Profile and Plan Essentials

LEA Type		AUN
School District		111317503
Address 1		
10339 Pogue Road		
Address 2		
City	**State**	**Zip Code**
Three Springs	PA	17264
Chief School Administrator		**Chief School Administrator Email**
Mrs Hillary Lambert		hlambert@shcsd.org
Single Point of Contact Name		
Brianne Parks		
Single Point of Contact Email		
bparks@shcsd.org		
Single Point of Contact Phone Number		
814-447-5529		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Hillary Lambert	Administrator	District Office	hlambert@shcsd.org
Brianne Parks	Administrator	High school/ Middle School	bparks@shcsd.org
Kathy Cutchall	Administrator	Rockhill/Shade Gap/Spring Farms	kcutchall@shcsd.org
Sarah Griest	Administrator	High school/ Middle School	sgriest@shcsd.org
Alisa Scott	Administrator	District Office	ascott@shcsd.org
Justin Robinson	Staff Member	Rockhill/ Shade Gap/Spring Farms/ High school/Middle school	jrobinson@shcsd.org
Nicole Reasner	Board Member	District	nreasner@shcsd.org
Allen Miller	Board Member	District	amiller@shcsd.org
Todd Griest	Staff Member	High school/ Middle School	tgriest@shcsd.org
Samantha Hiles	Community Member	Little Jewels Academy	sa7699@hotmail.com
Emmersyn Hull	Student	SHC High School	27210@shcsd.org
Emma Smith	Student	SHC High School	27218@shcsd.org
Patrick Horne	Community Member	Youth Sports Coordinator	pjhorne6@gmail.com
Macy Yohn	Staff Member	MS Math Teacher	myohn@shcsd.org

LEA Profile

Southern Huntingdon County School District is located in a rural area of southcentral Pennsylvania. The school district includes 12 boroughs and townships across 221 square miles. The district's communities include an approximate population of 8,000 people, and the schools educate about 1,000 students (95.9% White, 2.5% Hispanic, 1.1% Black) per school year. The school district's community is in the lower 30th percentile of wealth measurement in the state.

The limited industries in the community include the Woodland Retirement Home (skilled nursing care facility), Southern Huntingdon County School District (elementary and secondary public schools), Community State Bank of Orbisonia (banking), Interforest Corporation (mill working), and Sandy Ridge Market LLC (grocery retailer).

Southern Huntingdon County School District offers a kindergarten to 12th-grade program for students of ages 5 to 21. Students identified as Economically Disadvantaged account for 44.6% of the student population, and 24% of students are included within the Special Education program. In that program, students have opportunities in traditional academic content areas, on-line courses, career technical programs, cyber/charter programs, and extra-curricular activities. There are currently 83 teachers, 3 counselors, 1 social worker, 1 nurse, and 1 librarian.

The district's communities offer students church (faith-based), community service (fire protection, etc.), athletic organizations, and a community pool for summer activity and other opportunities.

The community is proud of their school district but recognizes the difficulties of the economic challenges and restraints that the schools encounter. The community believes Southern Huntingdon County students receive as good an education as anywhere, and one that prepares students to be productive citizens.

Mission and Vision

Mission

Rocketing our students into their future.

Vision

We are committed to our students becoming leaders in the 21st Century, using critical thinking and interpersonal skills to succeed in a global society.

Educational Values

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)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Future Ready PA Index, SY23-24: Proficient or Advanced in Math (Rockhill)	56.6% of all students were proficient or advanced in the Math PSSA. This is well above the state of 40.2%. This is an increase from the previous year.
Future Ready PA Index, SY23-24: Proficient or Advanced in Science (Rockhill)	88.5% of all students were proficient or advanced in the Science PSSA. This is well above the state of 59.2%. This is also above the statewide 2033 goal. This is an increase from the previous year.
Future Ready PA Index, SY23-24: Meeting Annual Academic Growth, PVAAS	All student groups met the standard demonstrating growth in ELA with a growth score of 75 (Shade Gap) and 79 (Spring Farms).
Future Ready PA Index, SY23-24: Meeting Annual Academic Growth, PVAAS (Rockhill)	All student groups met the standard demonstrating growth in Science with a growth score of 71.
Future Ready PA Index, SY 22-23: Regular Attendance	At Shade Gap and Rockhill, all student groups met the performance standard for regular attendance: (Shade Gap) = 81.1% (Rockhill) = 84%
Future Ready PA Index, SY23-24: Career Standards Benchmark (HS/MS)	All schools met the Career Standards Benchmark, demonstrating meaningful engagement in career exploration. High School/ Middle School- 97.2% Shade Gap - 100% Spring Farms - 100% Rockhill - 96.4%
Future Ready PA Index, SY23-24: Industry-Based Strength	62.9% of all students engaged in Industry-Based Learning. This is above both the statewide average of 39.2% and the statewide performance standard 30.7%.

