

**SOUTHERN HUNTINGDON COUNTY SD**

10339 Pogue Road

Comprehensive Plan | 2023 - 2026

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**MISSION STATEMENT**

Guiding students through academics to build relationships that allow for successful and productive lives.

**VISION STATEMENT**

Southern Huntingdon County School District is committed to educating students in a safe learning environment. Students receive an education by choosing to enroll in rigorous courses that prepare them for future-ready career choices. Students are supported in an environment that includes positive emotional support and interactions, incorporating soft skills to help students succeed in future endeavors.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

For students to help the LEA successfully attain the mission and vision, they must: 1. Be Cooperative. 2. Be Engaged. 3. Be Motivated. 4. Be Ready. 5. Be Respectful. 6. Be Responsible. 7. Be Safe.

### **STAFF**

For staff to help the LEA successfully attain the mission and vision, they must: 1. Be Challenging. 2. Be Cooperative. 3. Be Engaging. 4. Be Motivating. 5. Be Ready. 6. Be Respectful. 7. Be Responsible. 8. Be Safe.

### **ADMINISTRATION**

For administration to help the LEA successfully attain the mission and vision, they must: 1. Be Challenging. 2. Be Cooperative. 3. Be Engaged. 4. Be Motivating. 5. Be Ready. 6. Be Respectful. 7. Be Responsible. 8. Be Safe. 9. Be Transparent. 10. Be Visible.

### **PARENTS**

For parents to help the LEA successfully attain the mission and vision, they must: 1. Be Communicative 2. Be Cooperative. 3. Be Involved. 4. Be Motivated. 5. Be Respectful. 6. Be Responsible. 7. Be Supportive

### **COMMUNITY**

For community members to help the LEA successfully attain the mission and vision, they must: 1. Be Cooperative. 2. Be Involved. 3. Be Supportive

### **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Jessica Keim	Teacher	HS/Teacher/Parent/SHCSD
Jenna Parks	Teacher	MS/Teacher/SHCSD
Scott Lake	Teacher	HS/Teacher/SHCSD
Monica Cerett	Special Education Teacher	HS/MS/Special Education Teacher
Christina Cavanaugh	Teacher	Spring Farms Elementary/Teacher/Special Education/
Sarah Griest	Teacher/Title 1 Coordinator	Rockhill/Spring Farms/Shade Gap Elementary/Teacher/Special Education Teacher/SHCSD
Ryan Wilt	Guidance Counselor	MS/HS/Guidance Counselor/Teacher/SHCSD
Candy Sonnenberg	Parent/Board Member	Rockhill/HS/Parent/Board Member
Autumn Woodward	Teacher	MS/Teacher
Todd Griest	Parent/Board Member/Special Education/Parent	Parent/Board Member/Special Education
Sean Cummins	Administrator/HS/MS Principal	HS/MS

Name	Position	Building/Group
Dwayne Northcraft	Administrator/Superintendent	District
Jordan Yarwood	Administrator	HS/MS Curriculum Coordinator
Kathy Cutchall	Administrator/ Elementary Principal	Rockhill/Spring Farms/Shade Gap Elementary
Timothy Miller	IU Consaltant	District
Jamie Parsons	Parent/Special Education	District/Parent
Clay McMath	Parent/Community Member	District/Parent
Tara Whitsel	Parent/Special Education/Community Member	District/Parent
Samantha Hiles	Community Member	District
Alisa Scott	Administrator	District/Administration/SHCSD

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>If we implement evidence-based instructional practices with fidelity across classrooms and across grade levels, then we will be able to provide students with more equitable access to learning our standards-aligned curriculum which has been mapped out.</p>	<p>Mathematics English Language Arts</p>
<p>If we make core instruction (Tier 1) even more explicit for all students using evidence-based instructional practices with fidelity, then we will be able to provide increased learning supports to students who are behind their peers and help close their learning gaps.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction  Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>If we effectively allocate human resources to targetedly support students with IEPs, including the prioritization of Special Education support within core instruction using evidence-based co-teaching models, then we will be able to increase access to core curriculum and instruction for students with IEPs, and our students will have their learning needs met in order to grow and achieve.</p>	<p>Essential Practices 5: Allocate Resources Strategically and Equitably</p>

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Standards-Aligned Curriculum

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement for ALL	By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math.
ELA Achievement for ALL	By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA.
Closing the Math Gap for Econ. Disadvantaged	By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math.
Closing the ELA Gap for Econ. Disadvantaged	By the end of school year 2025-26, 60% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA.
Closing the Achievement Gap for Students with Disabilities	By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%.

