Penncrest SD
Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN
PENNCREST School District		105204703
Address 1		
18741 State Highway 198		
Address 2		
City	**State**	**Zip Code**
Saegertown	PA	16433
Chief School Administrator		**Chief School Administrator Email**
KENNETH V NEWMAN		knewman@penncrest.org
Single Point of Contact Name		
KENNETH V NEWMAN		
Single Point of Contact Email		
knewman@penncrest.org		
Single Point of Contact Phone Number		
8143371600		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Phil Young	Administrator	PENNCREST SD	PYOUNG@PENNCREST.ORG
Dan Fenner	High School Teacher / RE	PENNCREST SD	DFENNER@PENNCREST.ORG
Vickie Schultz	High School Teacher / RE	PENNCREST SD	VSCHULTZ@PENNCREST.ORG
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Debbie Brown	Elementary School Teacher / RE	PENNCREST SD	DBROWN@PENNCREST.ORG
Heidi Wilcox	Parent	PENNCREST SD	HWILCOX@PENNCREST.ORG
Kelli Trenga	Administrator	PENNCREST SD	KTRENGA@PENNCREST.ORG
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Kim Thomas	Elementary School Teacher / SE	PENNCREST SD	KTHOMAS@PENNCREST.ORG
Amy Prenatt	Elementary School Teacher / SE	PENNCREST SD	APRENATT@PENNCREST.ORG
Ken Newman	Administrator	PENNCREST School District	knewman@penncrest.org
Eileen Mullen	Community Member	C. C. Career/Ed. Alliance	
Lacy Baker	Parent	parent	
Tim Glasspool	Administrator	PENNCREST School District	tglasspool@penncrest.org
Patti Fiely	Administrator	PENNCREST School District	pfiely@penncrest.org
Luigi Defrancesco	Board Member	PENNCREST School District	
Amber Tyson-Wright	Board Member	PENNCREST School District	

LEA Profile

The PENNCREST School District is predominantly rural and encompasses over 400 square miles consisting of nineteen boroughs and townships. Eighteen of the boroughs and townships are located in Crawford County and the remaining one in Venango County. The district is organized into three attendance areas - Cambridge Springs, Maplewood, and Saegertown. Each attendance area has a K-6 elementary school and a 7-12 junior/senior high school. The PENNCREST School District Administration building is located on the Saegertown campus and serves the needs of the total school community. It includes the following offices: Superintendent, Business Operations, Assistant Superintendent, Plant/Transportation, Special Education, and Technology.

PENNCREST School District continues to provide its own special education supervision and psychological services, but contracts with the Intermediate Unit (IU) to provide services for low incidence populations. The district currently houses IU-operated Multi-Disabilities Support programs which provide services for students from several local school districts. In addition, the district operates Emotional Support and K-6 Life Skills programs. Behavioral Specialists have been contracted from a local mental health agency to provide support for these programs. For students who are in need of a more restrictive placement with a specific mental health component, there is a Partial Hospitalization program available within the district's attendance area. The program is jointly operated by the IU and Bethesda Children's Home. PENNCREST is unique in that it is the host district for two larger residential facilities and one small residential facility. The District employs a secondary special education teacher who also serves as a Transition Facilitator. The facilitator provides direct instruction for a few periods a day and then spends the remaining school hours providing support for transition students. The facilitator works very closely with all of the special education teachers and supports programming to meet the individual needs of the students. Currently, each campus houses Pre-K classrooms. The majority of students are being provided services in their home schools with services being delivered in regular education as much as deemed appropriate by the individual IEP teams.

The organizational structure of the school district provides opportunities to serve the needs of students and parents in each attendance area through local school activities such as parent-teacher organizations, parent/teacher conferences, extracurricular programs, sporting events, student plays, art shows, music presentations, technology showcases and senior showcases. The coordination of staff development, induction and curriculum revision through the Central Office has helped enhance the ability of teachers and support staff to educate students who have been identified as having special needs. Through these efforts, special needs students have been included to the maximum extent possible in the least restrictive environment.