Challenges

Indicator	Comments/Notable Observations
Future Ready PA Index, SY23-24: Proficient or Advanced on ELA State Assessment (All schools)	Students did not meet the statewide interim goal/improvement target for ELA: HS/MS 40.9% SG 46.8% SF 52.8% RH 61.4%
Future Ready PA Index, SY23-24: Proficient or Advanced on Math State Assessment (HS/MS, SG, SF)	Students did not meet the statewide interim goal/improvement target for Math: HS/MS 28.2% SG 42.6% SF 20.2%
Future Ready PA Index, SY23-24: Proficient or Advanced on Science State Assessment (HS/MS, SF)	Students did not meet the statewide interim goal/improvement target for Science: HS/MS 36.6% SF 64.9%
Future Ready PA Index, SY23-25: Meeting Annual Academic ELA Growth, (PVAAS) (HS/MS)	All student group did not meet the standard demonstrating ELA growth: HS/MS 58.3% RH 69%
Future Ready PA Index, SY23-25: Meeting Annual Academic Math Growth, (PVAAS) (All schools)	All student group did not meet the standard demonstrating math growth: HS/MS 66.5% RH 60.0% SG 67.0% SF 50.0%
Future Ready PA Index, SY23-25: Meeting Annual Academic Science Growth, (PVAAS) (HS/MS, SF)	All student group did not meet the standard demonstrating Science growth: HS/MS 67.0% SF 53.0%
Future Ready PA Index, SY23223: Regular Attendance (HS/MS,	At the HS/MS and Spring Farms, all student groups did not meet the performance, standard

SF)	for regular attendance: HS/MS 55.1% SF 78.9%
Future Ready PA Index, SY23223: Graduation Rate, 4 Yr Cohort	The all student group did not meet the interim goal/improvement target for HS graduation rate: HS 87.2%

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

Strengths

Indicator Future Ready PA Index, SY23-24-Proficient and Advanced on ELA Achievement **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities	**Comments/Notable Observations** The following subgroups met the interim goal/ improvement target for ELA proficiency. Spring Farms- Student with disabilities = 33.3% Rockhill- Students classified as economically disadvantaged 60%
Indicator Future Ready PA Index, SY23-24-Proficient and Advanced on Math Achievement **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** The following subgroups met the interim goal/ improvement target for Math proficiency. Rockhill- Students classified as economically disadvantaged 56%
Indicator Future Ready PA Index, SY23-24-Proficient and Advanced on Science Achievement **Grade Level(s) and/or Student Group(s)** White	**Comments/Notable Observations** Rockhill- Students classified as white met 87.5% achievement.
Indicator Future Ready PA Index, SY23-24- Meeting Annual Academic Growth, PVAAS (ELA-Spring Farms) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities, and White	**Comments/Notable Observations** The following subgroups met the standard demonstrating ELA Growth. Spring Farms- Student with disabilities = 79 Students classified as economically disadvantaged = 76 Students classified as white met achievement = 77
Indicator Future Ready PA Index, SY23-24- Meeting Annual Academic Growth, PVAAS (Math-HS/MS) **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** The following subgroups met the standard demonstrating Math Growth. HS/MS- Student with disabilities = 78 Students classified as economically disadvantaged = 71.8

Economically Disadvantaged and Students with Disabilities	
Indicator Future Ready PA Index, SY23-24- Meeting Annual Academic Growth, PVAAS (Science- HS/MS & Rockhill) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities, and White	**Comments/Notable Observations** The following subgroups met the standard demonstrating Science Growth. HS/MS- Student with disabilities = 70 HS/MS- Students classified as economically disadvantaged = 74.5 Rockhill- Students classified as white met achievement = 71
Indicator Future Ready PA Index, SY22-23- Regular Attendance (Rockhill) **Grade Level(s) and/or Student Group(s)** White	**Comments/Notable Observations** The following subgroup met the performance standard for regular attendance: Rockhill - Students classified as white = 84.8%
Indicator Future Ready PA Index, SY22-23- Graduation rate (HS/MS) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged	**Comments/Notable Observations** The following subgroup met the interim goal/improvement target for the graduation rate. HS/MS- Students classified as economically disadvantaged = 83.8%
Indicator Future Ready PA Index, SY23-24- Career Standards **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged, White	**Comments/Notable Observations** The following subgroups met the Career Standard Benchmark performance standard. HS/MS- Students classified as economically disadvantaged = 94% HS/MS- Students classified as white = 97.1% Shade Gap- Students classified as white = 100% Spring Farms- Students classified as white = 100% Rockhill- Students classified as white = 96.4%
Indicator Future Ready PA Index, SY23-24- Industry Based **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities, and White	**Comments/Notable Observations** The following subgroups met the Industry Based performance standard. HS/MS- Student with disabilities = 66.7% HS/MS- Students classified as economically disadvantaged = 52.4% HS/MS- Students classified as white = 63.6%