### Action Step

**Anticipated**

**Start/Completion**

**Lead**

**Person/Position**

**Materials/Resources/Supports**

**Needed**

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will continue to map and develop their standards-aligned curriculum within the Atlas online platform (at least 1 map per year), to ensure high emphasis focus on the most impactful state standards for learning.	2023-08-21 - 2026-05-31	Curriculum Coordinator	Atlas online platform Computers

**Anticipated Outcome**  
 Complete, standards-aligned curriculum maps in Atlas for all Math and ELA courses Delivery of standards-aligned instruction

**Monitoring/Evaluation**  
 Curriculum Coordinator Quarterly review of teachers' maps with feedback and coaching/support (via email or in person) Curriculum Coordinator & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep

**Evidence-based Strategy**  
 Mathematical Retention Strategies

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement for ALL	By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math.

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Closing the Math Gap for Econ. Disadvantaged	By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math.
Closing the Achievement Gap for Students with Disabilities	By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
All Math Teachers across grade levels will continue to implement high impact retention strategies (PTR, IPF) learned from Dr. Riccomini (PSU) last year.	2023-08-23 - 2026-05-31	Curriculum Coordinator Principals Instructional Coach Math Department Chair	Course content Notes from PDs on PTR and IPF Ongoing coaching
All Math Teachers across grade levels will begin to implement new explicit math instruction strategy (Worked Solution Strategy) learned from Dr. Riccomini (PSU) this year.	2023-09-25 - 2023-12-01	Curriculum Coordinator Principals Instructional Coach Math Department Chair Dr. Riccomini	PD on Worked Strategy Solution from Dr. Riccomini Course content Ongoing coaching
Dr. Riccomini will lead the first round of observation, debriefing, and coaching with all Math Teachers. He will be shadowed by the	2023-12-04 - 2023-12-22	Curriculum Coordinator	Course content Samples/outline of WSS



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Curriculum Coordinator, Instructional Coach, and Principals during this process.		Principals Instructional Coach Dr. Riccomini	implementation Schedule for observations, debriefing, and coaching
Dr. Riccomini will lead the second round of observation, debriefing, and coaching with all Math Teachers. Curriculum Coordinator, Instructional Coach, and Principals will take more of the lead during debriefing and coaching.	2024-02-01 - 2024-02-14	Curriculum Coordinator Principals Instructional Coach Dr. Riccomini	Course content Samples/outline of WSS implementation Schedule for observations, debriefing, and coaching
All Math Teachers across grade levels will continue to implement new explicit math instruction strategy (Worked Solution Strategy) learned from Dr. Riccomini, with ongoing walk-throughs and coaching from Curriculum Coordinator, Instructional Coach, and Principals.	2024-02-15 - 2026-05-31	Curriculum Coordinator Principals Instructional Coach	Course content Notes from PDs on WSS Ongoing coaching

**Anticipated Outcome**

Ongoing implementation of mathematical retention/explicit instructional strategies Increased student engagement in math learning and process orientation Increased growth and achievement in mathematics for all students, including Economically Disadvantaged and Students with Disabilities

**Monitoring/Evaluation**

Curriculum Coordinator & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Curriculum Coordinator &

Principals Math STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

**Evidence-based Strategy**

Structured Literacy

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Achievement for ALL	By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA.
Closing the ELA Gap for Econ. Disadvantaged	By the end of school year 2025-26, 60% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA.
Closing the Achievement Gap for Students with Disabilities	By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ELA/Literacy (and all required) teachers will learn about Structured Literacy through PDE-required online professional development trainings.	2023-08-21 - 2024-05-31	Curriculum Coordinator Principals	Online training modules from PDE

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ELA/Literacy teachers and administrative team will determine how Structured Literacy can best support explicit core literacy instruction and develop a plan for implementation in school years 24-25 and 25-26.	2023-08-21 - 2026-05-31	Curriculum Coordinator Principals ELA/Literacy Teachers	Learning from Structured Literacy PDs IU Support

**Anticipated Outcome**

Implementation plan for Structured Literacy in ELA/Literacy classrooms Increased student engagement in literacy learning and process orientation Increased growth and achievement in ELA/Literacy for all students, including Economically Disadvantaged and Students with Disabilities

**Monitoring/Evaluation**

Curriculum Coordinator Monitor staff completion of PD trainings during SY23-24 Curriculum Coordinator & Principals Monitor development of implementation plan Curriculum Coordinator & Principals ELA/Literacy STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

**Evidence-based Strategy**

Co-Teaching for Special Education

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Math Achievement for ALL	By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math.
ELA Achievement for ALL	By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA.
Closing the Achievement Gap for Students with Disabilities	By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Schedule Special Education teachers for increased co-teaching in core classrooms that targets populations of students with IEPs based on their reading and math goals.	2023-08-21 - 2023-09-01	Special Education Director Principals	Master schedules
Facilitate professional development/coaching support in using co-teaching models for co-teaching pairs, with support from the IU.	2023-09-01 - 2023-12-22	Special Education Director Curriculum Coordinator Principals	Support from IU Schedule for PD and coaching
Observe co-teaching pairs in action and provide ongoing coaching to support implementation of co-teaching models with fidelity.	2024-01-02 - 2024-05-31	Special Education Director Curriculum Coordinator Principals	Support from IU Schedule for observations and coaching
Refine and implement co-teaching models with fidelity based on	2024-05-31 -	Special Education	Support from IU Master