The PENNCREST School District used a broad-based participatory approach to the development of the District Level Comprehensive Plan. Existing committees including the Central Office administration team, building level principals and the Professional Development Committee comprised of teachers, administrators and parents from all three attendance areas reviewed the Mission, Vision, Standards, Curriculum, Instruction, Assessments and Materials and Resources sections of the plan. The Safe and Supportive Schools, Professional Education and Special Education sections were developed through collaboration across the district.

Representatives from the district's three sending areas served on the District Level Planning Team. This committee is comprised of regular classroom teachers, special area teachers, administrators, parents and community members. A survey of district needs was completed by the superintendent through staff and community feedback forums as well as from digital questionares for stakeholders. The District Level Planning Team also reviewed a variety of data to identify recent student achievement strengths and challenges. Part of the data review process was analysis of Building Level Plans as they described their strengths and weaknesses.

Mission and Vision

Mission

PENNCREST School District's Mission is to provide resources and opportunities that challenge students, assess their educational progress, provide a system of support and empower all to become confident lifelong learners.

Vision

The PENNCREST School District will be a dynamic educational community that inspires optimal student achievement and lifelong learning.

Educational Values

Students

Students will develop skills, knowledge, and attitudes from research-based instruction based on measurable PA Core Academic Standards. Students will be able to be self-directed and demonstrate both organizational and higher order thinking skills. Students will develop self-discipline to become responsible for their own learning and behavior. Students will respect cultural and ethnic differences. Students will develop a positive work ethic and desire to achieve their potential. Students will develop self-esteem and experience success in learning. Students will demonstrate respect for themselves and their community Students will learn the value of service to others.

Staff

Staff will develop and apply skills, knowledge, and attitudes from research-based instruction strategies to successfully teach PA Core Academic Standards. Staff will respect cultural and ethnic differences. Staff will demonstrate respect for themselves and their community. Staff will promote and provide opportunities for students: TO develop skills, knowledge, and attitudes from research-based instruction based on measurable PA Core Academic Standards. TO be able to be self-directed and demonstrate both organizational and higher order thinking skills. TO develop self-discipline to become responsible for their own learning and behavior. TO respect cultural and ethnic differences. TO develop a positive work ethic and desire to achieve their potential. TO develop self-esteem and experience success in learning. TO demonstrate respect for themselves and their community TO learn the value of service to others.

Administration

Administration will ensure students receive multiple opportunities: TO develop skills, knowledge, and attitudes from research-based instruction based on measurable PA Core Academic Standards. TO be able to be self-directed and demonstrate both organizational and higher order thinking skills. TO develop self-discipline to become responsible for their own learning and behavior. TO respect cultural and ethnic differences. TO develop a positive work ethic and desire to achieve their potential. TO develop self-esteem and experience success in learning. TO demonstrate respect for themselves and their community TO learn the value of service to others. Administration will provide opportunities to participate in co-curricular activities.

Parents

Parents will provide supports to their children to assist them : TO develop skills, knowledge, and attitudes from research-based instruction based on measurable PA Core Academic Standards. TO be able to be self-directed and demonstrate both organizational and higher order thinking skills. TO develop self-discipline to become responsible for their own learning and behavior. TO respect cultural and ethnic differences. TO develop a positive work ethic and desire to achieve their potential. TO develop self-esteem and experience success in learning. TO demonstrate respect for themselves and their community TO learn the value of service to others.