Challenges

Indicator Future Ready PA Index, SY23-24- Proficient and Advanced on ELA Achievement **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities, and White	**Comments/Notable Observations** The following subgroups did not met the interim goal/ improvement target for ELA proficiency. HS/MS Students classified as Economically Disadvantaged= 32.9% HS/MS- Students classified as white = 41% HS/MS- Students with disabilities- 4.1% Shade Gap- Students classified as white = 46.7% Shade Gap- Students classified as Economically Disadvantaged= 34.8% Spring Farms- Students classified as white = 51.8% Spring Farms- Students classified as Economically Disadvantaged= 47.3%

Indicator	Comments/Notable Observations
Future Ready PA Index, SY23-24- Proficient and Advanced on Math Achievement **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities, and White	The following subgroups did not meet the interim goal/ improvement target for Math proficiency. HS/MS Students classified as Economically Disadvantaged= 21.7% HS/MS- Students classified as white = 28.9% HS/MS- Students with disabilities- 5.6% Shade Gap- Students classified as white = 42.2% Shade Gap- Students classified as Economically Disadvantaged= 30.4% Spring Farms- Students classified as white = 18.8% Spring Farms- Students classified as Economically Disadvantaged= 16.4% Spring Farms- Students with disabilities- 6.7% Rockhill- Students classified as white = 53.8% Rockhill- Students with disabilities- 17.4%
Future Ready PA Index, SY23-24- Proficient and Advanced on Science Achievement **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities, and White	The following subgroups did not meet the interim goal/ improvement target for Science proficiency. HS/MS Students classified as Economically Disadvantaged= 26.4% HS/MS- Students classified as white = 37.5% HS/MS- Students with disabilities- 10.0% Spring Farms- Students classified as white = 63.9% Spring Farms- Students classified as Economically Disadvantaged= 69.6%
Future Ready PA Index, SY23-24- Meeting Annual Academic Growth, PVAAS (ELA-HS/MS & Rockhill) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities, and White	The following subgroups did not meet the standard demonstrating ELA Growth. HS/MS Students classified as Economically Disadvantaged= 65.8 HS/MS- Students classified as white = 58.3 HS/MS- Students with disabilities- 67.3 Rockhill- Students classified as white = 69 Rockhill- Students classified as Economically Disadvantaged= 67
Future Ready PA Index, SY23-24- Meeting Annual Academic Growth, PVAAS (Math-HS/MS, Rockhill, Spring Farms) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students with Disabilities, and White	The following subgroups did not meet the standard demonstrating Math Growth. HS/MS- Students classified as white = 66.5 Spring Farms- Students classified as white = 50 Spring Farms- Students classified as Economically Disadvantaged= 50 Spring Farms- Students with Disabilities- 68 Rockhill- Students classified as white = 60 Rockhill- Students classified as Economically Disadvantaged= 68
Future Ready PA Index, SY23-24- Meeting Annual Academic Growth, PVAAS (Science-HS/MS & Spring Farms) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and White	The following subgroups did not meet the standard demonstrating Science Growth. HS/MS- Students classified as white = 68 Spring Farms- Students classified as white = 53 Spring Farms- Students classified as Economically Disadvantaged= 63
Future Ready PA Index, SY22-23- Regular Attendance (All Schools) **Grade Level(s) and/or Student Group(s)** Economically Disadvantaged and Students	The following subgroups did not meet the performance standard for regular attendance: HS/MS Students classified as Economically Disadvantaged= 49.2% HS/MS- Students classified as white = 55.1% HS/MS- Students with disabilities= 53.9% HS/MS- Combined = 54.2% Shade Gap- Students classified as Economically Disadvantaged= 70.9% Shade Gap- Students classified as white = 80.4% Shade Gap- Students with disabilities-

with Disabilities, and White	62.5% Spring Farms- Students classified as Economically Disadvantaged= 77.9% Spring Farms- Students classified as white = 78.5% Spring Farms- Students with disabilities- 77.3% Rockhill- Students classified as Economically Disadvantaged= 78.7% Rockhill- Students with disabilities- 75.6%
Indicator Future Ready PA Index, SY22-23- Graduation Rate **Grade Level(s) and/or Student Group(s)** White	**Comments/Notable Observations** The following subgroup did not meet the performance standard for the graduation rate: HS/MS- Students classified as white = 87.2%
Indicator Future Ready PA Index, SY23-24- Career Standards **Grade Level(s) and/or Student Group(s)** Students with Disabilities	**Comments/Notable Observations** The following subgroups did not meet the Career Standard Benchmark performance standard. HS/MS- Students with disabilities- 91.2%