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
learning from SY23-24. Develop implementation plan for SY24-25 and SY25-26.	2026-05-31	Director Curriculum Coordinator Principals	schedules

### Anticipated Outcome

Implementation of co-teaching models with fidelity Increased support of students with IEPs within core instruction Increased growth and achievement in Math and ELA/Literacy for Students with Disabilities

### Monitoring/Evaluation

Special Education Director, Curriculum Coordinator, & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep  
Special Education Director, Curriculum Coordinator & Principals STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)	Standards-Aligned Curriculum	Teachers will continue to map and develop their standards-aligned curriculum within the Atlas online platform (at least 1 map per year), to ensure high emphasis focus on the most impactful state standards for learning.	08/21/2023 - 05/31/2026
By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)			
By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)			
By the end of school year 2025-26, 60% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (Closing the ELA Gap for Econ. Disadvantaged)			
By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)			

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<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	<p>Mathematical Retention Strategies</p>	<p>All Math Teachers across grade levels will continue to implement high impact retention strategies (PTR, IPF) learned from Dr. Riccomini (PSU) last year.</p>	<p>08/23/2023 - 05/31/2026</p>

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By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)	Mathematical Retention Strategies	All Math Teachers across grade levels will begin to implement new explicit math instruction strategy (Worked Solution Strategy) learned from Dr. Riccomini (PSU) this year.	09/25/2023 - 12/01/2023
By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)			
By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)	Mathematical Retention Strategies	Dr. Riccomini will lead the first round of observation, debriefing, and coaching with all Math Teachers. He will be shadowed by the Curriculum Coordinator, Instructional Coach, and Principals during this process.	12/04/2023 - 12/22/2023
By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)			
By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p>	<p>Mathematical Retention Strategies</p>	<p>Dr. Riccomini will lead the second round of observation, debriefing, and coaching with all Math Teachers. Curriculum Coordinator, Instructional Coach, and Principals will take more of the lead during debriefing and coaching.</p>	<p>02/01/2024 - 02/14/2024</p>
<p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p>			
<p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>			

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p>	<p>Mathematical Retention Strategies</p>	<p>All Math Teachers across grade levels will</p>	<p>02/15/2024 - 05/31/2026</p>
<p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p>		<p>continue to implement new explicit math instruction strategy (Worked Solution Strategy)</p>	
<p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>		<p>learned from Dr. Riccomini, with ongoing walk-throughs and coaching from Curriculum Coordinator, Instructional Coach, and Principals.</p>	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)	Structured Literacy	<p>ELA/Literacy (and all required)</p> <p>teachers will learn about Structured Literacy through PDE-required online professional development trainings.</p>	<p>08/21/2023</p> <p>-</p> <p>05/31/2024</p>
By the end of school year 2025-26, 60% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (Closing the ELA Gap for Econ. Disadvantaged)			
By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)	Co-Teaching for Special Education	Facilitate professional development/coaching support in using co-teaching models for	09/01/2023
By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)		co-teaching pairs, with support from the IU.	-
By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)			12/22/2023

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)	Co-Teaching for Special Education	Observe co-teaching pairs in	01/02/2024 -
By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)		action and provide ongoing coaching to support	05/31/2024
By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)		implementation of co-teaching models with fidelity.	

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)	Standards-Aligned Curriculum	Teachers will continue to map	08/21/2023 -
By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)		and develop their standards-aligned curriculum within the Atlas online platform (at least 1 map per year), to ensure high emphasis focus on the most impactful state standards for learning.	05/31/2026
By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)			
By the end of school year 2025-26, 60% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (Closing the ELA Gap for Econ. Disadvantaged)			
By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)			

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

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<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p>	<p>Mathematical Retention Strategies</p>	<p>Dr. Riccomini will lead the first round of</p>	<p>12/04/2023 - 12/22/2023</p>
<p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p>		<p>observation,</p>	
<p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>		<p>debriefing, and coaching with all Math Teachers. He will be shadowed by the Curriculum Coordinator, Instructional Coach, and Principals during this process.</p>	

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p>	<p>Mathematical Retention Strategies</p>	<p>Dr. Riccomini will lead the second round of observation, debriefing, and coaching with all Math Teachers. Curriculum Coordinator, Instructional Coach, and Principals will take more of the lead during debriefing and coaching.</p>	<p>02/01/2024 - 02/14/2024</p>
<p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p>			
<p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>			

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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p>	<p>Co-Teaching for Special Education</p>	<p>Facilitate professional development/coaching support in using co-teaching models for</p>	<p>09/01/2023 - 12/22/2023</p>
<p>By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)</p>		<p>co-teaching pairs, with support from the IU.</p>	
<p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)	Co-Teaching for Special Education	Observe co-teaching pairs in action and provide ongoing coaching to support implementation of co-teaching models with fidelity.	01/02/2024
By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)			-
By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)			05/31/2024

## **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).**

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Across all content areas tested, HS and MS students classified as Economically Disadvantaged and Students with Disabilities demonstrated academic growth at a proportion above/beyond that for all students.

