Elk Lake SD
Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
Elk Lake School District		119582503
Address 1		
2380 Elk Lake School Road		
Address 2		
City	**State**	**Zip Code**
Springville	Pa	18844
Chief School Administrator		**Chief School Administrator Email**
Mr Robert Galella		bob.galella@elklakeschool.org
Single Point of Contact Name		
Bob Galella		
Single Point of Contact Email		
bob.galella@elklakeschool.org		
Single Point of Contact Phone Number		
5702781106		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Marc Weisgold	Administrator	Elementary Principal	marc.weisgold@elklakeschool.org
John Warnero	Administrator	JSHS Principal	john.warnero@elklakeschool.org
Marybeth Howell	Administrator	Special Education Supervisor	marybeth.howell@elklakeschool.org
Kammy Puza	Administrator	District Asst. Principal	kammy.puza@elklakeschool.org
Renee LaRue	Board Member	School Board	rmlarue818@icloud.com
Tyler Emmerich	Community Member	Hawk Insurance	springville.twp@elklakeschool.org
Ryan Ruark	Community Member	Meshoppen Stone	ryanr@meshoppenstone.com
Irene Patton	Staff Member	Title I Reading Specialist	irene.patton@elklakeschool.org
Danielle Plitt	Staff Member	School Counselor	danielle.plitt@elklakeschool.org
Jessica Lunger	Staff Member	ELA General Education	jessica.lunger@elklakeschool.org
Pamela Kelley	Staff Member	high science/math	pamela.kelley@elklakeschool.org
Karlyn Warnero	Staff Member	Elementary Special Education	karlyn.warnero@elklakeschool.org
Katherine Pierson	Staff Member	6th grade Social Studies	katherine.pierson@elklakeschool.org
Anna Pichardo	Staff Member	World Languages	anna.pichardo@elklakeschool.org
Cortney Tyler	Parent	Parent	cortney.tyler@outlook.com
Robert Galella	Administrator	Central Administration	bob.galella@elklakeschool.org

LEA Profile

The Elk Lake School District is in Northeastern Pennsylvania 45 miles north of Scranton/Wilkes-Barre and 30 miles south of Binghamton, New York. Elk Lake is a small rural school district within two (2) counties, Susquehanna and Wyoming. The District encompasses 195.01 square miles incorporating six townships: Dimock, Springville, Auburn, Rush, Middletown, Meshoppen Township, and Meshoppen Borough. The longest bus ride for a student is approximately 1 hour and 15 minutes. The school is the largest employer in the district. The main economic influence in the District and surrounding areas has been the natural gas industry. The District's instructional facility sits on a site that encompasses 173 acres.

The District practices a student centered philosophy as evidenced by hosting Emotional Support, Life Skills, and Multi-handicapped classes for schools in Susquehanna, Bradford and Wyoming Counties. The school district offers numerous extra and co-curricular activities that are not limited to but include: Golf, Cross Country, Soccer, Basketball, Wrestling, Swimming, Cheerleading, Volleyball, Baseball, Softball, Track and Field, Band, Chorus, Key Club, and Student Council.

As of 6/7/24, the enrollment of the Elk Lake School District is 1,111. The student population demographic percentages are 49.5% female, 50.5% male; 89.6% white/Caucasian, 7.3% Hispanic, 2.4% Multi-racial, 0.5% African American 0.0% American Indian/Alaskan and 0.2% Asian American; 48.4% Economically Disadvantaged. The daily attendance rate for the District is 93%.

Mission and Vision

Mission

"It is the mission of Elk Lake School District to provide a safe and progressive educational environment in which students achieve their full potential as lifelong learners who are receptive to human differences, respectful and responsible citizens."

Vision

The Elk Lake School District seeks to develop students who embody its universal values of educational achievement, kindness, collaboration, respect, responsibility, resilience, and integrity. Through an education that develops students both academically and emotionally, equitable opportunities, and a respect for human differences, members of the Elk Lake community will contribute to their local and global communities.

Educational Values

Students

High Expectations for Learning: Cultivating a Student environment where: -Every student knows he or she can succeed; -Families, community members and staff demonstrate the confidence to meet the needs of every child; and -Strategies are used that ensure high levels of achievement and address student learning differences.

Staff

Continuous Improvement: Creating a culture throughout the organization of commitment to use and share data that measures student, employee and organizational performance in: -Decision-making; -Planning focused on retaining strengths -Addressing opportunities for improvement; and -Program assessment.