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Future Ready PA Index, SY23-24: All student groups met the standard demonstrating growth in ELA with a growth score of 75 (Shade Gap) and 79 (Spring Farms).
Future Ready PA Index, SY23-24: At Shade Gap and Rockhill, all student groups met the performance standard for regular attendance: (Shade Gap) = 81.1% (Rockhill) = 84%
Future Ready PA Index, SY23-24: Rockhill - 56.6% of all students were proficient or advanced in the Math PSSA. This is well above the state of 40.2%. This is an increase from the previous year.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Future Ready PA Index, SY23-25: Meeting Annual Academic Math Growth, (PVAAS) (All schools): All student group did not meet the standard demonstrating math growth: HS/MS 66.5%, RH 60.0%, SG 67.0%, SF 50.0%
Future Ready PA Index, SY23-25: Meeting Annual Academic ELA Growth, (PVAAS) (HS/MS): Students did not meet the statewide interim goal/improvement target for ELA: HS/MS 40.9%, SG 46.8%, SF 52.8%, RH 61.4%
Future Ready PA Index, SY23-25: Meeting Annual Academic Science Growth, (PVAAS) (HS/MS, SF): All student group did not meet the standard demonstrating Science growth: HS/MS 67.0%, SF 53.0%
Future Ready PA Index, SY23223: Regular Attendance (HS/MS, SF): At the HS/MS and Spring Farms, all student groups did not meet the performance, standard for regular attendance: HS/MS 55.1%, SF 78.9%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
SY 24-25 STAR Reading (Elementaries)	Student proficiency for all students is: Rockhill-69% Shade Gap-72% Spring Farms-62%
SY 24-25 DIBELS/Acadience (Elementaries)	Across the three elementaries, most K through 3 students are at or above grade level for Reading. KG - 54% 1st - 69% 2nd - 68% 3rd - 55%
No local assessments were completed at the HS/MS during the 24-25 school year.	The new administrators wanted to revisit the district assessment plan in order to establish a more appropriate timeline and targeted population of students for administering local assessments.

English Language Arts Summary

Strengths

Shade Gap students maintain a more consistent grade level reading proficiency as students move up through the grades.
Most K through 3 students are reading at or above grade level.

Challenges

Shade Gap and Spring Farms students show more inconsistent grade level proficiency across grade levels.
No local assessments were completed at the HS/MS during the 24-25 school year.

Mathematics

Data	Comments/Notable Observations
SY 24-25 STAR Math (Elementaries)	Proficiency for all students in Math across the elementaries is as follows: Rockhill-70% Shade Gap-76% Spring Farms-56%
No local assessments were completed at the HS/MS during the 24-25 school year.	The new administrators wanted to revisit the district assessment plan in order to establish a more appropriate timeline and targeted population of students for administering local assessments.

Mathematics Summary

Strengths

All 3 elementaries have experienced significant improvement in their STAR math proficiency scores over the last 2 years.

Challenges

Due to staffing, the District does not always have the additional support that is needed for math interventions.
No local assessments were completed at the HS/MS during the 24-25 school year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
No local science data is available for the 24-25 school year.	As an administration team, we were working through the new STEELS standards and determining how we will be assessing students throughout the district.

Science, Technology, and Engineering Education Summary

Strengths

The district has been working on implementing the new science standards and is working on a plan to assess moving forward.

Challenges

There were no local assessments completed for science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index, SY23-24 : Career Standards Benchmark (HS/MS)	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. This is over the statewide average of 91.4% and just under the statewide standard of 98.0%.
Future Ready PA Index, SY23-24 : Industry-Based Learning (HS/MS)	62.9% of all students engaged in Industry-Based Learning. This is above both the statewide average of 39.2% and the statewide performance standard of 30.7%.
Future Ready PA Index, SY23-24: Industry-Based Learning (HS/MS)	The "Components of Indicator" for Industry-Based Learning shows that: 11.2% of all students scored Competent or Advanced on NOCTI/NIMS 20.2% of all students earned Industry-Recognized Credentials 48.3% of all students completed Work-Based Learning Experiences

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Future Ready PA Index, SY23-24 : Industry-Based Learning (HS/MS)	62.9% of all students engaged in Industry-Based Learning. This is above both the statewide average of 39.2% and the statewide performance standard of 30.7%.
Future Ready PA Index, SY23-24: Industry-Based Learning (HS/MS)	The "Components of Indicator" for Industry-Based Learning shows that: 11.2% of all students scored Competent or Advanced on NOCTI/NIMS 20.2% of all students earned Industry-Recognized Credentials 48.3% of all students completed Work-Based Learning Experiences

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

Mount Aloysius

Agreement Type

Dual Credit

Program/Course Area

College

Uploaded Files

Mount Aloysius College Cooperative Agreement - Signed 4.17.24.pdf

Partnering Institution

Pennsylvania Highlands Community College

Agreement Type

Dual Credit

Program/Course Area

Community College

Uploaded Files

Penn Highlands Community College Dual Credit Agreement - Signed 5.24.25.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.

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.
62.9% of all students engaged in Industry-Based Learning. This is above both the statewide average of 39.2% and the statewide performance standard of 30.7%.

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.

11.2% of all students scored Competent or Advanced on NOCTI/NIMS.
20.2% of all students earned Industry-Recognized Credentials.