Community

The community will provide and/or promote opportunities for students: TO respect cultural and ethnic differences. TO develop a positive work ethic and desire to achieve their potential. TO develop self-esteem and experience success in learning. TO demonstrate respect for themselves and their community TO learn the value of service to others.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
College and Career ready measures	All Elementary schools All Student Group exceeds the state Performance Standard
High School Graduation Rate	The four year and five year cohorts have met or exceeded the statewide target for Graduation.
Rigorous course of study	2 of 3 three high schools have exceeded the statewide average for % of rigorous courses of study.
3 - 6 ELA	All three elementary schools met the standard for growth in ELA
Saegertown Elementary School - ELA; ; Math; and Science (Act 13 Building level score 83.3)	All Student Group Exceeds the Standard Demonstrating Growth

Challenges

Indicator	Comments/Notable Observations
Mathematics/Algebra 1 all students group % proficient/advanced	All six schools Keystone Algebra 1 & Math 3-8 : All Student Group Did Not Meet Interim Goal/Improvement Target. Four out of six schools did not meet the standard for growth
% Advanced Math/Algebra 1	This indicator is below to well below the the statewide average
ELA/Literature & Math/Algebra 1 & Science/Biology all students group % proficient/advanced	All three high schools : All Student Group Did Not Meet Interim Goal/Improvement Target
Saegertown HS - ELA; Literature ; Math; Algebra 1 (Act 13 Building level score 63.8)	All Student Group Did Not Meet the Standard Demonstrating Growth

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

Strengths

Indicator Academic growth score ELA **Grade Level(s) and/or Student Group(s)** grades 7 - 10 economically disadvantaged students	**Comments/Notable Observations** This group closed the achievement growth gap.
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**
Indicator	**Comments/Notable Observations**

Grade Level(s) and/or Student Group(s)	
Indicator **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations**

Challenges

Indicator Mathematics proficiency **Grade Level(s) and/or Student Group(s)** grades 3-6 special education students	**Comments/Notable Observations** The achievement gaps between SPE & whole group in each of our three elementary schools ranges from a difference of 18% up to 30% in proficiency. No building was above 17% proficiency for SPE.
Indicator ELA proficiency **Grade Level(s) and/or Student Group(s)** grades 3-6 special education students	**Comments/Notable Observations** The achievement gaps between SPE & whole group in each of our three elementary schools ranges from a difference of 35% up to 48% in proficiency. No building was above 22% proficiency for SPE.
Indicator Mathematics/Algebra proficiency **Grade Level(s) and/or Student Group(s)** grades 7 - 10 special education students	**Comments/Notable Observations** The achievement gaps between SPE & whole group in each of our three high schools ranges from a difference of 21% up to 48% in proficiency. All three three high schools had below 10% proficiency in this area for SPE.
Indicator ELA/Literature proficiency **Grade Level(s) and/or Student Group(s)** grades 7 - 10 special education students	**Comments/Notable Observations** The achievement gaps between SPE & whole group in each of our three high schools ranges from a difference of 28% up to 50% in proficiency. All three three high schools had below 26% proficiency in this area for SPE.

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.

Meeting Academic growth standard in Algebra, Literature, Biology and Elementary ELA

Academic growth score ELA grades 3 - 10 economically disadvantaged students: This group closed the achievement growth gap.

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.

Mathematics/Algebra proficiency: The achievement gaps between SP.E. & whole group in each of our three elementary schools ranges from a difference of 18% up to 24% in proficiency. No building was above 12% proficiency for SP.E. The achievement gaps between SP.E. & whole group in each of our three high schools ranges from a difference of 17% up to 48% in proficiency. Two of three high schools had 0% proficiency in this area for SPE.
Mathematics/Algebra 1 all students % proficient/advanced: This indicator is well below the the statewide average.
ELA proficiency : The achievement gaps between SP.E. & whole group in each of our three elementary schools ranges from a difference of 35% up to 41% in proficiency. No elementary building was above 19% proficiency for SP.E. The achievement gaps between SP.E. & whole group in each of our three high schools ranges from a difference of 28% up to 45% in proficiency. All three three high schools had below 1 0% proficiency in this area for SPE.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA ELA 7-8 & Keystone Literature	Percent Proficient or Advanced ranges between 54.4% - 66.5%
ELA Early Indicators of Success	Percent Grade 3 Reading ranges between 47.6% - 53.4% proficient.
PSSA 3-6	Percent Proficient or Advanced ranges between 47.8% - 64.0%