Administration

Visionary Leadership: Contributing to the development of a quality organization by building the relationships necessary to create the conditions that: -Foster a high level of employee, student and community engagement; -Provide opportunities for employee decision-making; -Include a high level of visibility; and Are characterized by leadership coaching.

Parents

Families demonstrate the confidence and enthusiasm to support the educational efforts of staff.

Community

Partnerships and Teamwork: Utilizing the power of teaming to deliver the best for our school community. Strength in Diversity: Recognizes the power in respecting, understanding, and celebrating human differences to build community, inspire ideas, develop shared experiences, and enrich the organization.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Due to static reading results in the elementary building, the District phased in a new system that is a rigorous reading curriculum known as Wit and Wisdom in grades K-6. We continue to utilize Fundations and Heggerty in grades K-2. All teachers who teach K-2 reading are trained in the program. The results from the process have shown growth on the PSSA Reading Assessment for each grade.	
Attendance rate for the elementary school and the secondary school is 93%	
Innovamat will be implemented for the upcoming '24-'25 school year in grades K-3. Everyday Math will continue to be implemented in grades 4 and 5 and Big Ideas in grade 6. Big Ideas will also continue in grades 7, 8, & Algebra 1 due to inconsistent elementary math assessment scores and resources that were not aligned to the rigor of the Common Core. The math scores on the PSSA have shown growth at each grade level.	
The district strengthened its rigorous and relevant course offerings via: AP coursework Dual enrollment opportunities STEM instruction takes place throughout the district at different levels.	
Our district has been recognized for the mental health supports provided to students such as CCBH, on-campus counseling services, tiered system of supports (MTSS), in grades 2, 4, 6 DESSA / DESSA mini universal screeners are utilized, SRSS screeners are utilized in grade K. In grades 7 and 8 Aevidum is used as our Suicide Prevention.	
The district has a comprehensive K-12 college and career readiness plan. K-6 uses Smart Futures.	
The district has added the following opportunities for students to engage in: Math lab, two additional resource rooms, Student remediation and enrichment	

Challenges

Indicator	Comments/Notable Observations
Despite the many efforts on the part of the district, students continue to struggle with social and emotional concerns that have a negative impact on students' health and well being and have a detrimental affect on their academic achievement.	
The new and more rigorous course offerings to be implemented will take time to reach full capacity.	

While many research-based programs are in place, fidelity to said programs always remains as a challenge.	

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

Strengths

Indicator PSSA Science Score **Grade Level(s) and/or Student Group(s)** 4th grade	**Comments/Notable Observations** Percent Proficient or Advanced 73.1% Statewide Average 58.9%
Indicator PSSA Math Scores **Grade Level(s) and/or Student Group(s)** grades 3-6	**Comments/Notable Observations** Percent Proficient or Advanced 45.8% Statewide Average 38.3%
Indicator SAT scores range in the higher percentage in PA **Grade Level(s) and/or Student Group(s)** 11th grade	**Comments/Notable Observations**

Challenges

Indicator Biology Keystones **Grade Level(s) and/or Student Group(s)** High School	**Comments/Notable Observations** Percent Proficient or Advanced 59.9% Statewide Average 58.9% Too close for comfort with our % against the state average
Indicator PSSA Math scores **Grade Level(s) and/or Student Group(s)** 3rd grade - 8	**Comments/Notable Observations** Percent Proficient or Advanced 20.2% Statewide Average 38.3% Curriculum meetings are now implemented to review the eligibe content and build common assessments

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Due to static reading results in the elementary building, the District has phased in a new systemic, rigorous reading curriculum that is based in the science of reading called Fundations and Heggerty. All teachers who teach reading K-2 as well as Title 1 have been trained and received new reading curriculum resources. The results from the process have shown growth on the PSSA Reading Assessment for each grade. We continue to make these supplemental resources be taught with fidelity and consistency and we are seeing improvement within our data reports.
The district increased its rigorous and releveant course offerings via: AP coursework Dual enrollment opportunities STEM classes
Technology upgrades include District-wide WiFi and the District is utilizing Google for Education. The district is almost 1 to 1 with Chromebook technology. Plan is to be 1-1 for the '25-'26 school year.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Keystone scores in Biology need be strengthened.
While many research-based programs are in place, fidelity to said programs is a concern. Not all but a few due to lack of staffing such as embedding an academic MTSS framework in early literacy in primary grades. However, this initiative continues to be worked on and now led by new administrator who will be attending an MTSS conference in Novemeber sponsored by PaTTAN at the Hershey Lodge.
Despite the many efforts on the part of the district, students continue to struggle with social and emotional concerns that have a negative impact on students' health and well being and have a detrimental affect on their academic achievement.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA's	working towards teacher understanding of the eligible content and alignment of lesson planning to such, rather than the textbook
E-Metric	data meetings enhance the understanding of the classroom teacher
Curriculum Based Assessments	building common assessments has been an improvement
FRCPP	trying to utilize more of the FRCPP portal vs. SAS which is a comfort to many teachers