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
No CDTs were taken during the 24-25 SY	N/A
According to the most recent STAR Reading assessment for the 2025-26 school year, 37.7% of students with disabilities in grades 1 through 5 are on target in reading.	
According to the most recent STAR Math assessment for the 2025-26 school year, 50.8% of students with disabilities in grades 1 through 5 are on target in math.	
According to the most recent Acadience assessment for the 2025-26 school year, 66.7% of students with disabilities in grades 1 through 3 are on target in reading.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
No CDTs were taken during the 24-25 SY	N/A
According to the most recent STAR Reading assessment for the 2025-26 school year, 60.7% of economically disadvantaged students in grades 1 through 5 are on target in reading.	
According to the most recent STAR Math assessment for the 2025-26 school year, 59.5% of economically disadvantaged students in grades 1 through 5 are on target in math.	
According to the most recent Acadience assessment for the 2025-26 school year, 64.4% of economically disadvantaged students	

in grades 1 through 3 are on target in reading.	

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.

According to the most recent Acadience assessment for the 2025-26 school year, 66.7% of students with disabilities in grades 1 through 3 are on target in reading.
According to the most recent STAR Reading assessment for the 2025-26 school year, 60.7% of economically disadvantaged students in grades 1 through 5 are on target in reading.
According to the most recent STAR Math assessment for the 2025-26 school year, 59.5% of economically disadvantaged students in grades 1 through 5 are on target in math.
According to the most recent Acadience assessment for the 2025-26 school year, 64.4% of economically disadvantaged students in grades 1 through 3 are on target in reading.

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.

No CDTs were taken during the 24-25 SY
According to the most recent STAR Reading assessment for the 2025-26 school year, 37.7% of students with disabilities in grades 1 through 5 are on target in reading.
According to the most recent STAR Math assessment for the 2025-26 school year, 50.8% of students with disabilities in grades 1 through 5 are on target in math.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	SHCSD serves a high number of students who qualify for special education services. Since the 2023–24 school year, the district has strengthened its special education systems through the addition of a school psychologist who works closely with the Director of Special Education to implement a streamlined referral process. The district continues to review special education designation practices and the allocation of human resources across all four school buildings to meet student needs. SHCSD prioritizes strong core instruction for all students and co-teaching within general education classrooms to support students with IEPs in core academic areas.
Title 1 Program	Currently, funding allows us to provide targeted assistance services in all three elementary schools. We are not providing services at the high/middle school. Each school uses a combination of pull-out and push-in to help students. Similar assessment criteria and intervention strategies are used to provide consistency across the district.
Student Services	For a small school district we are able to provide opportunities for our students. We have one school nurse that serves the entire District. We also have 3 LPNs on staff to help out when needed. SAP services are provided at each of the schools and training for new members is provided by the IU. Our MTSS model at the elementary schools is growing in its operational fidelity, and has currently moved into Tier II implementation. Our schools also surveys the students with the PA School Climate Survey to help lead the school climate changes needed in our buildings.
K-12 Guidance Plan (339 Plan)	The Act 339 Comprehensive Plan has been board approved. The plan includes the activities students will be required to do for the Career Standards Benchmarks. We have updated our course offerings for the HS/MS.
Technology Plan	SHCSD is a 1:1 district and also provides students with hotspots if their homes experience barriers to Internet connectivity. Every classroom has the capability to use technology in the classrooms. There is a five year replacement cycle in place. Internet is available at each of the schools.
English Language Development Programs	N/A

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

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, and has recently moved into Tier II implementation.
SHCSD is a 1:1 district and also provides students with hotspots if their homes experience barriers to Internet connectivity.

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.

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

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	Emerging
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	Emerging

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

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

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

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.

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

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
Future Ready PA Index, SY23-24: All student groups met the standard demonstrating growth in ELA with a growth score of 75 (Shade Gap) and 79 (Spring Farms).	False
Future Ready PA Index, SY23-24: At Shade Gap and Rockhill, all student groups met the performance standard for regular attendance: (Shade Gap) = 81.1% (Rockhill) = 84%	True
Future Ready PA Index, SY23-24: Rockhill - 56.6% of all students were proficient or advanced in the Math PSSA. This is well above the state of 40.2%. This is an increase from the previous year.	True
Shade Gap students maintain a more consistent grade level reading proficiency as students move up through the grades.	False
Most K through 3 students are reading at or above grade level.	False
All 3 elementaries have experienced significant improvement in their STAR math proficiency scores over the last 2 years.	True
The district has been working on implementing the new science standards and is working on a plan to assess moving forward.	False
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.	False
62.9% of all students engaged in Industry-Based Learning. This is above both the statewide average of 39.2% and the statewide performance standard of 30.7%.	False
Title 1 funding allows us to provide targeted assistance services in all three elementary schools.	False
According to the most recent STAR Reading assessment for the 2025-26 school year, 60.7% of economically disadvantaged students in grades 1 through 5 are on target in reading.	False
According to the most recent STAR Math assessment for the 2025-26 school year, 59.5% of economically disadvantaged students in grades 1 through 5 are on target in math.	False
According to the most recent Acadience assessment for the 2025-26 school year, 64.4% of economically disadvantaged students in grades 1 through 3 are on target in reading.	False
Our MTSS model at the elementary schools is growing in its operational fidelity, and has recently moved into Tier II implementation.	False
SHCSD is a 1:1 district and also provides students with hotspots if their homes experience barriers to Internet connectivity.	False
According to the most recent Acadience assessment for the 2025-26 school year, 66.7% of students with disabilities in grades 1 through 3 are on target in reading.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	False
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	False