43.4% of all Rockhill Elementary students were proficient or advanced on the Math PSSA. While this is short of the statewide interim goal/improvement target, it is above the statewide average of 35.7% and an increase of 12.8% from the previous school year.

All Elementary students surpassed the statewide growth standard for ELA, and Rockhill and Shade Gap Elementary students also surpassed the statewide growth standard for Math.

In ELA and Math, Rockhill Elementary students classified as Economically Disadvantaged demonstrated academic growth at a proportion on par with that for all students.

In Math, Spring Farms students classified as Students with Disabilities scored at the advanced level close to the same proportion as all students.

Most K through 3 students are reading at or above grade level.

### Challenges

HS/MS students did not meet the statewide average or statewide interim goal/improvement target (Proficient/Advanced) for any tested content areas: ELA/Literature (41.9%), Mathematics/Algebra (16.4%), or Science/Biology (33.1%).

HS/MS students did not meet the statewide average or statewide growth standard for any tested content areas: ELA/Literature (50.8%), Mathematics/Algebra (54.5%), or Science/Biology (61.5%).

Elementary students did not meet the statewide average or statewide interim goal/improvement target (Proficient/Advanced) for ELA.

In ELA and Math, Elementary and HS/MS students classified as Economically Disadvantaged scored as proficient or advanced at a proportion below that for all students.

In ELA and Math, Rockhill, Spring Farms, and HS/MS students classified as Students with Disabilities scored as proficient or advanced at a proportion below that for all students.

Shade Gap and Spring Farms students show more inconsistent grade level proficiency across grade levels.

## Strengths

Rockhill students maintain a more consistent grade level reading proficiency as students move up through the grades.

The district is currently examining our systems for Special Education referral and designation, as well as assignment of human resources to meet the needs of our students across our four school buildings. This includes hiring a school psychologist who will start in SY23-24. The district is prioritizing strong core instruction for all students and co-teaching within general education classrooms to better support students with IEPs in their core academics.

Title 1 funding allows us to provide targeted assistance services in all three elementary schools.

Our MTSS model at the elementary schools is growing in its operational fidelity, having recently undergone a fidelity check.

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

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Support the development and professional learning of central

## Challenges

SHCSD has a high number of students that qualify for special services. The district is currently examining our systems for Special Education referral and designation, as well as assignment of human resources to meet the needs of our students across our four school buildings.

We do not provide Title 1 services at the HS/MS, and we do not yet have an operational MTSS model in place.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Ensure effective, standards-aligned curriculum and assessment

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

At the end of year HS/MS CDT administration (prior to Spring PSSAs and keystones), there is a downward trend across grade levels in CDT proficiency for students classified as Economically Disadvantaged: For ELA: \*6th Grade: 28.6% \*7th Grade: 17.1% \*8th Grade: 11.1% \*9th Grade: 4.2% \*10th Grade: 3.7% \*11th Grade: 3.4% For Math: \*6th Grade: 39% \*7th Grade: 9.3% \*8th Grade: 0% \*9th Grade: 4.2% \*10th Grade: 0% \*11th Grade: 3.4%

Student surveys indicate that students differ greatly in their level of motivation to perform to the best of their ability on CDTs.

## Strengths

office and school-based staff in alignment with district and school mission, vision, goals, and priorities

6th and 7th Grade teams have made a concerted effort to increase students' motivation on CDTs, resulting in significantly higher Proficiency scores than the rest of the grade levels: 31.3% in 6th Grade, 27.2% in 7th Grade.

6th and 7th Grade teams have made a concerted effort to increase students' motivation on CDTs, resulting in higher Proficiency scores than the rest of the grade levels: 40.2% in 6th Grade, 13.1% in 7th Grade.

At the end of year HS/MS CDT administration (prior to Spring PSSAs and Keystones), 28.6% of 6th grade students and 17.1% of 7th grade students classified as Economically Disadvantaged scored at proficient and advanced levels in ELA/Literature. These data points represent an increase in CDT proficiency over the school year.

At the end of year HS/MS CDT administration (prior to Spring PSSAs and Keystones), 39% of 6th grade students classified as Economically Disadvantaged scored at proficient and advanced levels in Math. This data point represents an increase in CDT proficiency over the school year.

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

## Challenges

From 6th Grade through 11th Grade, there is a drastic downward trend in students' Proficiency scores on CDTs.

Student surveys indicate that students differ greatly in their level of motivation to perform to the best of their ability on CDTs.