English Language Arts Summary

Strengths

CSHS and MHS ELA All Student Group Exceeds the Standard Demonstrating Growth

Challenges

PSSA ELA 7-8 & Keystone Literature: All Student Group Did Not Meet Interim Goal/Improvement Target
Saegertown HS ELA All Student Group Did Not Meet the Standard Demonstrating Growth

Mathematics

Data	Comments/Notable Observations
PSSA 7-8 /Keystone Algebra 1	Percent Proficient or Advanced ranges between 24.6% - 35.0%
Math Early Indicators of Success	Percent Proficient or Advanced Grade 7 Mathematics ranges between 13.4% - 23.4%
PSSA 3-6	Percent Proficient or Advanced ranges between 28.6% - 41.3%

Mathematics Summary

Strengths

CSES and SES All Student Group Meets or Exceeds the Standard Demonstrating Growth
CSHS All Student Group Meets the Standard Demonstrating Growth

Challenges

PSSA Math 3-8 & Keystone Algebra 1: All Student Group Did Not Meet Interim Goal/Improvement Target
MES math All Student Group Did Not Meet the Standard Demonstrating Growth
SHS and MHS math All Student Group Did Not Meet the Standard Demonstrating Growth

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA 8 / Keystone Biology	Percent Proficient or Advanced ranges between 52.2% - 55.1%
PSSA Science 4	Percent Proficient or Advanced ranges between 78.7% - 85.1%

Science, Technology, and Engineering Education Summary

Strengths

MHS, SHS and CSHS Science/Biology All Student Group Meets or Exceeds the Standard Demonstrating Growth
MES, SES and CSES science All Student Group Meets or Exceeds Interim Goal/Improvement Target
MES, SES and CSES science All Student Group Meets or Exceeds the Standard Demonstrating Growth

Challenges

PSSA Science 8 & Keystone Biology: All Student Group Did Not Meet Interim Goal/Improvement Target (all three schools)

Related Academics

Career Readiness

Data	Comments/Notable Observations
Percent Career Standards Benchmark	K - 12 All Student Group Exceeds Performance Standard
Percent Four-Year Cohort Graduation	All high schools All Student Group Meets 2030 Statewide Goal

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

Noe' Noonan School of Cosmetology

Agreement Type

Program/Course Area

Cosmetology

Uploaded Files

NOE Noonan Artic agree.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.

Percent Four-Year Cohort Graduation - All high schools All Student Group Meets 2030 Statewide Goal
Percent Four-Year Cohort Graduation - All high schools All Student Group Meets 2030 Statewide Goal

Challenges

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

The district is not located near many universities and transportation is an issue for students for dual enrollment.
Broadband access limitations produces another roadblock for students to work online outside of school hours.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA ELA	There is a significant achievement gap between students with disabilities and the whole student group.
PSSA Math	There is a significant achievement gap between students with disabilities and the whole student group.
Keystone exams	There is a significant achievement gap between students with disabilities and the whole student group.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA ELA	The district has on average begun to shrink the achievement gap between economically disadvantaged group and the whole student group.
PSSA Math	The district has on average begun to shrink the achievement gap between economically disadvantaged group and the whole student group.
Keystone exams	The district has on average begun to shrink the achievement gap between economically disadvantaged group and the whole student group.

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 has implemented new instructional resources for math, ELA, Science and Social studies over the last three years. New resources were combined with additional teacher trainings as well.
Additional research based interventions in both ELA and math have been implemented with the assistance of ESSER funds.
The addition of intervention specialists positions at teh Jr/Sr highs and a district wide support specialist position were added with ESSER funding.

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.

The elimination of ESSER funding paired with limited local funds may require elimination of these additional positions and resources.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Developed in conjunction with the district comprehensive plan.
Title 1 Program	All three elementary school complete annual Title School wide plans.
K-12 Guidance Plan (339 Plan)	The student services department manages this plan. K-12 school counselors meet monthly to discuss/review and check up on plan progress. K-12 school psychologists meet monthly as well.
Technology Plan	
English Language Development Programs	Program is managed by the student services department. Typically there are 0 - 3 EL students district wide, annually.