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	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
Future Ready PA Index, SY23-25: Meeting Annual Academic Math Growth, (PVAAS) (All schools): All student group did not meet the standard demonstrating math growth: HS/MS 66.5%, RH 60.0%, SG 67.0%, SF 50.0%	True
Future Ready PA Index, SY23-25: Meeting Annual Academic ELA Growth, (PVAAS) (HS/MS): Students did not meet the statewide interim goal/improvement target for ELA: HS/MS 40.9%, SG 46.8%, SF 52.8%, RH 61.4%	True
Future Ready PA Index, SY23-25: Meeting Annual Academic Science Growth, (PVAAS) (HS/MS, SF): All student group did not meet the standard demonstrating Science growth: HS/MS 67.0%, SF 53.0%	False
No local assessments were completed at the HS/MS during the 24-25 school year.	False
Future Ready PA Index, SY23223: Regular Attendance (HS/MS, SF): At the HS/MS and Spring Farms, all student groups did not meet the performance, standard for regular attendance: HS/MS 55.1%, SF 78.9%	True
Shade Gap and Spring Farms students show more inconsistent grade level proficiency across grade levels.	False
Due to staffing, the District does not always have the additional support that is needed for math interventions.	False
There were no local assessments completed for science.	False
11.2% of all students scored Competent or Advanced on NOCTI/NIMS.	False
No local assessments were completed at the HS/MS during the 24-25 school year.	False
According to the most recent STAR Reading assessment for the 2025-26 school year, 37.7% of students with disabilities in grades 1 through 5 are on target in reading.	False
According to the most recent STAR Math assessment for the 2025-26 school year, 50.8% of students with disabilities in grades 1 through 5 are on target in math.	False
We do not provide Title 1 services at the HS/MS, and we do not yet have an operational MTSS model in place.	False
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.	False
20.2% of all students earned Industry-Recognized Credentials.	False
No CDTs were taken during the 24-25 SY	True
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True

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

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
Future Ready PA Index, SY23-25: Meeting Annual Academic Math Growth, (PVAAS) (All schools): All student group did not meet the standard demonstrating math growth: HS/MS 66.5%, RH 60.0%, SG 67.0%, SF 50.0%	Teacher turnover, curriculum alignment with standards, limited math interventions	True
Future Ready PA Index, SY23-25: Meeting Annual Academic ELA Growth, (PVAAS) (HS/MS): Students did not meet the statewide interim goal/improvement target for ELA: HS/MS 40.9%, SG 46.8%, SF 52.8%, RH 61.4%		False
Future Ready PA Index, SY23223: Regular Attendance (HS/MS, SF): At the HS/MS and Spring Farms, all student groups did not meet the performance, standard for regular attendance: HS/MS 55.1%, SF 78.9%	Families not valuing attendance, ineffective truancy process, students recognize that the work can still be completed without their physical attendance	True
No CDTs were taken during the 24-25 SY		False
Foster a vision and culture of high expectations for success for all students, educators, and families		False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Low student engagement, administration turnover, inconsistency in teacher practices and expectations	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Future Ready PA Index, SY23-24: At Shade Gap and Rockhill, all student groups met the performance standard for regular attendance: (Shade Gap) = 81.1% (Rockhill) = 84%	Stronger home to school connections for our two smaller elementary buildings. Shade Gap and Rockhill hold interest clubs for students.
Future Ready PA Index, SY23-24: Rockhill - 56.6% of all students were proficient or advanced in the Math PSSA. This is well above the state of 40.2%. This is an increase from the previous year.	Departmentalization at the intermediate grades, teacher receptiveness of professional development and utilization
All 3 elementaries have experienced significant improvement in their STAR math proficiency scores over the last 2 years.	Departmentalization at the intermediate grades

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we use assessment data to identify student weaknesses and provide instruction to target those weaknesses then we will

	demonstrate math growth
	If we create and implement an effective truancy process then we will see an increase in student attendance.
	If teachers continue to adopt evidence based instructional strategies and programs then all students will have access to rigorous, standards-aligned instruction.