Student proficiency across the elementary buildings and across the grade levels is inconsistent and below 50% in most grades.

Student surveys indicate that students differ greatly in their level of motivation to perform to the best of their ability on CDTs.

SHCSD does not have any Designated Schools (CSI/ATSI) at the time of this plan (entering SY23-24).

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

From 6th Grade through 11th Grade, there is a drastic downward trend in students' Proficiency scores on CDTs.

20.6% of all students scored Competent or Advanced on NOCTI/NIMS.

19.2% of all students earned Industry-Recognized Credentials.

Students at the HS/MS continue to see a drop in their Proficiency Levels on the PSSA/Keystone for Science/Biology, with a drastic



### Strengths

variety of data

97.2% of all students met the Career Standards Benchmark, demonstrating meaningful engagement in career exploration and preparation aligned to Career Education and Work standards.

4th Graders across the Elementary Schools continue to score at Proficiency Levels above 70% on the PSSA for Science, with Shade Gap reaching 87.5% for all students.

45.2% of all students engaged in Industry-Based Learning.

### Challenges

decline in SY21-22 to 33.1%.

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### Most Notable Observations/Patterns

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### Challenges

HS/MS students did not meet the statewide average or statewide interim goal/improvement target (Proficient/Advanced) for any tested content areas: ELA/Literature (41.9%),

### Discussion Point

We believe that Curriculum, Instruction, and Assessment are the three levers that impact these scores the most. Through our Curriculum Mapping work in Atlas, we have strengthened our curricular alignment to state standards. We believe we should

### Priority for Planning

✓

Challenges	Discussion Point	Priority for Planning
<p>Mathematics/Algebra (16.4%), or Science/Biology (33.1%).</p>	<p>prioritize ensuring evidence-based instructional practices are implemented with fidelity across classrooms and across grade levels.</p>	
<p>Elementary students did not meet the statewide average or statewide interim goal/improvement target (Proficient/Advanced) for ELA.</p>		
<p>In ELA and Math, Elementary and HS/MS students classified as Economically Disadvantaged scored as proficient or advanced at a proportion below that for all students.</p>	<p>The district successfully exited its prior A-TSI plan, which was established as a result of low proficiency for Students who are Economically Disadvantaged. We believe that prioritizing evidence-based instruction with fidelity, along with co-teaching and instruction that is explicit for all (i.e. structured literacy) will positively impact this population.</p>	<p>✓</p>
<p>In ELA and Math, Rockhill, Spring Farms, and HS/MS students classified as Students with Disabilities scored as proficient or advanced at a proportion below that for all students.</p>	<p>The district is currently examining our systems for Special Education referral and designation, as well as assignment of human resources to meet the needs of our students across our four school buildings. Additionally, the district has undertaken redesign of our schedule to prioritize Special Education support within Core Instruction/Classes, with co-teaching models in use.</p>	<p>✓</p>
<p>SHCSD has a high number of students that qualify for special services. The district is currently examining our systems for Special Education referral and designation, as well as</p>		

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

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assignment of human resources to meet the needs of our students across our four school buildings.

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

Students at the HS/MS continue to see a drop in their Proficiency Levels on the PSSA/Keystone for Science/Biology, with a drastic decline in SY21-22 to 33.1%.

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## ADDENDUM B: ACTION PLAN

### Action Plan: Standards-Aligned Curriculum

Action Steps	Anticipated Start/Completion Date	
Teachers will continue to map and develop their standards-aligned curriculum within the Atlas online platform (at least 1 map per year), to ensure high emphasis focus on the most impactful state standards for learning.	08/21/2023 - 05/31/2026	
Monitoring/Evaluation	Anticipated Output	
Curriculum Coordinator Quarterly review of teachers' maps with feedback and coaching/support (via email or in person) Curriculum Coordinator & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep	Complete, standards-aligned curriculum maps in Atlas for all Math and ELA courses Delivery of standards-aligned instruction	
Material/Resources/Supports Needed	PD Step	Comm Step
Atlas online platform Computers	yes	yes
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## Action Plan: Mathematical Retention Strategies

Action Steps	Anticipated Start/Completion Date
All Math Teachers across grade levels will continue to implement high impact retention strategies (PTR, IPF) learned from Dr. Riccomini (PSU) last year.	08/23/2023 - 05/31/2026

Monitoring/Evaluation	Anticipated Output
Curriculum Coordinator & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Curriculum Coordinator & Principals Math STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration	Ongoing implementation of mathematical retention/explicit instructional strategies Increased student engagement in math learning and process orientation Increased growth and achievement in mathematics for all students, including Economically Disadvantaged and Students with Disabilities

Material/Resources/Supports Needed	PD Step	Comm Step
Course content Notes from PDs on PTR and IPF Ongoing coaching	yes	yes



**Action Steps****Anticipated Start/Completion Date**

All Math Teachers across grade levels will begin to implement new explicit math instruction strategy (Worked Solution Strategy) learned from Dr. Riccomini (PSU) this year.