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	Emerging
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	Operational
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	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
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	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

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.

Coordinate and monitor supports aligned with students' and families' needs *

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

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.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.
Establish and maintain a focused system for continuous improvement and ensure organizational coherence

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
Meeting Academic growth standard in Algebra, Literature, Biology and Elementary ELA	False
Academic growth score ELA grades 3 - 10 economically disadvantaged students: This group closed the achievement growth gap.	True
CSES and SES All Student Group Meets or Exceeds the Standard Demonstrating Growth	False
CSHS All Student Group Meets the Standard Demonstrating Growth	False
Percent Four-Year Cohort Graduation - All high schools All Student Group Meets 2030 Statewide Goal	False
Percent Four-Year Cohort Graduation - All high schools All Student Group Meets 2030 Statewide Goal	False
Coordinate and monitor supports aligned with students' and families' needs *	False
The district has implemented new instructional resources for math, ELA, Science and Social studies over the last three years. New resources were combined with additional teacher trainings as well.	False
CSHS and MHS ELA All Student Group Exceeds the Standard Demonstrating Growth	False
MHS, SHS and CSHS Science/Biology All Student Group Meets or Exceeds the Standard Demonstrating Growth	False
MES, SES and CSES science All Student Group Meets or Exceeds Interim Goal/Improvement Target	True
MES, SES and CSES science All Student Group Meets or Exceeds the Standard Demonstrating Growth	True
Additional research based interventions in both ELA and math have been implemented with the assistance of ESSER funds.	False
The addition of intervention specialists positions at teh Jr/Sr highs and a district wide support specialist position were added with ESSER funding.	False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	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

Mathematics/Algebra proficiency: The achievement gaps between SP.E. & whole group in each of our three elementary schools ranges from a difference of 18% up to 24% in proficiency. No building was above 12% proficiency for SP.E. The achievement gaps between SP.E. & whole group in each of our three high schools ranges from a difference of 17% up to 48% in proficiency. Two of three high schools had 0% proficiency in this area for SPE.	True
Mathematics/Algebra 1 all students % proficient/advanced: This indicator is well below the the statewide average.	True
ELA proficiency : The achievement gaps between SP.E. & whole group in each of our three elementary schools ranges from a difference of 35% up to 41% in proficiency. No elementary building was above 19% proficiency for SP.E. The achievement gaps between SP.E. & whole group in each of our three high schools ranges from a difference of 28% up to 45% in proficiency. All three three high schools had below 1 0% proficiency in this area for SPE.	True
PSSA ELA 7-8 & Keystone Literature: All Student Group Did Not Meet Interim Goal/Improvement Target	True
The district is not located near many universities and transportation is an issue for students for dual enrollment.	False
Broadband access limitations produces another roadblock for students to work online outside of school hours.	False
	True
PSSA Math 3-8 & Keystone Algebra 1: All Student Group Did Not Meet Interim Goal/Improvement Target	True
PSSA Science 8 & Keystone Biology: All Student Group Did Not Meet Interim Goal/Improvement Target (all three schools)	False
Saegertown HS ELA All Student Group Did Not Meet the Standard Demonstrating Growth	False
MES math All Student Group Did Not Meet the Standard Demonstrating Growth	False
SHS and MHS math All Student Group Did Not Meet the Standard Demonstrating Growth	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	False
The elimination of ESSER funding paired with limited local funds may require elimination of these additional positions and resources.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	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
Mathematics/Algebra proficiency: The achievement gaps between SP.E. & whole group in each of our three elementary schools ranges from a difference of 18% up to 24% in proficiency. No building was above 12% proficiency for SP.E. The achievement gaps between SP.E. & whole group in each of our three high schools ranges from a difference of 17% up to 48% in proficiency. Two of three high schools had 0% proficiency in this area for SPE.		True
Mathematics/Algebra 1 all students % proficient/advanced: This indicator is well below the the statewide average.		True
ELA proficiency : The achievement gaps between SP.E. & whole group in each of our three elementary schools ranges from a difference of 35% up to 41% in proficiency. No elementary building was above 19% proficiency for SP.E. The achievement gaps between SP.E. & whole group in each of our three high schools ranges from a difference of 28% up to 45% in proficiency. All three three high schools had below 1 0% proficiency in this area for SPE.		True
PSSA ELA 7-8 & Keystone Literature: All Student Group Did Not Meet Interim Goal/Improvement Target		False
		False
PSSA Math 3-8 & Keystone Algebra 1: All Student Group Did Not Meet Interim Goal/Improvement Target		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Academic growth score ELA grades 3 - 10 economically disadvantaged students: This group closed the achievement growth gap.	
MES, SES and CSES science All Student Group Meets or Exceeds Interim Goal/Improvement Target	
MES, SES and CSES science All Student Group Meets or Exceeds the Standard Demonstrating Growth	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Continued support for intervening with our most struggling students is needed. We need to continue with the recent implementation of researched based interventions in Math. Additional teachers should be trained if needed.
	Math teachers need more professional development related to technology integrating and high impact instructional strategies.
	Continued support for intervening with our most struggling students is needed. We need to continue with the recent implementation of researched based interventions in ELA. Additional teachers should be trained if needed.