Goal Setting

Priority: If we use assessment data to identify student weaknesses and provide instruction to target those weaknesses then we will demonstrate math growth

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By the end of school year 2028-29, each school will meet or exceed the interim goal for math proficiency and/or increase the math growth score by 5 points from the growth score of the 24-25 school year, according to the PSSA/Keystone data.
Measurable Goal Nickname (35 Character Max)
Math Achievement for ALL

Target Year 1	Target Year 2	Target Year 3
By the end of school year 2026-27, each school will meet or exceed the interim goal for math proficiency and/or increase the math growth score on PSSA/Keystones by 2 points from the growth score of the 24-25 school year.	By the end of school year 2027-28, each school will meet or exceed the interim goal for math proficiency and/or increase the math growth score on PSSA/Keystones by 3 points from the growth score of the 24-25 school year.	By the end of school year 2028-29, each school will meet or exceed the interim goal for math proficiency and/or increase the math growth score by 5 points from the growth score of the 24-25 school year, according to the PSSA/Keystone data.

Priority: If we create and implement an effective truancy process then we will see an increase in student attendance.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By the end of school year 2028-29, each school will meet or exceed the performance standard for regular attendance or increase the percentage of regular attendance by 5% from the previous school year.
Measurable Goal Nickname (35 Character Max)
Attendance

Target Year 1	Target Year 2	Target Year 3
By the end of school year 2026-27, each school will meet or exceed the performance standard for regular attendance or increase the percentage of regular attendance by 5% from the previous school year.	By the end of school year 2027-28, each school will meet or exceed the performance standard for regular attendance or increase the percentage of regular attendance by 5% from the previous school year.	By the end of school year 2028-29, each school will meet or exceed the performance standard for regular attendance or increase the percentage of regular attendance by 5% from the previous school year.

Priority: If teachers continue to adopt evidence based instructional strategies and programs then all students will have access to rigorous, standards-aligned instruction.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the 2028-29 school year, 100% of K-12 teachers will demonstrate the consistent use of at least two evidence-based instructional strategies in daily lessons as measured by classroom observations, lesson plan reviews, and teacher self reflection.		
Measurable Goal Nickname (35 Character Max)		
Instruction		
Target Year 1	**Target Year 2**	**Target Year 3**
By the 2026-27 school year, 60% of K-12 teachers will demonstrate the consistent use of at least two evidence-based instructional strategies in daily lessons as measured by classroom observations, lesson plan reviews, and teacher self reflection.	By the 2027-28 school year, 80% of K-12 teachers will demonstrate the consistent use of at least two evidence-based instructional strategies in daily lessons as measured by classroom observations, lesson plan reviews, and teacher self reflection.	By the 2028-29 school year, 100% of K-12 teachers will demonstrate the consistent use of at least two evidence-based instructional strategies in daily lessons as measured by classroom observations, lesson plan reviews, and teacher self reflection.

Action Plan

Measurable Goals

Math Achievement for ALL	Attendance
Instruction	

Action Plan For: PBIS

Measurable Goals:
• By the end of school year 2028-29, each school will meet or exceed the performance standard for regular attendance or increase the percentage of regular attendance by 5% from the previous school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
The elementary buildings will continue to solidify PBIS Tier 2 implementation. Focus areas will include check in/check out, check and connect, other interventions as needed.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District PBIS Coach	TIU 11/ PATTAN Support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Elementary teachers and staff will receive PBIS Tier 2 professional development as needed.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District PBIS Coach	TIU 11/ PATTAN Support	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
In the Spring of each school year the elementary buildings will undergo PBIS Tier 2 Fidelity checks with the hope of moving into Tier 3 at the end of the 2028-29 school year.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District PBIS Coach	TIU 11	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
The HS/MS will continue to solidify PBIS Tier 1 implementation. Focus areas will incentives, student PBIS team, teacher PBIS team, and other Tier I interventions.		2026-07-01	2029-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HS/MS PBIS Coaches	TIU 11/ PATTAN Support District PBIS Coach	No	No

Action Step	Anticipated Start Date	Anticipated Completion Date
HS/MS teachers and staff will receive PBIS Tier 1 professional development as needed.	2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS/MS PBIS Coaches	TIU 11/ PATTAN Support District PBIS Coach	Yes	No

Action Step	Anticipated Start Date	Anticipated Completion Date
In the Spring of each school year the HS/MS will undergo PBIS Tier 1 Fidelity checks with the hope of moving into Tier 2 at the end of the 2028-29 school year.	2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS/MS PBIS Coaches	TIU 11	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation with Fidelity of Tiers 1 and 2 across the District.	Person - Director of Curriculum. Frequence - Quarterly Method - Attendance Data Analysis

Action Plan For: Tiered Interventions

Measurable Goals:

- By the end of school year 2028-29, each school will meet or exceed the interim goal for math proficiency and/or increase the math growth score by 5 points from the growth score of the 24-25 school year, according to the PSSA/Keystone data.