09/25/2023 - 12/01/2023

**Monitoring/Evaluation****Anticipated Output**

Curriculum Coordinator & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Curriculum Coordinator & Principals Math STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Ongoing implementation of mathematical retention/explicit instructional strategies Increased student engagement in math learning and process orientation Increased growth and achievement in mathematics for all students, including Economically Disadvantaged and Students with Disabilities

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

PD on Worked Strategy Solution from Dr. Riccomini Course content Ongoing coaching

yes

no



**Action Steps****Anticipated Start/Completion Date**

Dr. Riccomini will lead the first round of observation, debriefing, and coaching with all Math Teachers. He will be shadowed by the Curriculum Coordinator, Instructional Coach, and Principals during this process.

12/04/2023 - 12/22/2023

**Monitoring/Evaluation****Anticipated Output**

Curriculum Coordinator & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Curriculum Coordinator & Principals Math STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Ongoing implementation of mathematical retention/explicit instructional strategies Increased student engagement in math learning and process orientation Increased growth and achievement in mathematics for all students, including Economically Disadvantaged and Students with Disabilities

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

Course content Samples/outline of WSS implementation Schedule for observations, debriefing, and coaching

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Dr. Riccomini will lead the second round of observation, debriefing, and coaching with all Math Teachers. Curriculum Coordinator, Instructional Coach, and Principals will take more of the lead during debriefing and coaching.

02/01/2024 - 02/14/2024

**Monitoring/Evaluation****Anticipated Output**

Curriculum Coordinator & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Curriculum Coordinator & Principals Math STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Ongoing implementation of mathematical retention/explicit instructional strategies Increased student engagement in math learning and process orientation Increased growth and achievement in mathematics for all students, including Economically Disadvantaged and Students with Disabilities

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

Course content Samples/outline of WSS implementation Schedule for observations, debriefing, and coaching

yes

yes





**Action Steps****Anticipated Start/Completion Date**

All Math Teachers across grade levels will continue to implement new explicit math instruction strategy (Worked Solution Strategy) learned from Dr. Riccomini, with ongoing walk-throughs and coaching from Curriculum Coordinator, Instructional Coach, and Principals.

02/15/2024 - 05/31/2026

**Monitoring/Evaluation****Anticipated Output**

Curriculum Coordinator & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Curriculum Coordinator & Principals Math STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Ongoing implementation of mathematical retention/explicit instructional strategies Increased student engagement in math learning and process orientation Increased growth and achievement in mathematics for all students, including Economically Disadvantaged and Students with Disabilities

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

Course content Notes from PDs on WSS Ongoing coaching

yes

no

**Action Plan: Structured Literacy**

**Action Steps****Anticipated Start/Completion Date**

ELA/Literacy (and all required) teachers will learn about Structured Literacy through PDE-required online professional development trainings.

08/21/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

Curriculum Coordinator Monitor staff completion of PD trainings during SY23-24 Curriculum Coordinator & Principals Monitor development of implementation plan Curriculum Coordinator & Principals ELA/Literacy STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Implementation plan for Structured Literacy in ELA/Literacy classrooms Increased student engagement in literacy learning and process orientation Increased growth and achievement in ELA/Literacy for all students, including Economically Disadvantaged and Students with Disabilities

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

Online training modules from PDE

yes

no



**Action Steps**

**Anticipated Start/Completion Date**

ELA/Literacy teachers and administrative team will determine how Structured Literacy can best support explicit core literacy instruction and develop a plan for implementation in school years 24-25 and 25-26.

08/21/2023 - 05/31/2026

**Monitoring/Evaluation**

**Anticipated Output**

Curriculum Coordinator Monitor staff completion of PD trainings during SY23-24 Curriculum Coordinator & Principals Monitor development of implementation plan Curriculum Coordinator & Principals ELA/Literacy STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Implementation plan for Structured Literacy in ELA/Literacy classrooms Increased student engagement in literacy learning and process orientation Increased growth and achievement in ELA/Literacy for all students, including Economically Disadvantaged and Students with Disabilities

**Material/Resources/Supports Needed**

**PD Step**

**Comm Step**

Learning from Structured Literacy PDs IU Support

no

no

**Action Plan: Co-Teaching for Special Education**

**Action Steps****Anticipated Start/Completion Date**

Schedule Special Education teachers for increased co-teaching in core classrooms that targets populations of students with IEPs based on their reading and math goals.

08/21/2023 - 09/01/2023

**Monitoring/Evaluation****Anticipated Output**

Special Education Director, Curriculum Coordinator, & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Special Education Director, Curriculum Coordinator & Principals STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Implementation of co-teaching models with fidelity Increased support of students with IEPs within core instruction Increased growth and achievement in Math and ELA/Literacy for Students with Disabilities

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

Master schedules

no

no



**Action Steps****Anticipated Start/Completion Date**

Facilitate professional development/coaching support in using co-teaching models for co-teaching pairs, with support from the IU.