	Math teachers need more professional development related to technology integrating and high impact instructional strategies. Additional time for support and intervention needs to be built into students schedules based on individual need.

Goal Setting

Priority: Continued support for intervening with our most struggling students is needed. We need to continue with the recent implementation of researched based interventions in Math. Additional teachers should be trained if needed.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The percentage of students scoring below basic in math for district will be less than 10% per grade level.		
Measurable Goal Nickname (35 Character Max)		
Math 180		
Target Year 1	**Target Year 2**	**Target Year 3**
Each school building will have Math 180 trained teachers deliver the Math 180 program to students based upon beginning of year STAR or CDT assessment data.	All students scoring below basic and basic on the beginning of year STAR or CDT assessment in math will have the opportunity to receive additional math support through the Math 180 intervention.	The percentage of students scoring below basic in math for district will be less than 10% per grade level.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
100% of faculty will implement the Math curriculum according to the newly developed pacing guides.		
Measurable Goal Nickname (35 Character Max)		
Student Achievement - Math		
Target Year 1	**Target Year 2**	**Target Year 3**
All math curriculum guides and pacing calendars will be made available for all math courses through the Chalk program.	All math teachers will adhere to a systematic professional Learning Community schedule with embedded focus on curriculum pacing, student data analysis and instructional intervention .	100% of faculty will implement the Math curriculum according to the newly developed pacing guides.

Priority: Math teachers need more professional development related to technology integrating and high impact instructional strategies.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
The percentage of students scoring below basic in math for district will be less than 10% per grade level.

Measurable Goal Nickname (35 Character Max)		
P.D. High impact strategies		
Target Year 1	**Target Year 2**	**Target Year 3**
All math teachers will be offered professional development opportunities focused on highly effective instructional strategies.	All math teachers will adhere to a systematic professional Learning Community schedule with embedded focus on curriculum pacing, student data analysis and instructional intervention . All math teachers will be offered professional development opportunities focused on highly effective instructional strategies.	The percentage of students scoring below basic in math for district will be less than 10% per grade level.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Measurable Goal Nickname (35 Character Max)		
Student Growth Math		
Target Year 1	**Target Year 2**	**Target Year 3**

Priority: Continued support for intervening with our most struggling students is needed. We need to continue with the recent implementation of researched based interventions in ELA. Additional teachers should be trained if needed.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
100% of ELA faculty will implement the ELA curriculum according to the newly developed pacing guides.		
Measurable Goal Nickname (35 Character Max)		
Student Growth - ELA		
Target Year 1	**Target Year 2**	**Target Year 3**
All ELA curriculum guides and pacing calendars will be made available for all ELA courses through the Chalk program.	All ELA teachers will adhere to a systematic professional Learning Community schedule with embedded focus on curriculum pacing, student data analysis and instructional intervention .	100% of ELA faculty will implement the ELA curriculum according to the newly developed pacing guides.

