to the Superintendent/Administrator	District
Mrs. Edith Woods	Director of Special Education/Administrator	District/Special Education/Professional Education
Mr. Scott Headlee	Elementary Principal/Administrator	Elementary School
Mr. Justin Stephenson	Middle School Principal/Athletic Director/Administrator	Middle School
Mr. Bob Stephenson	High School Principal/Administrator	High School
Sarah Eddy	Staff Member	Special Education Teacher
Mrs. Valerie Brooks	Community Representative	Professional Education
Sean Van Eman	Administrator	Central Greene School District
Amy Ayers	Parent	Parent
Shane Ayers	Community Member	Business
Anne Van Eman	Parent	Parent
Traci Benke	Staff Member	Teacher

Name	Position	Building/Group
Chase Shaffer	Board Member	Board Member
Barb Moore	Community Member	Community Member

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>While the effects of the pandemic are still visible, our elementary school needs to utilize an MTSS approach to better educate our students. Many students are left behind when they don't have the skills necessary to access core instruction.</p>	<p>English Language Arts</p>
<p>While the effects of the pandemic are still visible, our middle school teachers and administrators have to identify skills that students are missing to be successful. In previous years, with the same curricular resources and teachers, our students demonstrated higher levels of proficiency. Before instructing, teachers and administrators need to utilize local assessments to better understand gaps that need to be taught so all students can be successful.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>While the effects of the pandemic are still visible, our high school teachers and administrators have to identify skills that students are missing to be successful. In previous years, with the same curricular resources and teachers, our students demonstrated higher levels of proficiency. Before instructing, teachers and administrators need to utilize local assessments to better understand gaps that need to be taught so all students can be successful.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>Greene County does not offer many Post Secondary opportunities and about 48% of the district is considered economically disadvantaged. That stated, our guidance team, teachers, and administrators need to reach out to surrounding counties for opportunities, encourage more students to attend our local CTC, and provide more meaningful information on available careers and postsecondary education.</p>	<p>Post-secondary transition to school, military, or work</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Implementing the MTSS Framework

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

MTSS Reading
Framework Goal

Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement MTSS for Reading in grades K-2	2023-07-01 - 2026-06-30	Mr. Scott Headlee/Elementary Principal	Heggerty, visitation to other schools implementing MTSS, and any ancillary materials needed.
Provide yearly training and time to teachers to plan, implement, and evaluate the framework.	2023-07-01 - 2026-06-30	Mr. Scott Headlee/Elementary Principal	Planning time into In-Service schedule for ongoing planning and evaluation of MTSS progress
Consult with the IU at least 3 times per year to make sure we are implementing MTSS correctly.	2023-07-01 - 2026-06-30	Mr. Scott Headlee/Elementary Principal	Ongoing communication with MTSS specialists from IU1

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review end of year Dibels data to see growth and performance for students in grades k-2	2023-01-10 - 2026-01-09	Mr. Scott Headlee/Elementary Principal	Dibels data from Dibels/Acadience. Time for staff to review data.

Anticipated Outcome

By the end of 2nd grade, a majority (70%) of students should be reading and not needing tier 2 or 3 supports.

Monitoring/Evaluation

Monitoring will occur 3 times per year during Dibels assessments by the reading interventionists, K-2 teachers, building administrator, and special education supervisor.

Evidence-based Strategy

Data-Driven Decisions for Continuous Improvement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
7-8 State Assessment Goal	75% of students enrolled in Keystone tested subject areas and the PSSA will meet or exceed the interim Goal/Improvement Target goal for proficiency.
9-12 State Assessment	75% of students enrolled in Keystone tested subject areas will meet or exceed the interim Goal/Improvement

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

Goal

Target goal for proficiency.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Teachers will be trained on how to use student performance data (both local and state-mandated) to drive instruction and interventions

2023-07-01 -
2026-06-30

Mr. Justin Stephenson/Jr High Principal
Mr. Bob Stephenson/Sr High Principal

CDT, PVAAS, emetric Data,
SIS Data

Implementation of SAS Portal Resources and Training Modules

2023-01-10 -
2026-01-09

Mr. Scott Headlee/Elementary Principal
Mr. Justin Stephenson/Jr High Principal
Mr. Bob Stephenson/Sr High Principal

SAS Resources

Anticipated Outcome

Teachers will implement and incorporate aligned resources and data driven decisions in order to improve student performance on Keystone and PSSA exams. Scores should increase to our target goal.

Monitoring/Evaluation

Classroom Observations 3-4 times per year. Data review 1-2 times per year.