Action Step	Anticipated Start Date	Anticipated Completion Date
Develop and pilot building schedules that allow for flexible scheduling for student interventions during WIN time for math.	2026-07-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
HS/MS Principal	Guidance Department	No	No

Action Step	Anticipated Start Date	Anticipated Completion Date

Develop and implement an assessment calendar that clearly outlines the types of assessments to be administered, the timeline for each assessment (administered and data analysis), and a student grouping strategy based on assessment data.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Administrators	Guidance Testing windows	No	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop and implement math WIN interventions, making adjustments throughout the year based on data review of assessments.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Administrators	Guidance Assessment Calendar Intervention Materials	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Elementary intervention Meetings will occur monthly to review course grades and identify students in need of extra support.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary Prinicipal	Course Grades, IXL, STAR Math data	No	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Students in need of extra math support will receive interventions such as small group instruction or Title I services.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Elementary Principal	Title I materials, IXL, and additional math curriculum	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Data analysis process that leads to targeted interventions for students.	Person - Building Administrators Frequency - Biweekly Method - Walkthroughs, lesson plans, department meetings

Action Plan For: High Yield Instructional Strategies

Measurable Goals:
• By the 2028-29 school year, 100% of K-12 teachers will demonstrate the consistent use of at least two evidence-based instructional strategies in daily lessons as measured by classroom observations, lesson plan reviews, and teacher self reflection.

Action Step		Anticipated Start Date	Anticipated Completion Date
The Administrative team will create and implement a walkthrough form to collect evidence of the use of high yield instructional strategies.		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Administrators	Google Form	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing professional learning throughout each school year will occur to review and/or introduce high yield instructional strategies. (Coaching, PLCs, Teacher In-service days, department meetings)		2026-07-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Building Administrators	Bank of high yield instructional strategies.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Enhanced teaching effectiveness and improved student outcomes.	Person - Building Administrators Frequency - Biweekly Method - Walkthroughs, lesson plans, department meetings

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS	Elementary teachers and staff will receive PBIS Tier 2 professional development as needed.
PBIS	HS/MS teachers and staff will receive PBIS Tier 1 professional development as needed.
High Yield Instructional Strategies	Ongoing professional learning throughout each school year will occur to review and/or introduce high yield instructional strategies. (Coaching, PLCs, Teacher In-service days, department meetings)

PBIS Tier 1

Action Step		
• HS/MS teachers and staff will receive PBIS Tier 1 professional development as needed.		
Audience		
HS/MS teachers and staff		
Topics to be Included		
Tier 1 interventions		
Evidence of Learning		
TFI Fidelity checks will indicate proper implementation of PBIS Tier 1 practices.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
HS/MS Coaches	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Other	4 times per year
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior • 3c: Engaging Students in Learning • 2a: Creating an Environment of Respect and Rapport • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

PBIS Tier 2

Action Step
• Elementary teachers and staff will receive PBIS Tier 2 professional development as needed.
Audience

Elementary teachers and staff		
Topics to be Included		
Tier 2 interventions		
Evidence of Learning		
TFI Fidelity checks will indicate proper implementation of PBIS Tier 2 practices.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District PBIS Coach	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Other	4 times per year
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

High Yield Instructional Strategies

Action Step		
• Ongoing professional learning throughout each school year will occur to review and/or introduce high yield instructional strategies. (Coaching, PLCs, Teacher In-service days, department meetings)		
Audience		
All teachers		
Topics to be Included		
High yield instructional strategies		
Evidence of Learning		
Implementation of instructional classroom strategies		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Administrators	2026-07-01	2029-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed throughout the year
Observation and Practice Framework Met in this Plan	

• 1c: Setting Instructional Outcomes
• 1d: Demonstrating Knowledge of Resources
• 1e: Designing Coherent Instruction
• 3c: Engaging Students in Learning
• 3b: Using Questioning and Discussion Techniques
• 4a: Reflecting on Teaching
• 4e: Growing and Developing Professionally
This Step Meets the Requirements of State Required Trainings

Communications Activities

PBIS					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• In the Spring of each school year the elementary buildings will undergo PBIS Tier 2 Fidelity checks with the hope of moving into Tier 3 at the end of the 2028-29 school year. • In the Spring of each school year the HS/MS will undergo PBIS Tier 1 Fidelity checks with the hope of moving into Tier 2 at the end of the 2028-29 school year.	Staff and parents	Results of the fidelity checks	District PBIS Coach	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	Annually
Brief	Presented at building PTO meetings.

Assessment Calendar

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Develop and implement an assessment calendar that clearly outlines the types of assessments to be administered, the timeline for each assessment (administered and data analysis), and a student grouping strategy based on assessment data.	Staff	Assessment administration dates	Building Administrators	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	Annually
Newsletter	Weekly

High Yield Instructional Strategies					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• The Administrative team will create and implement a walkthrough form to collect evidence of the use of high yield instructional strategies.	Teachers	Walkthrough Forms	Building Adminstrators	07/01/2026	06/30/2029

Communications

Type of Communication	**Frequency**
Presentation	Annually
Email	Annually

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date