English Language Arts Summary

Strengths

Implementation of systematic, multisensory approaches to reading with additional resources such as Heggerty and Wilson
Departmentalizing grade levels to allow teachers to be "content masters"

Challenges

One challenge is developing students to better understand what TDA's are and how to systematically write a TDA. TDA's are 20% of the PSSAs.
Transitioning into a new reading curriculum k-6 grade this year. This new curriculum will serve as the backbone to help drive our ELA instruction.
Students with disabilities are significantly outperformed by their non-disabled peers and fail to demonstrate progress towards closing the achievement gap.

Mathematics

Data	Comments/Notable Observations
PSSA's	working towards teacher understanding of the eligible content and alignment of lesson planning to such, rather than the textbook
E-metric	data meetings enhance the understanding of the classroom teacher
Curriculum based Assessments.	building common assessments has been an improvement
FRCPP	trying to utilize more of the FRCPP portal vs. SAS which is a comfort to many teachers

Mathematics Summary

Strengths

Development of grade level non negotiables.
Implementation of Everday Math with fidelity.
Understanding the importance of multiplication facts and the implementation of Rocket Math.

Challenges

Increasing student scores in 3rd grade math
Students with disabilities are significantly outperformed by their non-disabled peers and fail to demonstrate progress towards closing the achievement gap.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Deep STEM instruction provided in the high school grades	excellent STEM opportunities in conjunction with our SCCTC (CTE) students

Science, Technology, and Engineering Education Summary

Strengths

4th grade science scores are well above the state average.
Scope and sequence of science curriculum in the district is strong and allows for high levels of students engagement.
District will be 1 to 1 with technology
K-6 exposure to coding and technology.

Challenges

Engaging students in science in the 10th grade biology coursework.
Deep data dives into students performance.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Collection of career artifacts in grades K-12 within the guidance department.	JSHS Percent Career Standards Benchmark 96.6% Statewide Average 89.6% Elementary Percent Career Standards Benchmark 100.0% Statewide Average 89.6%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Lackawanna College

Agreement Type

Program/Course Area

Core Courses (as listed)

Uploaded Files

DUAL ENROLLMENT AGREEMENT - LACKAWANNA COLLEGE 2024-2025_c2f884bb.pdf

DUAL ENROLLMENT AGREEMENT - LACKAWANNA COLLEGE 2024-2025_c2f884bb_7b4ba7e2.pdf

Partnering Institution

Keystone College

Agreement Type

Program/Course Area

Core Courses (as attached)

Uploaded Files

DUAL ENROLLMENT AGREEMENT - KEYSTONE COLLEGE 2024-2025_20c692c1.pdf

DUAL ENROLLMENT AGREEMENT - KEYSTONE COLLEGE 2024-2025_20c692c1_69b279e6.pdf

Partnering Institution

Luzerne County Community College

Agreement Type

Program/Course Area

Core courses (as attached)

Uploaded Files

DUAL ENROLLMENT AGREEMENT - LUZERNE COUNTY COMMUNITY COLLEGE 2023-2028_c6a3e11d.pdf

DUAL ENROLLMENT AGREEMENT - LUZERNE COUNTY COMMUNITY COLLEGE 2023-2028_c6a3e11d_c337248d.pdf

Summary

Strengths

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

The development of a WIN program that aligns with the state expectations for career readiness.
Additional hire a middle school guidance counselor to help implement exploratory programs.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Engagement in all aspects of education in community stakeholders, reinforcement of value of education.
We have a need to increase awareness in human differences that exist in the world in which we are preparing students for.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA Scores	this is the first year we have provided a para to support the ESL instructor due to enrollment numbers
Standard 1: English language learners communicate for SOCIAL AND INSTRUCTIONAL purposes within the school setting. Standard 2 : English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS. Standard 3 : English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS. Standard 4 : English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE. Standard 5 : English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.	para support has been provided for the fist time to the ESL teacher and EL students