Evidence-based Strategy

Planning for life after high school

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Post-Secondary Transition	At the conclusion of a student's first marking period of their senior year, 95% of students will have an attainable plan for post-secondary transition to school, military, and/or work.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Educate students to CTC opportunities during 7th-9th grade years. This should occur 1-2 times per year per grade level.	2023-07-01 - 2026-06-30	Mr. Justin Stephenson/Jr High Principal Mr. Bob Stephenson/Sr High Principal	Field trips to local CTC and continued teaching of careers related to CTC certifications.
Educate students on postsecondary schools and programs during their 9-12 grade years. This should occur 1-2 times per year.	2023-01-10 - 2026-01-09	Mr. Bob Stephenson/Sr High Principal	Information from colleges/universities/trade schools, Integration into Career Awareness curriculum.
Educate students on military programs during their 9-12 grade years. This should occur 1-2 times per year.	2023-07-01 - 2026-06-30	Mr. Bob Stephenson/Sr High Principal	ASVAB practice test, speakers from the military recruitment

Anticipated Outcome

Increase awareness and goal planning for post secondary transitions.

Monitoring/Evaluation

Review individual goals and survey students to see if they follow through with their postsecondary pathway.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Provide yearly training and time to teachers to plan, implement, and evaluate the framework.	07/01/2023 - 06/30/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of students enrolled in Keystone tested subject areas and the PSSA will meet or exceed the interim Goal/Improvement Target goal for proficiency. (7-8 State Assessment Goal)	Data-Driven Decisions for Continuous Improvement	Teachers will be trained on how to use student performance data (both local and state-mandated) to drive instruction and interventions	07/01/2023 - 06/30/2026
75% of students enrolled in Keystone tested subject areas will meet or exceed the interim Goal/Improvement Target goal for proficiency. (9-12 State Assessment Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
75% of students enrolled in Keystone tested subject areas and the PSSA will meet or exceed the interim Goal/Improvement Target goal for proficiency. (7-8 State Assessment Goal)	Data-Driven Decisions for Continuous Improvement	Implementation of SAS Portal Resources and Training Modules	01/10/2023 - 01/09/2026
75% of students enrolled in Keystone tested subject areas will meet or exceed the interim Goal/Improvement Target goal for proficiency. (9-12 State Assessment Goal)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Implement MTSS for Reading in grades K-2	07/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Provide yearly training and time to teachers to plan, implement, and evaluate the framework.	07/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Consult with the IU at least 3 times per year to make sure we are implementing MTSS correctly.	07/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Review end of year Dibels data to see growth and performance for students in grades k-2	01/10/2023 - 01/09/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
At the conclusion of a student's first marking period of their senior year, 95% of students will have an attainable plan for post-secondary transition to school, military, and/or work. (Post-Secondary Transition)	Planning for life after high school	Educate students to CTC opportunities during 7th-9th grade years. This should occur 1-2 times per year per grade level.	07/01/2023 - 06/30/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
At the conclusion of a student's first marking period of their senior year, 95% of students will have an attainable plan for post-secondary transition to school, military, and/or work. (Post-Secondary Transition)	Planning for life after high school	Educate students on postsecondary schools and programs during their 9-12 grade years. This should occur 1-2 times per year.	01/10/2023 - 01/09/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
At the conclusion of a student's first marking period of their senior year, 95% of students will have an attainable plan for post-secondary transition to school, military, and/or work. (Post-Secondary Transition)	Planning for life after high school	Educate students on military programs during their 9-12 grade years. This should occur 1-2 times per year.	07/01/2023 - 06/30/2026

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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA instruction is aligned to the PA Core Standards and teachers have a platform to create their own pacing guide and review standards that have been taught and how often.

All students at WCES have met or exceeded the growth standard in ELA.

All students at MBM have met or exceeded the growth standard in ELA.

All students at WCHS have met or exceeded the growth standard in ELA.

Mathematics instruction is aligned to the PA Core Standards and teachers have a platform to create their own pacing guide and review standards that have been taught and how often.

All students at WCES have met or exceeded the growth standard in Math.

All students at MBM have met or exceeded the growth standard in Math.

62.2% did meet the Interim Goal/Improvement target in Math at

Challenges

All student groups did not meet the Interim Goal/Improvement target in ELA at WCES

All student groups did not meet the Interim Goal/Improvement target in ELA at MBM.

All student groups did not meet the Interim Goal/Improvement target in ELA at WCHS

We are below the state average for the percent advanced in ELA in all buildings.

All student groups did not meet the Interim Goal/Improvement target in Math at WCES

All student groups did not meet the Interim Goal/Improvement target in Math at MBM.

Students at WCHS have not met or exceeded the growth standard in Math.