Priority: Math teachers need more professional development related to technology integrating and high impact instructional strategies. Additional time for support and intervention needs to be built into students schedules based on individual need.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
The percentage of students scoring proficient or better in math for district will be 60% or higher per grade level.		
Measurable Goal Nickname (35 Character Max)		
PD Math		
Target Year 1	**Target Year 2**	**Target Year 3**
All math teachers will be offered professional development opportunities focused on highly effective instructional strategies.	All math teachers will be offered additional professional development opportunities focused on highly effective instructional strategies.	The percentage of students scoring proficient or better in math for district will be 60% or higher per grade level.

Action Plan

Measurable Goals

Math 180	Student Achievement - Math
P.D. High impact strategies	Student Growth Math
Student Growth - ELA	PD Math

Action Plan For: High quality professional development

Measurable Goals:
• The percentage of students scoring below basic in math for district will be less than 10% per grade level. • The percentage of students scoring proficient or better in math for district will be 60% or higher per grade level. • The percentage of students scoring below basic in math for district will be less than 10% per grade level.

Action Step		**Anticipated Start/Completion Date**	
Implement Math 180 intervention in all six schools		2023-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Principal	Math 180 program training for teachers Math 180 student and teacher resources	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Introduce Interleave mathematics instruction technique to all math teachers.		2024-08-26	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Asst. Superintendent	Progressive training and follow-up support for implementing interleave math instruction.	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All math teachers will receive training to assist struggling math learners. Math teachers will implement strategies with students that struggle in math class.	Trainings will be verified/evaluated through designed professional development days. Principals will note implementation of strategies through classroom walkthrough documentation, observation and evaluation model.

Action Plan For: Structured Literacy

Measurable Goals:
• 100% of ELA faculty will implement the ELA curriculum according to the newly developed pacing guides.

Action Step		**Anticipated Start/Completion Date**	
All mandated teachers, via certification, will be provided structured literacy training.		2023-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Asst. Supt. Building Principals	Training materials and resources	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All teacher mandaated to receive structured literacy training will be trained.	professional development participant surveys will be used to verify training attendance.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High quality professional development	Implement Math 180 intervention in all six schools
High quality professional development	Introduce Interleave mathematics instruction technique to all math teachers.
Structured Literacy	All mandated teachers, via certification, will be provided structured literacy training.

Mathematics instruction

Action Step		
• Introduce Interleave mathematics instruction technique to all math teachers.		
Audience		
6 - 12 math teachers		
Topics to be Included		
Instructional strategies for struggling learners		
Evidence of Learning		
PD participant survey, obervation of classroom use of strategies		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Asst. Supt., Building principals	2024-08-26	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Initial training with PLC follow-ups through the year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Structured Literacy

Action Step
• All mandated teachers, via certification, will be provided structured literacy training.
Audience
Appropriately cerified teachers as mandated by legislation.
Topics to be Included

Evidence-based intervention practices on structured literacy. Explicit and systematic instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.		
Evidence of Learning		
Participant survey completion at conclusion of training(s)		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent, Building Principals	2024-07-01	2026-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	As required
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Math improvement

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement Math 180 intervention in all six schools • Introduce Interleave mathematics instruction technique to all math teachers.	Math teachers	Intervention for struggling math learners	Building Princpals	07/01/2023	05/01/2026

Communications

Type of Communication	Frequency
Memorandum	upon approval with follow ups scheduled at minimum annually

Approvals & Signatures

Uploaded Files
• PSD Attestation board pres.pdf

Chief School Administrator	Date
Kenneth V. Newman	2024-02-28