Students with Disabilities

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

Data	Comments/Notable Observations
Progress toward their IEP goals	progress monitoring has increased to biweekly monitoring
PSSA, Keystones, and PASA scores	we are not making high stake testing drive the instruction of students with disabilities - rather the IEP will drive the instruction and need(s) will drive the IEP which has been conveyed to all staff during our first inservice day this school year

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA scores	data will continue to be tracked
Keystone scores	data will continue to be tracked

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The district offers several programs to meet the needs of our diverse learning at Elk Lake.
Continuous professional development for staff to strengthen best practices to ensure students are successful.
Over time, we continue to increase our LRE through the following practices: GIEP / IEP goal writing and SDI's, collaboration among general and special education staff, moving toward a more heterogeneous vs. homogenous grouping

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Understanding the educational process instilled from our mission and vision statements on behalf of the community
Cyber enrollment continues to grow
special education numbers continue to grow
mental health needs continue to grow throughout the district

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	n/a
Title 1 Program	n/a
Student Services	n/a
K-12 Guidance Plan (339 Plan)	n/a
Technology Plan	n/a
English Language Development Programs	n/a

Strengths

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

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Program implementation and teacher development will be monitored through frequent classroom observations conducted by administration, teacher feedback related to program implementation, and the monitoring of both program-specific and externally validated assessments,including state assessments.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Being a small rural school with limited community resources funding for needed programs is a huge hurdle. Appropriate state funding would help assure proper sustainable programs for our econimcally disadvantaged students.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Due to static reading results in the elementary building, the District has phased in a new systemic, rigorous reading curriculum that is based in the science of reading called Fundations and Heggerty. All teachers who teach reading K-2 as well as Title 1 have been trained and received new reading curriculum resources. The results from the process have shown growth on the PSSA Reading Assessment for each grade. We continue to make these supplemental resources be taught with fidelity and consistency and we are seeing improvement within our data reports.	True
The district increased its rigorous and releveant course offerings via: AP coursework Dual enrollment opportunities STEM classes	True
Technology upgrades include District-wide WiFi and the District is utilizing Google for Education. The district is almost 1 to 1 with Chromebook technology. Plan is to be 1-1 for the '25-'26 school year.	True
Implementation of systematic, multisensory approaches to reading with additional resources such as Heggerty and Wilson	True
Departmentalizing grade levels to allow teachers to be "content masters"	True
4th grade science scores are well above the state average.	True
Development of grade level non negotiables.	True
Implementation of Everday Math with fidelity.	True
Understanding the importance of multiplication facts and the implementation of Rocket Math.	True
Scope and sequence of science curriculum in the district is strong and allows for high levels of students engagement.	True
K-6 exposure to coding and technology.	True
The development of a WIN program that aligns with the state expectations for career readiness.	True
Additional hire a middle school guidance counselor to help implement exploratory programs.	True
Program implementation and teacher development will be monitored through frequent classroom observations conducted by administration, teacher feedback related to program implementation, and the monitoring of both program-specific and externally validated assessments,including state assessments.	True
District will be 1 to 1 with technology	False

The district offers several programs to meet the needs of our diverse learning at Elk Lake.	False
Continuous professional development for staff to strengthen best practices to ensure students are successful.	False
Over time, we continue to increase our LRE through the following practices: GIEP / IEP goal writing and SDI's, collaboration among general and special education staff, moving toward a more heterogeneous vs. homogenous grouping	False

Challenges

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

Strength	Check for Consideration in Plan
Keystone scores in Biology need be strengthened.	True
While many research-based programs are in place, fidelity to said programs is a concern. Not all but a few due to lack of staffing such as embedding an academic MTSS framework in early literacy in primary grades. However, this initiative continues to be worked on and now led by new administrator who will be attending an MTSS conference in Novemeber sponsored by PaTTAN at the Hershey Lodge.	False
Despite the many efforts on the part of the district, students continue to struggle with social and emotional concerns that have a negative impact on students' health and well being and have a detrimental affect on their academic achievement.	True
Increasing student scores in 3rd grade math	False
Students with disabilities are significantly outperformed by their non-disabled peers and fail to demonstrate progress towards closing the achievement gap.	True
One challenge is developing students to better understand what TDA's are and how to systematically write a TDA. TDA's are 20% of the PSSAs.	True
We have a need to increase awareness in human differences that exist in the world in which we are preparing students for.	False
Transitioning into a new reading curriculum k-6 grade this year. This new curriculum will serve as the backbone to help drive our ELA instruction.	True
Students with disabilities are significantly outperformed by their non-disabled peers and fail to demonstrate progress towards closing the achievement gap.	False
Engaging students in science in the 10th grade biology coursework.	True