09/01/2023 - 12/22/2023

**Monitoring/Evaluation****Anticipated Output**

Special Education Director, Curriculum Coordinator, & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Special Education Director, Curriculum Coordinator & Principals STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Implementation of co-teaching models with fidelity Increased support of students with IEPs within core instruction Increased growth and achievement in Math and ELA/Literacy for Students with Disabilities

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

Support from IU Schedule for PD and coaching

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Observe co-teaching pairs in action and provide ongoing coaching to support implementation of co-teaching models with fidelity.

01/02/2024 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

Special Education Director, Curriculum Coordinator, & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Special Education Director, Curriculum Coordinator & Principals STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Implementation of co-teaching models with fidelity Increased support of students with IEPs within core instruction Increased growth and achievement in Math and ELA/Literacy for Students with Disabilities

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

Support from IU Schedule for observations and coaching

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Refine and implement co-teaching models with fidelity based on learning from SY23-24. Develop implementation plan for SY24-25 and SY25-26.

05/31/2024 - 05/31/2026

**Monitoring/Evaluation****Anticipated Output**

Special Education Director, Curriculum Coordinator, & Principals Ongoing walkthroughs and observations, with feedback through PA-eTep Special Education Director, Curriculum Coordinator & Principals STAR, CDT, PVAAS, PSSA, & Keystone data analysis and feedback after each test administration

Implementation of co-teaching models with fidelity Increased support of students with IEPs within core instruction Increased growth and achievement in Math and ELA/Literacy for Students with Disabilities

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

Support from IU Master schedules

no

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p>	Standards-Aligned Curriculum	Teachers will continue to map and develop their standards-aligned curriculum within the Atlas online platform	08/21/2023 - 05/31/2026
<p>By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)</p>		<p>(at least 1 map per year), to ensure high emphasis focus on the most impactful state standards for learning.</p>	
<p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p>			
<p>By the end of school year 2025-26, 60% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (Closing the ELA Gap for Econ. Disadvantaged)</p>			
<p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>			
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for</p>	Mathematical Retention	All Math Teachers across grade levels will	08/23/2023 -



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Strategies	<p>continue to implement high impact retention strategies (PTR, IPF) learned from Dr. Riccomini (PSU) last year.</p>	05/31/2026
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	<p>Mathematical Retention Strategies</p>	<p>All Math Teachers across grade levels will begin to implement new explicit math instruction strategy (Worked Solution Strategy) learned from Dr. Riccomini (PSU) this year.</p>	<p>09/25/2023 - 12/01/2023</p>
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for</p>	<p>Mathematical Retention</p>	<p>Dr. Riccomini will lead the first round of</p>	<p>12/04/2023 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Strategies	<p>observation, debriefing, and coaching with all Math Teachers. He will be shadowed by the Curriculum Coordinator, Instructional Coach, and Principals during this process.</p>	12/22/2023
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Mathematical Retention Strategies	<p>Dr. Riccomini will lead the second round of observation, debriefing, and coaching with all Math Teachers. Curriculum Coordinator, Instructional Coach, and Principals will take more of the lead during debriefing and coaching.</p>	<p>02/01/2024</p> <p>-</p> <p>02/14/2024</p>
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for</p>	Mathematical Retention	All Math Teachers across grade levels will	<p>02/15/2024</p> <p>-</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Strategies	<p>continue to implement new explicit math instruction strategy (Worked Solution Strategy) learned from Dr. Riccomini, with ongoing walk-throughs and coaching from Curriculum Coordinator, Instructional Coach, and Principals.</p>	05/31/2026
<p>By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)</p> <p>By the end of school year 2025-26, 60% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (Closing the ELA Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Structured Literacy	<p>ELA/Literacy (and all required) teachers will learn about Structured Literacy through PDE-required online professional development trainings.</p>	<p>08/21/2023</p> <p>-</p> <p>05/31/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p>	<p>Co-Teaching for Special Education</p>	<p>Facilitate professional development/coaching support in using co-teaching models for co-teaching pairs, with support from the IU.</p>	<p>09/01/2023 - 12/22/2023</p>
<p>By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)</p>			
<p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>			
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p>	<p>Co-Teaching for Special Education</p>	<p>Observe co-teaching pairs in action and provide ongoing coaching to support implementation of co-teaching models with fidelity.</p>	<p>01/02/2024 - 05/31/2024</p>
<p>By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)</p>			
<p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>			