We are below the state average for the percent advanced in ELA in all buildings except WCHS.

Strengths

WCHS

Science instruction is aligned to the PA Core Standards and teachers have a platform to create their own pacing guide and review standards that have been taught and how often.

All students at WCES have met or exceeded the growth standard in Science.

All students at MBM have met or exceeded the growth standard in Science.

All students at WCHS have met or exceeded the growth standard in Science.

Our elementary school has met the growth standard across all assessed areas.

Our middle school has met the growth standard across all assessed areas.

Our high school has met the growth standard for 2 of the 3 assessed areas.

At our elementary, 100% of our students have met the Career Standards Benchmark.

At our middle school, 97.5% of our students have met the Career

Challenges

All student groups did not meet the Interim Goal/Improvement target in Science at WCES

All student groups did not meet the Interim Goal/Improvement target in Science at MBM.

All student groups did not meet the Interim Goal/Improvement target in Science at WCHS.

We are below the state average for the percent advanced in ELA in all buildings except WCES.

Our elementary school needs to increase students reaching proficient or advanced in all 3 content areas.

Our middle school needs to increase students reaching proficient or advanced in all 3 content areas.

Our high school needs to increase students reaching proficient or advanced in all 3 content areas.

Our high school is below the statewide average for Post Secondary Transition to School, Military, or Work.

Our four year and five year cohort of students are below the statewide graduation rate.

All students considered economically disadvantaged in all

Strengths

Standards Benchmark.

At our high school, 99.2% of our students have met the Career Standards Benchmark.

Some student group grade levels with disabilities have met the growth expectation.

All students considered economically disadvantaged are collectively meeting the annual academic growth expectations with the exception of this student group in mathematics/algebra at the high school.

All programs and plans are updated.

Needs are identified for each program.

Each program utilizes funding appropriately.

While we do recruit and retain professionals, there is a shortage of available teachers in our area making it difficult to hire for new positions. We implement and utilize our staff effectively with various schedules and aware of the certifications our teachers have.

Challenges

buildings have not met the goal for proficient or advanced on PA State Assessments

All students with disabilities in all buildings have not met the goal for proficient or advanced on PA State Assessments

All students with disabilities are not collectively meeting the annual academic growth expectations.

Our district needs more time to plan in each program.

Funding is limited to obtain the goal of each program.

While we are operational in instruction collectively as a district, we still need to focus on vertically and horizontally aligning our curriculum. Mapping has been developed for teachers to pace and review what other subject/grade level teachers are using for horizontal alignment. Administration is also reviewing these forms to work on vertical articulation.

Most Notable Observations/Patterns

While the needs of the program have been identified, we also realize that we are still seeing the effects of the pandemic. In addition, we have implemented the MTSS process in our elementary which we expect to see growth for the whole district as students go through this program.

Challenges	Discussion Point	Priority for Planning
Our elementary school needs to increase students reaching proficient or advanced in all 3 content areas.		✓
Our middle school needs to increase students reaching proficient or advanced in all 3 content areas.		✓
Our high school needs to increase students reaching proficient or advanced in all 3 content areas.		✓
Our high school is below the statewide average for Post Secondary Transition to School, Military, or Work.		✓
Our four year and five year cohort of students are below the statewide graduation rate.		
All students considered economically disadvantaged in all buildings have not met the goal for proficient or advanced on PA State Assessments		
All students with disabilities in all buildings have not met the goal for proficient or advanced on PA State Assessments		
While we are operational in instruction collectively as a district, we still need to focus on vertically and horizontally aligning our curriculum. Mapping has been developed for teachers to pace and review what other subject/grade level teachers are using for horizontal alignment. Administration is also reviewing these forms to work on vertical articulation.		

ADDENDUM B: ACTION PLAN

Action Plan: Implementing the MTSS Framework

Action Steps	Anticipated Start/Completion Date
Implement MTSS for Reading in grades K-2	07/01/2023 - 06/30/2026

Monitoring/Evaluation	Anticipated Output
Monitoring will occur 3 times per year during Dibels assessments by the reading interventionists, K-2 teachers, building administrator, and special education supervisor.	By the end of 2nd grade, a majority (70%) of students should be reading and not needing tier 2 or 3 supports.

Material/Resources/Supports Needed	PD Step	Comm Step
Heggerty, visitation to other schools implementing MTSS, and any ancillary materials needed.	no	yes



Action Steps**Anticipated Start/Completion Date**

Provide yearly training and time to teachers to plan, implement, and evaluate the framework.

07/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Monitoring will occur 3 times per year during Dibels assessments by the reading interventionists, K-2 teachers, building administrator, and special education supervisor.