Deep data dives into students performance.	False
Engagement in all aspects of education in community stakeholders, reinforcement of value of education.	False
Being a small rural school with limited community resources funding for needed programs is a huge hurdle. Appropriate state funding would help assure proper sustainable programs for our econimcally disadvantaged students.	False
Understanding the educational process instilled from our mission and vision statements on behalf of the community	False
Cyber enrollment continues to grow	False
special education numbers continue to grow	False
mental health needs continue to grow throughout the district	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Keystone scores in Biology need be strengthened.		True
Despite the many efforts on the part of the district, students continue to struggle with social and emotional concerns that have a negative impact on students' health and well being and have a detrimental affect on their academic achievement.		True
Students with disabilities are significantly outperformed by their non-disabled peers and fail to demonstrate progress towards closing the achievement gap.		False
One challenge is developing students to better understand what TDA's are and how to systematically write a TDA. TDA's are 20% of the PSSAs.		True
Transitioning into a new reading curriculum k-6 grade this year. This new curriculum will serve as the backbone to help drive our ELA instruction.		True
Engaging students in science in the 10th grade biology coursework.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implementation of systematic, multisensory approaches to reading with additional resources such as Heggerty and Wilson	
Departmentalizing grade levels to allow teachers to be "content masters"	
Program implementation and teacher development will be monitored through frequent classroom observations conducted by administration, teacher feedback related to program implementation, and the monitoring of both program-specific and externally validated assessments,including state assessments.	
4th grade science scores are well above the state average.	
Scope and sequence of science curriculum in the district is strong and allows for high levels of students engagement.	
K-6 exposure to coding and technology.	
Due to static reading results in the elementary building, the District has phased in a new systemic, rigorous reading curriculum that is based in the science of reading called Fundations and Heggerty. All teachers who teach reading K-2 as well as Title 1 have been trained and received new reading curriculum resources. The results from the process have shown growth on the PSSA Reading Assessment for each grade. We continue to make these supplemental resources be taught with fidelity and consistency and we are seeing improvement within our data reports.	

The district increased its rigorous and releveant course offerings via: AP coursework Dual enrollment opportunities STEM classes	
Technology upgrades include District-wide WiFi and the District is utilizing Google for Education. The district is almost 1 to 1 with Chromebook technology. Plan is to be 1-1 for the '25-'26 school year.	
Development of grade level non negotiables.	
Implementation of Everday Math with fidelity.	
Understanding the importance of multiplication facts and the implementation of Rocket Math.	
The development of a WIN program that aligns with the state expectations for career readiness.	
Additional hire a middle school guidance counselor to help implement exploratory programs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Professional development within the science department to look at the Keystones assessments to see whee our students are underpreforming. Looking at feeder classes to help bolster student schema as it relates to science.
	Students in grades K-8 will demonstrate their knowledge and understanding of key social emotional competencies by reducing the number of incidences of self-harm, peer-to-peer conflict, and substance use and abuse via the Second Step curriculum through the Guidance Department. (Reducing Incidences of self-harm, substance Use & Abuse, and Peer-to-Peer Conflict)
	Professional development across the ELA department to have educators gain insight on the proper methodologies when teacher TDA context.
	Administration will allow time to research programs that fit the needs of the district. Additionally, there will be a 1 year implimatation period and professional development to ensure teacher success and understanding.

Goal Setting

Priority: Professional development within the science department to look at the Keystones assessments to see whee our students are underpreforming. Looking at feeder classes to help bolster student schema as it relates to science.

Outcome Category
Professional learning

Measurable Goal Statement (Smart Goal)
Currently the science department is redesign and implement best practices and align curriculum to help support student success as it relates to Biology Keystones but that is aligned to not only the eligible content but to the new 2025 sci. standard

Measurable Goal Nickname (35 Character Max)
Keystones Biology

Target Year 1	Target Year 2	Target Year 3
Teachers are collaboratively reviewing data and scope and sequence and common assessments.	Continue growth in Keystone proficiency as seen in the past 3 years. Successful completion of the trigger course and alternate pathway for proficiency expiration for those unsuccessful on Keystones	Currently the science department is redesign and implement best practices and align curriculum to help support student success as it relates to Biology Keystones but that is aligned to not only the eligible content but to the new 2025 sci. standard

Priority: Professional development across the ELA department to have educators gain insight on the proper methodologies when teacher TDA context.