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Curriculum Mapping & Development through Atlas	All K-12 Teachers	Curriculum Mapping Backwards Design Alignment to State Standards Curriculum-Based Assessment Instructional Planning	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Curriculum Maps designed in Atlas platform Delivery of standards-aligned curriculum		08/21/2023 - 05/31/2026	Curriculum Coordinator
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
1a: Demonstrating Knowledge of Content and Pedagogy			
1e: Designing Coherent Instruction			
4d: Participating in a Professional Community			
1a: Demonstrating Knowledge of Content and Pedagogy			
1e: Designing Coherent Instruction			
3c: Engaging Students in Learning			

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Mathematical Retention & Engagement Strategies	All K-12 Math Teachers	Math Retention Strategies--Practice Test Retrieval and Interleaving Practice Format Math Engagement Strategy--Worked Solution Strategy

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Implementation of PTR, IPF, and WSS strategies in ongoing classroom instruction PTR, IPF, and WSS activities embedded within curriculum maps	08/21/2023 - 05/31/2026	Curriculum Coordinator Principals

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
3c: Engaging Students in Learning	
3c: Engaging Students in Learning	
4a: Reflecting on Teaching	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Structured Literacy	ELA/Literacy (and all required) teachers	Structured Literacy

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion certificates from PDE online SAS training modules	08/21/2023 - 05/31/2024	Curriculum Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Structured Literacy
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	

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Professional Development Step	Audience	Topics of Prof. Dev
Co-Teaching for Special Education	Special Education and General Education Co-Teaching Pairs	Co-Teaching Models Implementing co-teaching with fidelity to support students with IEPs in core instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of co-teaching models with fidelity	09/04/2023 - 05/31/2024	Special Education Director Principals Curriculum Coordinator

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p> <p>By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, 60% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (Closing the ELA Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Standards-Aligned Curriculum	Teachers will continue to map and develop their standards-aligned curriculum within the Atlas online platform (at least 1 map per year), to ensure high emphasis focus on the most impactful state standards for learning.	2023-08-21 - 2026-05-31
By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for	Mathematical Retention	All Math Teachers across grade levels will	2023-08-23 - 2026-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Strategies	continue to implement high impact retention strategies (PTR, IPF) learned from Dr. Riccomini (PSU) last year.	05-31
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Mathematical Retention Strategies	Dr. Riccomini will lead the first round of observation, debriefing, and coaching with all Math Teachers. He will be shadowed by the Curriculum Coordinator, Instructional Coach, and Principals during this process.	2023-12-04 - 2023-12-22
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for</p>	Mathematical Retention	Dr. Riccomini will lead the second round of	2024-02-01 - 2024-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>ALL)</p> <p>By the end of school year 2025-26, 50% of all students classified as Economically Disadvantaged across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Closing the Math Gap for Econ. Disadvantaged)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Strategies	<p>observation, debriefing, and coaching with all Math Teachers. Curriculum Coordinator, Instructional Coach, and Principals will take more of the lead during debriefing and coaching.</p>	02-14
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for ALL)</p> <p>By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Co-Teaching for Special Education	<p>Facilitate professional development/coaching support in using co-teaching models for co-teaching pairs, with support from the IU.</p>	2023-09-01 - 2023-12-22
<p>By the end of school year 2025-26, 50% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for Math. (Math Achievement for</p>	Co-Teaching for Special	<p>Observe co-teaching pairs in action and</p>	2024-01-02 - 2024-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>ALL)</p> <p>By the end of school year 2025-26, 60% of all students across grade levels will demonstrate proficiency on the PSSA/Keystone for ELA. (ELA Achievement for ALL)</p> <p>By the end of school year 2025-26, we will narrow the achievement gap of all students classified as Students with Disabilities across all grade levels by increasing their proficiency on the PSSA/Keystone for Math and ELA by 30%. (Closing the Achievement Gap for Students with Disabilities)</p>	Education	provide ongoing coaching to support implementation of co-teaching models with fidelity.	05-31

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## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Curriculum Mapping & Development through Atlas	All K-12 Teachers	Expectations for Curriculum Mapping & Development
Anticipated Timeframe	Frequency	Delivery Method
08/21/2023 - 05/31/2026	At the start of each semester	Email

**Lead Person/Position**

Curriculum Coordinator Principals

**Communication Step**

**Audience**

**Topics/Message of Communication**

Mathematical Retention & Engagement Strategies

All K-12 Math Teachers

Expectations for Implementation of PTR and IPF from last year Observation and Coaching Schedule for WSS with Dr. Riccomini

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

08/21/2023 - 02/16/2024

At the start of the school year Prior to each visit from Dr. Riccomini

Email  
Presentation

**Lead Person/Position**

Curriculum Coordinator Principals

**Communication Step**

**Audience**

**Topics/Message of Communication**

Co-Teaching for Special Education

Co-Teaching Pairs

Schedule for Observations/Coaching

**Anticipated Timeframe**

09/04/2023 - 05/31/2024

**Frequency**

At the start of the school year Prior to  
each visit from IU consultant

**Delivery Method**

Email  
Presentation

**Lead Person/Position**

Special Education Director Principals Curriculum Coordinator



## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