By the end of 2nd grade, a majority (70%) of students should be reading and not needing tier 2 or 3 supports.

Material/Resources/Supports Needed**PD Step****Comm Step**

Planning time into In-Service schedule for ongoing planning and evaluation of MTSS progress

yes

yes



Action Steps**Anticipated Start/Completion Date**

Consult with the IU at least 3 times per year to make sure we are implementing MTSS correctly.

07/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Monitoring will occur 3 times per year during Dibels assessments by the reading interventionists, K-2 teachers, building administrator, and special education supervisor.

By the end of 2nd grade, a majority (70%) of students should be reading and not needing tier 2 or 3 supports.

Material/Resources/Supports Needed**PD Step****Comm Step**

Ongoing communication with MTSS specialists from IU1

no

yes



Action Steps

Anticipated Start/Completion Date

Review end of year Dibels data to see growth and performance for students in grades k-2

01/10/2023 - 01/09/2026

Monitoring/Evaluation

Anticipated Output

Monitoring will occur 3 times per year during Dibels assessments by the reading interventionists, K-2 teachers, building administrator, and special education supervisor.

By the end of 2nd grade, a majority (70%) of students should be reading and not needing tier 2 or 3 supports.

Material/Resources/Supports Needed

PD Step

Comm Step

Dibels data from Dibels/Acadience. Time for staff to review data.

no

yes

Action Plan: Data-Driven Decisions for Continuous Improvement

Action Steps**Anticipated Start/Completion Date**

Teachers will be trained on how to use student performance data (both local and state-mandated) to drive instruction and interventions

07/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Classroom Observations 3-4 times per year. Data review 1-2 times per year.

Teachers will implement and incorporate aligned resources and data driven decisions in order to improve student performance on Keystone and PSSA exams. Scores should increase to our target goal.

Material/Resources/Supports Needed**PD Step****Comm Step**

CDT, PVAAS, emetric Data, SIS Data

yes

no



Action Steps**Anticipated Start/Completion Date**

Implementation of SAS Portal Resources and Training Modules

01/10/2023 - 01/09/2026

Monitoring/Evaluation**Anticipated Output**

Classroom Observations 3-4 times per year. Data review 1-2 times per year.

Teachers will implement and incorporate aligned resources and data driven decisions in order to improve student performance on Keystone and PSSA exams. Scores should increase to our target goal.

Material/Resources/Supports Needed**PD Step****Comm Step**

SAS Resources

yes

no

Action Plan: Planning for life after high school

Action Steps**Anticipated Start/Completion Date**

Educate students to CTC opportunities during 7th-9th grade years. This should occur 1-2 times per year per grade level.

07/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Review individual goals and survey students to see if they follow through with their postsecondary pathway.

Increase awareness and goal planning for post secondary transitions.

Material/Resources/Supports Needed**PD Step****Comm Step**

Field trips to local CTC and continued teaching of careers related to CTC certifications.

no

yes



Action Steps**Anticipated Start/Completion Date**

Educate students on postsecondary schools and programs during their 9-12 grade years. This should occur 1-2 times per year.

01/10/2023 - 01/09/2026

Monitoring/Evaluation**Anticipated Output**

Review individual goals and survey students to see if they follow through with their postsecondary pathway.

Increase awareness and goal planning for post secondary transitions.

Material/Resources/Supports Needed**PD Step****Comm Step**

Information from colleges/universities/trade schools, Integration into Career Awareness curriculum.

no

yes



Action Steps**Anticipated Start/Completion Date**

Educate students on military programs during their 9-12 grade years. This should occur 1-2 times per year.

07/01/2023 - 06/30/2026

Monitoring/Evaluation**Anticipated Output**

Review individual goals and survey students to see if they follow through with their postsecondary pathway.

Increase awareness and goal planning for post secondary transitions.