Outcome Category
Community Engagement

Measurable Goal Statement (Smart Goal)
More stakeholders have been added from various perspectives from the community...Business leader, school board member, parent, community member.

Measurable Goal Nickname (35 Character Max)
Shared Vision

Target Year 1	Target Year 2	Target Year 3
Vision Statement revision	Mission statement revision	More stakeholders have been added from various perspectives from the community...Business leader, school board member, parent, community member.

Priority: Administration will allow time to research programs that fit the needs of the district. Additionally, there will be a 1 year implimatation period and professional development to ensure teacher success and understanding.

Outcome Category

Professional learning
Measurable Goal Statement (Smart Goal)
Within a 3 year period the elementray school select a core math program thats rooted in math pedagogy.
Measurable Goal Nickname (35 Character Max)
Innovamat

Target Year 1	Target Year 2	Target Year 3
Vetted various programs in K-3	select and provide teachers with ongoing professional development by grade levels	Within a 3 year period the elementray school select a core math program thats rooted in math pedagogy.

Priority: Students in grades K-8 will demonstrate their knowledge and understanding of key social emotional competencies by reducing the number of incidences of self-harm, peer-to-peer conflict, and substance use and abuse via the Second Step curriculum through the Guidance Department. (Reducing Incidences of self-harm, substance Use & Abuse, and Peer-to-Peer Conflict)

Outcome Category
Social emotional learning
Measurable Goal Statement (Smart Goal)
Within a 3 year time frame students in grades K-8 will have been exposed to a standards aligned social emotional curriculum. Related data will be collected through the guidance office and school SIS portal.
Measurable Goal Nickname (35 Character Max)
WIN program

Target Year 1	Target Year 2	Target Year 3
Tier I universal screener (DESSA & SRSS) is used in grades K, 2, 4, 6 to determine guidance programming groups.	review collective caseloads and service and monitor as needed in accordance with the otucomes of the student progression	Within a 3 year time frame students in grades K-8 will have been exposed to a standards aligned social emotional curriculum. Related data will be collected through the guidance office and school SIS portal.

Action Plan

Measurable Goals

WIN program	Innovamat
Keystones Biology	Shared Vision

Action Plan For: Data Driven

Measurable Goals:
• Within a 3 year time frame students in grades K-8 will have been exposed to a standards aligned social emotional curriculum. Related data will be collected through the guidance office and school SIS portal.

Action Step		Anticipated Start/Completion Date	
add students and staff to morning SEL initiative with the current programming that's in place as the kickoff to every morning.		2024-09-02	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sonny Grosvenor	curriculum, all call system	Yes	No
Action Step		Anticipated Start/Completion Date	
Shared Vision		2024-09-02	2025-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Bob Galella	Revised Vision and Mission Statements printed and laminated for all classrooms	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
aligning WIN program to mission statement	Librarian, administration, teachers, student volunteers

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Driven	add students and staff to morning SEL initiative with the current programming that's in place as the kickoff to every morning.
Data Driven	Shared Vision

SEL programming

Action Step
• add students and staff to morning SEL initiative with the current programming that's in place as the kickoff to every morning.

Audience
elementary and jshs school staff and students

Topics to be Included
mindfulness

Evidence of Learning
informal curriculum based assessment

Lead Person/Position	Anticipated Start	Anticipated Completion
Librarian	2024-09-02	2025-06-02

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Operation Vision/Mission Statement					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
	Various stakeholders including staff, faculty, community, and students	1. Revision of mission and vision statements 2. During full faculty meeting, new vision and mission statement was presented to faculty and staff 3. New vision and mission statement was posted on our district website. 4. All community members signed up for our all call system received notification with the new vision and mission statement.	Bob Galella	09/02/2024	06/03/2025
Communications					
Type of Communication			**Frequency**		
Posting on district website			ongoing		

Approvals & Signatures

Uploaded Files
• CP Board Affirmation Statement 9-19-24.pdf

Chief School Administrator	Date
Bob Galella	2024-09-20