Material/Resources/Supports Needed**PD Step****Comm Step**

ASVAB practice test, speakers from the military recruitment

no

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Provide yearly training and time to teachers to plan, implement, and evaluate the framework.	07/01/2023 - 06/30/2026
75% of students enrolled in Keystone tested subject areas and the PSSA will meet or exceed the interim Goal/Improvement Target goal for proficiency. (7-8 State Assessment Goal)	Data-Driven Decisions for Continuous Improvement	Teachers will be trained on how to use student performance data (both local and state-mandated) to drive instruction and interventions	07/01/2023 - 06/30/2026
75% of students enrolled in Keystone tested subject areas will meet or exceed the interim Goal/Improvement Target goal for proficiency. (9-12 State Assessment Goal)	Data-Driven Decisions for Continuous Improvement	Implementation of SAS Portal Resources and Training Modules	01/10/2023 - 01/09/2026
75% of students enrolled in Keystone tested subject areas and the PSSA will meet or exceed the interim Goal/Improvement Target goal for proficiency. (7-8 State Assessment Goal)	Data-Driven Decisions for Continuous Improvement	Implementation of SAS Portal Resources and Training Modules	01/10/2023 - 01/09/2026
75% of students enrolled in Keystone tested subject areas will meet or exceed the interim Goal/Improvement Target goal for proficiency. (9-12 State Assessment Goal)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	K-2 teachers, Elementary Principal, Director of Special Education	Time to develop and research Tiered resources, ongoing training and consultation with the Intermediate Unit, time to look at student data and make adjustments as necessary.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The building principal will observe classrooms during structured tier times for grades k-2 as well as participate in data meetings.	01/10/2023 - 01/09/2026	Mr. Scott Headlee/Elementary Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students
4a: Reflecting on Teaching	Teaching Diverse Learners in Inclusive Settings
1c: Setting Instructional Outcomes	
2b: Establishing a Culture for Learning	
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Maximizing Student Potential	3-12 teachers, building administrators, director of special education	PDE SAS, PVAAS Data, interpreting local and state data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The building principals will review data and ensure teachers are targeting student needs based on the data.	01/10/2023 - 01/09/2026	Mr. Scott Headlee/Elementary Principal Mr. Justin Stephenson/Elementary Principal Mr. Bob Stephenson/Elementary Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Implement MTSS for Reading in grades K-2	2023-07-01 - 2026-06-30
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Provide yearly training and time to teachers to plan, implement, and evaluate the framework.	2023-07-01 - 2026-06-30
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Consult with the IU at least 3 times per year to make sure we are implementing MTSS correctly.	2023-07-01 - 2026-06-30
Utilizing the MTSS framework, at least 70% of students will not need Tier 2 or Tier 3 supports before they leave 2nd grade. (MTSS Reading Framework Goal)	Implementing the MTSS Framework	Review end of year Dibels data to see growth and performance for students in grades	2023-01-10 - 2026-01-09

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
At the conclusion of a student's first marking period of their senior year, 95% of students will have an attainable plan for post-secondary transition to school, military, and/or work. (Post-Secondary Transition)	Planning for life after high school	k-2 Educate students to CTC opportunities during 7th-9th grade years. This should occur 1-2 times per year per grade level.	2023-07-01 - 2026-06-30
At the conclusion of a student's first marking period of their senior year, 95% of students will have an attainable plan for post-secondary transition to school, military, and/or work. (Post-Secondary Transition)	Planning for life after high school	Educate students on postsecondary schools and programs during their 9-12 grade years. This should occur 1-2 times per year.	2023-01-10 - 2026-01-09
At the conclusion of a student's first marking period of their senior year, 95% of students will have an attainable plan for post-secondary transition to school, military, and/or work. (Post-Secondary Transition)	Planning for life after high school	Educate students on military programs during their 9-12 grade years. This should occur 1-2 times	2023-07-01 - 2026-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		per year.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
MTSS Communication	K-2 Teachers, Elementary Principal, Special Education Director, parents	Overview of Tiered Interventions, Ongoing consultation with IU MTSS specialists, group review of dibels data, time to evaluate progress from year to year by teachers and administrators.

Anticipated Timeframe	Frequency	Delivery Method
01/10/2023 - 01/09/2026	3-4 times per year	Email

Lead Person/Position
Mr. Scott Headlee/Elementary Principal

Communication Step	Audience	Topics/Message of Communication
Post Secondary Communication	7-12 Grade students, guidance counselors, parents, building principals	Plans and goals for yearly education on jobs, post secondary schools, and military.
Anticipated Timeframe	Frequency	Delivery Method
01/10/2023 - 01/09/2026	1-2 times per year	Email
Lead Person/Position		
Ms. Ashley Deurlein/Jr High Guidance Counselor Ms. Molly Thompson/Sr High Guidance Counselor Mrs. Rebecca Karluk/Sr High Guidance Counselor		



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Create a Steering Committee	Finding stakeholders to participate in Comprehensive Planning	Email and social media	Staff, Parents, Community Members,	2 weeks
Obtain input from stakeholders prior to meeting	Share all segments of the plan, and ask for input from all stakeholders	email and meetings	All stakeholders	1 month
Have a meeting to discuss and finalize the plan	All stakeholders will meet to review input, develop goals, and create and finalize the plan. The committee will have ongoing meetings and collaboration until the Comprehensive Plan is completed.	In-Person meeting	Comprehensive Plan Steering Committee	1 month

